



Pupil Premium Strategy 2019/20

At the Axe Valley Academy, we are committed to accelerating the achievement, progress and personal development of all disadvantaged students and diminishing the differences between their outcomes and those of their peers. The Pupil Premium is a fund, which comes directly into school from the government to help us achieve this aim. Funding is targeted at students who have received free school meals at any time in the last 6 years; been continuously looked after for at least 6 months; been adopted from care and children who have one or more parents in the British Armed Forces.

At the Axe Valley Academy we work closely with our feeder Primary schools to ensure that every child transitions well to secondary school and that they continue to make good progress.

At the Axe Valley Academy we tailor everything that we do around our four core values – Excellence, Perseverance, Respect and Care. We believe in educating the whole child through high quality teaching and high quality pastoral care. Our school priority is always to deliver the highest quality teaching by personalising our approach for every student, every lesson, everyday. We invest significantly in staff training both internally and externally to enhance our practice to secure the best outcomes for all students. We tailor our curriculum, our teaching and our approach to meet the needs of all students with clear targeting and funding allocated to those who come from disadvantaged backgrounds and those who need to catch up quickly when they join Axe Valley Academy.

2019/20 Outcomes

- A. Ensure that progress measures for PP students are in line with or better than that of the cohort;
- B. Accelerate the progress of PP students so that the attainment gap between disadvantaged and non-disadvantaged students is narrowed;
- C. Support the higher aspirations of particularly able PP students and ensure that they have access to the Aspire programme;
- D. Ensure that PP students remain in education or training post 16 and that those who are able to take more demanding level 3 courses are supported to pursue these;

- E. Ensure that PP students participate fully in the rewards system and take full advantage of the opportunities for student leadership across the school;
- F. Ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms;
- G. Target disadvantaged pupils who require catch-up through the school intervention programme;
- H. Increase the number of PP students participating in extra-curricular activities and in particular residential activities;
- I. Increase the attendance % and decrease the PA rate of PP students.

2019/20 Projected Spend	
Number of pupils eligible	176
Amount received per pupil	£935 (Ever6) £180 (Services) £1,900 (LAC/adopted)
TOTAL PP available (includes additional funding for service children & children adopted from care)	£93,683 September 2019 to March 2020 7/12 £66,916 April 2020 – August 2020 5/12 (assumes no change in PP student nos. or funding)
Date of next review	January 2020

Year	No of Pupils	% of cohort
7	36	32.1
8	32	28.5
9	38	34.9
10	39	30.4
11	34	26.5
	176	30.3

There are currently 160 students on role who are eligible for the Pupil Premium giving an estimated funding of £149,600 April 2019 – March 2020 This is planned to be spent in a number of ways. The large majority will be directed at improving the quality of teaching for all students, including the improvement of outcomes of year Y11 PP students to narrow the gap in underachievement. This includes targeted teaching, peer tutoring, reducing class sizes and maximising the effectiveness of Feedback.

Additional monies will be spent on targeted support such as improve attendance and PA rates; improving independence and study skills; improving aspirations. It will provide the following: student support with emotional and behavioural difficulties; health and wellbeing; study skills; support for attendance from the Educational Welfare Officer (EWO); breakfast; and financial support for curriculum visits, educational resources and enrichment.

Jon Scott, Assistant Headteacher is designated as the senior leader in charge of monitoring the impact of the Pupil Premium. The member of the Local Governing Body with oversight of Pupil Premium is Amanda Bujniewicz

Key barriers

Barrier	Context
Literacy	Largest barrier for all of our disadvantaged students. The APS gap in English was -0.31 PP vs non PP. A whole school literacy strategy will be developed (Head of English and Head teacher) and implanted to help remove this barrier.
Boys	The maths and English outcomes of boys is a concern. APS gap in English -0.26 and maths -0.39 PP boys vs non PP boys. PP boys need support with the basic skills of reading, writing and numeracy to access the curriculum at a younger age and then throughout their time at Axe Valley.
Aspirations	Lower aspirations in comparison to the non PP students. Lower uptake on all types of enrichment and wider curriculum opportunities. Free music tuition, revision books, stationary and some activities for PP students has been put in place to help remove this barrier.
Attendance	Higher rates of PA and lower attendance for PP students. PPPA 22.4% vs 11.9% Non PPPA. PP attendance 91.1% vs Non PP attendance 94.4%. Greater communication, support and accountability measures need to be implemented to help remove this barrier.
Exclusions	Fixed term exclusions are higher amongst PP students. Greater emotional and social support is needed for these disadvantaged students in an attempt to help remove this barrier.

Planned Spend 2019/20

Outcome	Chosen Approach	Reason	Cost of PP contribution (*= contribution)	Staff Lead	How the impact will be measured
A. Ensure that progress measures for PP students are in line with or better than	ASPIRE project	Supporting the higher aspirations of particularly able PP students and ensuring that they have access to the Aspire programme.	*£150 expenses * £6,085 ASPIRE coordinator salary	DC	20%+ of all ASPIRE students must be PP PP Aspire students to attend all events.
	Maths intervention	Specialist maths tutoring for students at risk of not making expected progress in Year 11 and	*£10,902 Maths intervention	IL	End of GCSE outcomes. Maths P8

that of the cohort	(small group and 1:1)	Year 10. 1:1 with designated tutors closely liaising with the teachers and following the academy scheme of learning. Interventions coordinated by Head of Maths, alongside SLT and YL. Specialist maths teachers used to help accelerate progress. Maths intervention coordinator also used to support maths interventions for other year groups through 1:1 or small group work and/or in class support. The HUB can also be used to support maths intervention for targeted students once a plan is coordinated. <u>Year 11</u> – student extraction from Core PE lessons to provide additional maths interventions. Lunch, tutor and afterschool interventions also provided.	coordinator salary *£7,100 Head of Maths salary		2019-20 +0.3 2020 -21 +0.4 2021-22 + 0.5
		B. Accelerate the progress of PP students so that the attainment gap between disadvantaged and non-disadvantaged students is narrowed			
C. Support the higher aspirations of particularly able PP students and ensure that they have access to the Aspire programme	English intervention (small group and 1:1)	English tutoring for students at risk of not making expected progress in Year 11 and Year 10. 1:1 with designated tutors closely liaising with the teachers and following the academy scheme of learning. Interventions coordinated by Head of English, alongside SLT and YL. Specialist English teachers used to help accelerate progress. The HUB can also be used to support English intervention for targeted students once a plan is coordinated. <u>Year 11</u> – student extraction from Core PE lessons to provide additional English interventions. Lunch, tutor and afterschool interventions also provided.	*£12,242 Head of English salary	PS	End of GCSE outcomes. English P8 2019-20 -0.4 2020 -21 -0.2 2021-22 0.0
	School Leadership	<u>Teaching and Learning</u> Focus around T&L priorities. Book checks, drop	*£13,000 Executive Head	SLT	Reviews and audits

		<p>ins, student voice etc to monitor these priorities. Key stage and dept reviews/audits with a focus on PP students. Regular SLT agenda items on PP students.</p> <p><u>Outcomes</u></p> <p>All outcome reviews to have a focus on PP students. Priorities and future interventions to have a PP focus. PP outcomes to be agenda items at SLT meetings. Underachieving PP students to have intervention priorities.</p>	<p>Salary *£10,244 Head Salary * £7,602 Assistant Head Salary</p>		<p>End of GCSE outcomes.</p> <p>Overall school P8 2019-20 0.0 2020-21 +0.1 2021-22 +0.2</p> <p>Basics Milestones (4-9) 2019-20 60% 2020-21 65% 2021-22 70%</p>
D. Ensure that PP students remain in education or training post 16 and that those who are able to take more demanding level 3 courses are supported to pursue these;	Careers	All Disadvantaged students have a Careers appointment, support students with college applications to ensure they are completed and take vulnerable students to college interviews and support university trips.	*£962 Independent Careers advisor *£1076 Careers support coordinator.	JSc Year Leaders	0% of NEETS that are PP 2020
E. Ensure that PP students participate fully in the rewards system and take full advantage of	Rewards and Recognition	<p>PP representation in the following areas:</p> <ul style="list-style-type: none"> • Student Voice • Anti-Bullying ambassadors • Prefects • Buddying • Celebration assembly – badges and certificates. 	*£6,042 RS salary *£720 Rewards and recognition expenses (badges, certificates)	RS ESM (prefects) GH (buddys)	<p>At least 20% of student voice, ABA, and prefects to be PP students.</p> <p>80% of PP students to achieve Bronze award</p> <p>60% of PP students to achieve Silver award</p> <p>40% of PP students to achieve</p>

the opportunities for student leadership across the school					Gold award 20% of PP students to gain Platinum award.
F. Ensure that staff have a high level of awareness of the needs of disadvantaged pupils in their classrooms	HUB interventions	To stimulate a positive attitude to studying and revision. To empower students with effective study techniques. To raise self-belief and aspirations. To allow students to catch up on missed work or areas of weakness (maths and English focus for year 11s)	*£8,709 EC salary *£5,248 JG salary	SLT	Increased confidence for students reporting in post session evaluations from at least 90% of students. Year 11 exit survey. GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance
G. Target disadvantaged pupils who require catch-up through the school intervention programme;	Staff training and guidance	Staff to be given training/guidance on the following areas. <ul style="list-style-type: none"> Names of PP students Key data/information of all PP students (outcomes, attendance, SEN, EAA, WAVE, medical etc) Teaching and learning priorities and strategies for supporting PP students. 	*£ 7,602 salary	JSc	End of GCSE outcomes. Overall school P8 2019-20 0.0 2020-21 +0.1 2021-22 +0.2 Increased confidence for students and staff reporting in student and staff surveys from at least 90% of students and staff.
	Year Leader Support	Year leaders to focus on: <ul style="list-style-type: none"> Working with inclusion officer to incentivise and reward students to attend to reduce PA. Providing academic mentoring for PP students Helping to raise the aspirations of PP students 	*£9,409 YL salaries	JSc LJ (11)	Milestones PA 18% 2019-20 PA 16%% 2020-21 PA 14% 2021-22 0% of NEETS that are PP 2020 End of GCSE outcomes.

		<ul style="list-style-type: none"> Tackling underachievement with PP students Setting behavioural interventions for PP students 			<p>Overall school P8 2019-20 0.0 2020-21 +0.1 2021-22 +0.2</p> <p>80% of PP students to have WAVE de-escalations across the year.</p>
Year 11 mentoring	All PP year 11 students to have an appropriate academic mentor. Mentors to be provided with key information on the student. Mentors to challenge underachievement, challenge poor attendance, challenge HW concerns, provide guidance on study skills, provide guidance on future destinations and to reinforce key messages (set by SLT and YL). Mentors to meet with students half termly. Mentors to communicate with parents.	*£6,142 Year 11 Year Leader salary £200 expenses and resources.	ES	<p>100% of Year 11 PP students to have a mentor.</p> <p>End of GCSE outcomes. Overall school P8 2019-20 0.0 2020-21 +0.1 2021-22 +0.2</p> <p>GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance</p>	
Revision resourcing	To stimulate a positive attitude to studying and revision. To empower students with effective study techniques. To raise self-belief and aspirations.	£3,500 resources	YL	<p>Increased confidence for students reporting student surveys 90% of students. All PP students to be provided with appropriate revision resources.</p>	
Homework club	To provide opportunities for PP students to complete their homework in school. Removing the barriers of IT, space and distraction. To have help and support whilst completing their HW. Lunch and after school clubs	*£197 NR salary	NR	<p>Increased confidence for students reporting student surveys 90% of students.</p>	

		available. HW club to be an intervention for some PP students struggling with their HW.			
	Classcharts	All PP students to have access to Classcharts to keep up to date with their HW. If there is a barrier at home, students will have access to it at school. Middle leaders to monitor HW through fortnightly reviews of dept/year concerns – interventions set as a result of outcomes. Classchart software updates to be explored by SLT.	£50 Expenses	KC Middle leaders	100% of PP students accessing and using Classcharts. 100% of HW being set on Classcharts
	Screening	Annual exam access arrangement screening for targeted PP students. Outcomes shared with staff via classcharts and email reminders.	£108 Expenses	EC	EAA results on classcharts. Staff building evidence of exams as a normal way of working.
H. Increase the number of PP students participating in extra-curricular activities and in particular residential activities;	Music tuition fees and musical enrichment	To provide financial support to enable students to benefit from musical activities and experiences. This includes 1:1 tuition, whole school productions, visits, hiring instruments.	£20,250 Peripatetic teacher costs. £200 Expenses.	JJ	Numbers of PP students – increase from previous year.
	Duke of Edinburgh	To provide financial support for those students wanting to engage in the programme. Costs include licence and entry fees and general expenses.	£585 DofE coordinator £1,360 Expenses	VP	Numbers of PP students – increase from previous year.
	Sports clubs, fixtures and visits	To provide financial support to enable students to benefit from sporting activities and experiences.	£3,8234 Sports Coach	DO	Numbers of PP students – increase from previous year.
I. Increase the attendance % and decrease the PA rate of PP students.	Inclusion	Specific focus on reducing PA for Disadvantaged students Including: <ul style="list-style-type: none"> Phoning all absent Disadvantaged students Ensuring rapid response to students who are late to ensure it doesn't 	£8,453 Inclusion officer salary *£655 EWO	JSc	Milestones PA 18% 2019-20 PA 16%% 2020-21 PA 14% 2021-22

		<p>further escalate to impact attendance</p> <ul style="list-style-type: none"> • To ensure any students at risk of PA have immediate contact with parents • To complete home visits to remove barriers to attendance • Increase the frequency and quantity prosecutions if needed 			
	Pastoral support	<p>Support and intervention at an early stage to prevent escalation of behaviour issues. Supporting attendance issues to help support PP students attendance at school. Specifically focus to engage hard to reach parents and families where the children have been persistently absent.</p> <p>To support the return to school following exclusions. To support students in building self-esteem and confidence. To provide a clear link between school and home with the focus on academic engagement and achievement. Home visits to take home personalised work for students (medical evidence). To show parents how to access online resources and Apps. To break down barriers to attending parents' evenings. 30% of their time on PP children</p>	£5,931 PASCO salaries	JSc LJ (11)	<p>Milestones PA 18% 2019-20 PA 16%% 2020-21 PA 14% 2021-22</p> <p>Milestones 2019-20 – At least 70% attendance at parents evenings. 2020-21 At least 80% attendance at parents evenings.</p>
	Late Bus	<p>Late bus provision put in place two evenings per week across the year. The aim is to increase attendance at after school interventions, clubs, rehearsals, fixtures etc. This will not only support student outcomes but also their cultural capital.</p>	£2,838 Costs	JLX	<p>GCSE school measures for PP vs 'others' nationally (P8, English, Maths), behaviour points and attendance.</p> <p>Milestones PA 18% 2019-20 PA 16%% 2020-21 PA 14% 2021-22</p>

					Numbers of PP students accessing interventions, clubs, rehearsals, fixtures etc – increase from previous year.
	Breakfast club	Ensures all students have eaten breakfast as well as encouraging them to come into school (on time).	£1,568 Salary £3,800 Food	JLX	Numbers of PP students – increase from previous year.
Total Expenditure			£166,756		

Report on Impact of Pupil Premium 2018/19

The aim for 2018/19 was to work continuously to narrow the gap in achievement and attendance. Also, to provide disadvantaged students with enrichment and extended learning opportunities to develop their cultural capital. Evidence over the last three years has shown that this work is having a positive impact on the disadvantaged students at Axe Valley. Attendance figures have increased and stabilised; year 11 basic measures have increased and stabilised; student happiness has increased; exclusion levels have decreased dramatically; enrichment opportunities and uptake has increased.

In 2018/19 we planned an expenditure of £155,982.20 for the pupils who were eligible for the pupil premium. We received £157,795, all of which was spent on the following (*= contribution towards the total cost):

Approach	Impact
ASPIRE projects*	The high aspirations of particularly able PP students were catered for across the year. Internal and external activities were put in place to raise aspirations, develop cultural capital and provide opportunities. It was developed so that disadvantaged had access to the Aspire programme. 25% of all ASPIRE students were PP. 93% attendance from PP students to all events (all absences were due to absence from school).
50 students music tuition fees	Yearly increase on numbers taking music tuition. Students then contributing to whole school productions, developing their cultural capital. These 50 students were supported with music tuition at a cost of £20,250
Intervention (maths) coordinator salary*	Specialist maths tutoring was provided for students at risk of not making expected progress in Year 11 and Year 10. 1:1 and small group work. Interventions coordinated by Head of Maths, alongside SLT and YL. Specialist maths teachers used to help accelerate progress. <u>Year 11</u> – student extraction from Core PE lessons was also used to provide additional maths interventions. Lunch, tutor and afterschool interventions were also provided.

English intervention*	Specialist English tutoring was provided for students at risk of not making expected progress in Year 11 and Year 10. 1:1 and small group work. Interventions coordinated by Head of English, alongside SLT and YL. Specialist English teachers used to help accelerate progress. Year 11 – student extraction from Core PE lessons was also used to provide additional English interventions. Lunch, tutor and afterschool interventions were also provided.
Intervention (HUB) coordinator salary*	Coordinator was used to stimulate positive attitudes to studying and revision. They empowered students with effective study techniques. They raised self-belief and aspirations. They allowed students to catch up on missed work or areas of weakness (maths and English focus for year 11s). They year 11 exit survey reflected the importance of this provision with the vast majority of students noting its importance.
Science intervention	Specialist science tutoring was provided for students at risk of not making expected progress in Year 11. 1:1 and small group work. Interventions coordinated by Head of science, alongside SLT and YL. Specialist English teachers used to help accelerate progress.
HUB (TA) salary*	HUB TA was used to stimulate positive attitudes to studying and revision. They empowered students with effective study techniques. They raised self-belief and aspirations. They allowed students to catch up on missed work or areas of weakness (maths and English focus for year 11s). They year 11 exit survey reflected the importance of this provision with the vast majority of students noting its importance.
Teaching and Learning SLT coordination*	T&L priorities focused on through book checks, drop ins, student voice etc to monitor these priorities. Regular staff meetings to discuss the T&L priorities this included whole staff and line management meetings. Key stage and dept T&L reviews/audits with a focus on PP students. Regular SLT agenda items on PP students for updates and progress reports.
Late bus*	Late bus provision was put in place two evenings per week across the year. The aim is to increase attendance at after school interventions, clubs, rehearsals, fixtures etc. This will not only support student outcomes but also their cultural capital. There was an increased number of year 11s attending interventions and revision classes across the year.
Year 11 revision packs and resources	Revision packs, books and other resources were provided to all year 11 PP students. The aim was to stimulate a positive attitude to studying and revision; to empower students with effective study techniques; to raise self-belief and aspirations. The vast majority of students noted in the exit survey that this had a positive impact on their preparation for their GCSE exams.
Inclusion officer salary*	The specific focus was on reducing PA for Disadvantaged students. The actions throughout the year included phoning all absent Disadvantaged students; ensuring rapid response to students who are late to ensure it doesn't further escalate to impact attendance; ensuring any students at risk of PA have immediate contact with parents; completing home visits to remove barriers to attendance. The vast majority of disadvantaged PA students made some progress throughout the year due to the interventions of the inclusion officer. 100% of disadvantaged PA students had an intervention programme with the inclusion officer.
Attendance officer salary*	The focus of the attendance officer was to implement and monitor attendance procedures as per the attendance

	<p>policy. The attendance officer worked closely with the inclusion officer with phoning all absent Disadvantaged students; ensuring rapid response to students who are late to ensure it doesn't further escalate to impact attendance; ensuring any students at risk of PA have immediate contact with parents. 100% of disadvantaged students with an attendance of <95% received appropriate letters, support and sanctions in accordance to the attendance policy. The vast majority of these students made some attendance progress across the year.</p>
Careers Coordinator salary*	<p>All Disadvantaged students received a Careers appointment. They were also supported with college applications to ensure they are completed. Vulnerable students were also supported with additional transitional work to their chosen post 16 provider. There was 0% of NEETs.</p>
Breakfast club food and staff salary	<p>The aim was to ensure all students have eaten breakfast as well as encouraging them to come into school (on time). A lot of students used this club daily including a healthy number of PP students. Punctuality at the school increased dramatically throughout the year.</p>
PASCO salaries*	<p>PP students were able to have support and intervention at an early stage to prevent escalation of behaviour issues (reduction in FTE levels across 2018/19). They were also supported in attendance issues to help support students attendance at school. The specific focus has been to engage hard to reach parents and families where the children have been persistently absent. There was an increase in communications, meetings and follow up referrals through the R4C process.</p> <p>PP students were also support in their return to school following exclusions. They were supported in building self-esteem and confidence. There has been a clear link between school and home with the focus on academic engagement and achievement.</p>
Duke of Edinburgh expenses	<p>12 students in receipt of Pupil Premium took part in the Duke of Edinburgh's Award scheme</p>
Year Leader support*	<p>100% of students progressed to college courses, apprenticeships or employment with training (No NEETs). This was supported</p>
Year 11 mentoring administration*	<p>All year 11 students received academic mentoring and revision resources at a cost of £5,541. The year 11 exit survey highlighted that the vast majority of students valued the mentoring system and that it helped them through the year.</p>
Homework club expenses	<p>The club helped provide opportunities for PP students to complete their homework in school. Removing the barriers of IT, space and distraction. It allowed them to have help and support whilst completing their HW. Lunch and after school clubs were made available. Some students used HW club as an intervention if they were struggling with their HW. There was a large reduction in homework concerns with those disadvantaged students who accessed the homework club.</p>
Class charts*	<p>All PP students were given access to Classcharts to keep up to date with their HW. If there was a barrier at home, students had access to it at school, through IT rooms, the HUB and the library being open at lunchtime.</p>

Screening	All targeted year 10 and 11 disadvantaged students were screened for EAA. Appropriate EAA then put in place to support these students in their assessments.
Activity Day	Pupil Premium funding was used to support a student activity programme at a cost of £4,00. The vast majority of disadvantaged students attended an offsite activity.

Oversight of this spending was provided by the School Business Manager (Jacky Lomax) and monitoring of pupil progress and achievement by the Assistant Headteacher (Jon Scott) in charge of Pupil Premium.