

Pupil premium strategy statement

1. Summary information					
School	Mascalls Academy				
Academic Year	2016/17	Total PP budget	£183 000	Date of most recent PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	
2. Current attainment					
		Pupils eligible for PP (your school)	Pupils eligible for PP (national average)*	Pupils not eligible for PP (national average)*	
% achieving English/Maths threshold		35.1%	38%	64.7%	
% achieving expected progress in English / Maths (2015-16 only)		59.5%/37.8%	57%/49%	75.8% / 73.4%	
Progress 8 score average		-0.63	-0.36	0.12	
Attainment 8 score average		43.95	51.46	52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Pupils with high prior attainment who are eligible for PP make less progress than other high prior attaining pupils.				
B.	Literacy skills are lower for pupils eligible for PP than for other pupils.				
C.	Pupils eligible for PP make less progress in maths than other pupils.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Pupils eligible for PP have higher overall absence than other students				

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria			
A.	HAP PP students achieve in line with other HAP students	HAP Progress 8 at least in line with national HAP PP, in school gap closes to <1% from national other			
B.	Improve literacy for pupils eligible for PP	PP at least in line with national PP, English Progress 8 element in school gap closes to <1% from national other			
C.	Pupils eligible for PP achieve in line with other pupils for maths	PP at least in line with national PP, Maths progress 8 element gap closes to < 1% from national other			
D.	Pupils absence to improve in line with other pupils	OA gap closes to <1% from national other			
5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased profile of PPG students with teaching staff - Ensure spending is focused and impacts on PPG outcomes	Appointment of Vice Principal to oversee PPG – Raise the profile, identify, monitor in class provision, support Purchase of 4 Matrix for reporting	In schools where there is a PP champion, gaps close rapidly – main responsibility is to ensure in class provision for PP students is ensuring	Through Line management and appraisal process Work scrutiny Lesson observations Learning walks Student interviews 4 matrix reports to staff	WMO	Semester

Increased engagement with work. Improved grades.	Feedback – Training for new feedback policy, marking stickers Bespoke exercise books	Feedback – identified by Sutton Trust as high impact, low cost. Feedback studies tend to show very high effects on learning. One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback	Work scrutiny Learning walks Staff questionnaire	CRT/WMO	Ongoing – through appraisal process, department review process
Assessment informs teaching and learning – students aware of next steps in learning	Question Level analysis – initially in year 11 for all assessments Informs teaching	Individualised feedback is based on the idea that all learners are different and therefore have different needs, so an individualised or tailored approach to instruction ought to be more effective, particularly in terms of the tasks and activities that pupils undertake.	Work scrutiny Lesson observations Learning walks Student interviews	WMO	Semesterly
Total budgeted cost					£17 993
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

PP funding available to develop teaching and learning	Assigning a proportion of PP funding for developing wellbeing, academic progress and enrichment of PP students through a bid process	High quality teaching and learning has the biggest impact on the progress of PP students. Ensuring that significant funding is available to the class teacher in addition to whole school strategies ensures that funding is spent where it is most likely to have impact.	Focussed learning walks Formalised bid process, successful bids approved by school leadership team Monitoring and reporting included within the bid process	WMO	Semester 2/4/6
Addressing gaps in KSU, mastery of topic. Improved grades	Tuition – group/1 to 1/period 6/master classes Appointment of primary specialists Including Summer School	Small group and one to one intervention supplements whole class teaching and can focus on gaps in KSU not addressed at the classroom level. Evidence indicates that in areas like reading and mathematics one-to-one tuition can enable learners to catch up with their peers. Meta-analyses suggest an average effect size of about 0.4, indicating that pupils might make about 4 or 5 months progress during an intensive programme.	Attendance/non-attendance of students Progress of attending students Drop ins Student questionnaires Staff questionnaires	HoDs/WMO/ CRT/SMA	Semesterly
Total budgeted cost					£64 145
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased focus on student well-being, increasing parental engagement, improving behaviour and attendance	Expanding the pastoral structure within College teams	The impact of pastoral support is low in terms of direct effect on academic outcomes, accelerating learning on average by only about one month's additional progress for the majority of pupils. There is some evidence that pupils from disadvantaged	Monitoring of participants' attendance and reports of repeated behaviour	JVE	Semesterly

		backgrounds can benefit by up to about two months' additional progress. Increased attendance has shown to have an impact on academic outcomes.			
Improved self-esteem.	Counselling				
Increased completion of homework. Improved grades	Continuation of SMHW	There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment (some studies showing up to eight months positive impact on attainment). Overall the general benefits are likely to be modest if homework is more routinely set. There is clear evidence that it is helpful at secondary level.	Monitoring of homework set within SMHW Work scrutiny Lesson observations Outcomes for pupils	CRT/WMO	Semesterly
Improve literacy	Introduction of Accelerated Reader	AR has shown to increase opportunities for reading. EEF note the overall effect size of +0.24 is the equivalent of approximately 3 months of additional progress in reading age after 22 weeks. The evaluation also indicates a positive impact for FSM-eligible pupils	AR internal monitoring statistics	CRT/WMO	Semesterly

