

Annex 2d: Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
|---|--------------------------------------|----------------------------------|--------------------------------------|--|------------------------------|
| School | Canterbury Academy | | | | |
| Academic Year | 2017-18 | Total PP budget | £357,600.00 | Date of most recent PP Review | 20 th April 2016 |
| Total number of pupils | 1092 | Number of pupils eligible for PP | 382 | Date for next internal review of this strategy | 20 th August 2017 |
| 2. Current attainment | | | | | |
| | | | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) | |
| Progress 8 score average (results for Sept 2016) | | | -0.46 | 0.12 | |
| Attainment 8 score average (results for Sept 2016) | | | 38.25 | 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. | Poor literacy | | | | |
| B. | Learners' attitudes towards learning | | | | |
| C. | Learners' self-regard/resilience | | | | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | | | | |
| D. | High levels of persistent absentees | | | | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | | | Success criteria | |

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| A. | Improve progress 8 score & narrow the gap | PPG students will improve their grades and be in line with national average. The gap between PPG and non-PPG will close |
| B. | Improved attitudes towards learning and as a result their self-regard as learners | Improved ownership of learning, increased engagement in school community |
| C. | Reduce levels of persistent absentees | Improved attendance & reduction in persistent absentees as a result their progress will also improve |

5. Planned expenditure

Academic year **2017-2018**

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? |
|---|--|--|---|-------------------------------------|---|
| Improved progress for PPG learners across each year group and across each subject | Appraisal target for all core staff related to PPG Regular feedback in PIT stickers Internal CPD Subject menu of support Easter revision & catch up sessions After a successful 2016-17, specialist intervention staff employed to deliver bespoke sessions to underperforming PP pupils, have been tasked with continuous delivery, targeting specific areas for improvement, particularly in maths and English. | Teaching and Learning Toolkit Class analysis sheets updated to include PPG focus and strategies Improved teaching with less variability and improved accountability improves outcomes. | Termly key stage progress meetings Walk about QA books in faculties and 3 raising standards reviews throughout the year QA of class analysis sheets/purple folders | ABA/JBR/JVA/English and maths leads | December 2017 April 2018 July 2018 |
| Total budgeted cost | | | | | £250,000 |

| ii. Targeted support | | | | | |
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| 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? |
| Improve parental and learner responsibility for attitudes towards school/ learning | Achievement for All programme | Sutton Trust Report | Lead professional Staff training for 12 coaches Parental meetings Targets set with parents and learner Review of targets | JVA | December 2017 April 2018 July 2018 |
| Reduce the level of persistent absentees | Termly attendance competition Ethos team Mentoring, purchase of transport and uniform The previous system of purchasing bus passes ad-hoc for PP pupils has been revised so that greater accountability lies with parents with a reimbursement incentive being managed through attendance target monitoring. | Teaching and learning toolkit Ofsted 2014 PP report Aiming for 95% attendance (92% for PPG) | Lead professional Targeted mentor group Weekly updates shared with leads Attendance targets for Year Managers with PPG funds allocated to achieve this linked to KPIs | DBO /SCO/JVA | December 2017 April 2018 July 2018 |
| Total budgeted cost | | | | | £45,000 |
| 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? |
| Improve self-regard | Enrichment activities; access to music lessons, Residential opportunities | Teaching and learning toolkit | Mentor to identify key interests/talents JVA to review with individuals who receive the enrichment activity | JVA | December 2017 |

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| Improve well being | Ethos team to identify targeted support for learners Counsellor, psychology services Bespoke programmes PASS Survey | Teaching and learning toolkit Ofsted 2015 PP report | Ethos meeting to review the interventions 3 times per year | JVA/DBO/VBU | December 2017 |
| Total budgeted cost | | | | | £60,000 |

| 6. Review of expenditure | | | | |
|--|--|--|--|-------|
| Previous Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned and whether you will continue with this approach) | Cost |
| Developing an awareness of how to support PPG Learners | Internal CPD Whole school approach to marking / targeted feedback | The gap has narrowed from the previous academic year, but there is still a gap which needs to be addressed. | The CPD needs to be more focused and consistent. The whole school approach towards feedback has provided greater clarity for students with opportunities for pupils to engage in PIT (pupil improvement time) at least once per fortnight to develop and improve longer pieces of writing. The quality of feedback and the consistency will need monitoring through work scrutiny within faculties and the school's Raising Standards reviews. | £0.00 |

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| Reduce the gap | <p>Literacy intervention Numeracy Intervention Maths morning mentoring Maths small group support English morning mentoring English small group support Over staffing in core areas with specialist tutors Peer / 6th form mentors AA mentor Catch up workshops Revision packs Easter & holiday revision sessions Staff training Workshops on revision Books, subject specific equipment IT programmes; Lexia, Write online to be accessed off site Tute – catch up/ off site learning Alternative curriculum provision; Woodpecker court</p> | <ul style="list-style-type: none"> • Year 7 sub-levels of progress: PPG 3.1 v Non PPG 3.6 • Year 8 sub-levels of progress: PPG 3.1 v Non PPG 3.4 • Year 9 progress: PPG -0.68 v Non PPG -0.46 • Year 10 progress: PPG -0.83 v Non PPG -0.18 • Year 11 progress: PPG -0.54 v Non PPG +0.06 • GCSE Cohort 189: 5 A*-C including English and Maths: PPG 35% v Non PPG 53%, Gap 18% | <p>The range of approaches that have been used have contributed towards narrowing the gap. The programmes will continue next year, but there will be a change in focus to ensure that all learners receive a breath of opportunities throughout each key stage. There needs to be further development with parental engagement to improve progress which will be supported through staff CPD training as part of the AFA programme. Our successful intervention programme at Ks4 will now be rolled out across the lower school so intervention can have maximum impact from early years upwards with pupils identified and progress monitored at fortnightly RAP meetings.</p> | £210,000 |
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| ii. Targeted support | | | | |
|----------------------------------|--|--|--|------------------------|
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <u>Attitude towards learning</u> | Uniform / kit Equipment PASS survey Psychology service Professional services Student rewards Counselling | Whole school Fix term exclusion PPG 43 Non PPG 33 (Gap +10) Year 7 PPG 4 Non PPG 2 (Gap +2) Year 8 PPG 12 Non PPG 5 (Gap +7) Year 9 PPG 6 Non PPG 4 (Gap +2) Year 10 PPG 14 Non PPG 11 (Gap +3) Year 11 PPG 7 Non PPG 11 (Gap -4) | Moving forward we have developed a system whereby PP funding is shared/allocated between various areas in the school to take ownership of and be accountable for the impact. For example, subject areas will be allocated £5,000 and left to decide how this is spent across the year. The impact of the spending will be reviewed and altered as necessary. | <u>£140,000</u> |
| <u>Attendance</u> | Bus / train pass Breakfast club Rewards for attendance Impact mentor | Whole school Attendance PPG 90.31% v Non PPG 94.82% <ul style="list-style-type: none"> • Yr7 PPG:90.66 v Non PPG: 95.66 • Yr8 PPG: 92.45 v Non PPG: 95.55 • Yr9 PPG: 88.27 v Non PPG: 92.89 • Yr10 PPG: 86.42 v Non PPG: 93.22 • Yr11 PPG: 91.53 v Non PPG: 94.95 | The Breakfast Club continues to grow and it is evident that pupils using this enjoy and value it. I have asked that staff running this keep conversations around the importance of attendance and that positive case studies be created as evidence of ongoing positive impact. Support Managers have been allocated £3,000 per year group to help drive up attendance with KPIs linked to an overall PP attendance target of 95% for the forthcoming academic year. This will be reviewed three times per year. | <u>£8,190</u> |

| iii. Other approaches | | | | |
|--------------------------------------|---|---|---|-----------------------|
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| <u>Additional experiences</u> | Residential trips to Rockley, Residential to Bore place Music lessons Guest speakers Drama Performances (Year 11 revision) Isle of Wight residential | Each year group had at least 5 different experiences throughout the year that they could participate within. Pupil voicing reflected a range of positive personal outcomes for the individuals. Trying a new instrument, achieving the next grade in music, using their talent to represent the school, rock climbing, sleeping in a hammock, cooking meals outside on an open fire, going to the West end. | <p>This approach has provided learners with individual opportunities which has helped their self-regard, which is helpful to the individual. However the lesson that we need to learn from the current approach is to develop a systematic approach to enable learners to develop their self-esteem and resilience and ensure that individuals can transfer those skills into their learning. This is often difficult to evidence with hard data however, attendance, as part of improved resilience will be on possible area.</p> <p>Another area requiring attention is recognising pupils meeting/exceeding their targets and providing rewards and enrichment opportunities for these as part of their allocated PPG funding.</p> <p>Additional focus needs to be on our HA/PP crossover pupils. HA is now recognised as a 'vulnerable group' and extra provision needs to be in place in terms of support through targeted intervention focussing on subjects with the slowest rate of progress.</p> | <u>£40,000</u> |