

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Canterbury Academy				
Academic Year	2018-19	Total PP budget Indirect Income Direct Income	£348,464.35 £6736.00 £341,728.35	Date of most recent PP Review	Sept 2019
Total number of pupils	1,444	Number of pupils eligible for PP	359	Date for next internal review of this strategy	August 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average (results for August 2019)			-1.04	-0.46	
Progress 8 disaggregated score (results for August 2019)			-0.68	-0.3	
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; on average learners are 1.8 years below chronological age				
B.	Learners' attitudes towards learning; for example taking responsibility for developing their own learning outside of school hours				
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 reluctant learners				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	

A.	Progress 8 Gap no bigger than 0.2	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.	Increase attendance by 2%	Improved attendance & reduction in persistent absentees as a result their progress will also improve

5. Planned expenditure

Academic year	2019-2020
Expected Income 2019-2020	£348,287

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; the gap should be 0.2	Regular feedback in PIT stickers Internal CPD Subject menu of support Identified support lead through the RAP meetings Achievement for All 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 RAP meeting	ABA/JBR/RPA/NBO	December 2019 April 2020 July 2020

Estimated budget cost					£210,000
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?
Improve parental and learner responsibility; increase HW contributions by 20%	Diagnostic PASS survey Achievement for All programme Targeted parents for parents evenings	Sutton Trust Report	Lead professional Staff training for 12 coaches Parental meetings Targets set with parents and learner Review of targets	KHE, RPA,	December 2017 April 2018 July 2018
Reduce the level of persistent absentees by 3% for PPG students	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 DFE feedback and Ofsted 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	SCO	December 2019 April 2020 July 2020
Estimated budget cost					£70,000
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 PASS survey	Teaching and learning toolkit	Mentor to identify key interests/talents	RPA/NBO/TFO	December 2019 April 2020

			TFO to review with individuals who receive the enrichment activity		July 2020
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	VBU	December 2019 April 2020 July 2020
Estimated budgeted cost					£68,000

6. Review of expenditure				
Previous Academic Year		2018-19		
PPG Budget		£348,464		
Total spend		£328,072		
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
Continue to explore methods of support for PPG Learners	Internal CPD Whole school approach to marking / targeted feedback Data analysis RAP meetings Dept planned expenditure	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. CPD on Achievement for All will continue this academic year as we roll this programme across more year groups.	£228,755

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 External sessions for POT 2 subjects Revision packs Accelerated reader programme Achievement for All programme Easter & holiday revision sessions Staff training Workshops on revision Books, subject specific equipment IT programmes; Lexia, Write online Alternative curriculum provision</p>	<ul style="list-style-type: none"> • Year 7 sub-levels of progress: PPG -0.2 v Non PPG -0.3 • Year 8 sub-levels of progress: PPG 3.3 v Non PPG 2.4 • Year 9 progress: PPG -2.22 v Non PPG -1.94 • Year 10 progress: PPG -1.34 v Non PPG -1.01 • Year 11 progress: PPG -1.04 v Non PPG -0.46 <p>Disaggregated Year 11 (those who did not sit a progress 8 curriculum) Progress: PPG -0.68 v Non PPG -0.3</p>	<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 Achievement for All 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>	
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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 Professional services Student rewards Counselling	Whole school Fix term exclusion 34% of fixed term exclusions were PPG Students PPG 31 Non PPG 89 (Gap +58)	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. The RAP meetings will identify specific underachievement for cohorts of learners in certain subjects. Interventions will run for a term and then be reviewed to demonstrate the impact.	£83,728
<u>Attendance</u>	Bus / train pass Breakfast club Rewards for attendance Impact mentor	Whole school Attendance PPG 92.2 % v Non PPG 94.6% (Gap -2.3)	A pilot project for attendance was designed with KCC to tackle attendance. The strategies used in this had an impact on this year group. This will be rolled out with all other year groups. 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. Achievement for all coaching conversations have been successful & will be rolled out across the school.	£7,940

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 Music lessons Guest speakers Drama Performances Kent University Link works Christchurch University link Author in residence	Pupil voicing reflected a range of positive personal outcomes for the individuals.	<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.</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>	£7,649

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