

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Avanti Fields				
Academic Year	2019-2020	Total PP budget	£ 12,544	Date of most recent PP Review	10.19
Total number of pupils	210	Number of pupils eligible for PP	16	Date for next internal review of this strategy	09.20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	NA	
Attainment 8 score average	NA	
3. Barriers to future attainment (for pupils eligible for DA)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Support pupils in improving their basic skills – numeracy, literacy, English as an additional language	
B.	Develop student skills in revision, retention and recall	
C.	Raise aspirations for DA students	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Ensure excellent attendance and punctuality is maintained by DA students	
E.	Creation of external opportunities for DA students	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Narrow gaps and ensure that there is no gap between DA and non-DA students	Progress at each data drop shows no gap in progress for DA against non-DA
B.	Maintain excellent attendance	There is currently no gap in attendance – maintain this
C.	DA student enrichment in extra and super curricular is in line with non DA peers	Ensure DA students engage in at least one enrichment activity per week

5. Planned expenditure

Academic year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	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 attainment and rates of progress of DA students and to ensure their progress is positive in EBacc subjects	Ensure no gaps in progress in English, maths, science, history, geography, Spanish	Evidence suggests that meeting individual needs and individualised learning has a positive impact on student progress. Success in the EBacc subjects will open doors for students in the next stage of their education, Post 16.	Personalised planning for learning for each DA student in each Ebacc subject At each progress check, DA students in departments will be monitored and compared to non-DA. Where any underachievement is identified, this will be raised with HoD and strategies will be put in place to address the existing gap.	NKH	Feb 2019 April 2019 June 2019
Improve the literacy of all DA students	Improve reading age of DA students who are below chronological reading age	Sutton document improving literacy improves overall student outcomes. Students are more able to access materials across the curriculum.	EAL student supported through small group literacy programme and TA support. Personalised literacy targets and teacher input through planning for learning	ABA	March 2019 June 2019
Total budgeted cost					£4000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Prevent or narrow any gaps in progress through personalised intervention and support for DA students	Ensure that there is no gap in progress between DA and non-DA in English and maths	Small group work and reading intervention strategies have a good impact on improving student progress (Educational Endowment fund).	One to one or small group support in numeracy and reading for targeted students. Close monitoring of progress through regular testing.	NKH	Feb 2019 April 2019 June 2019
Support DA student with English as an additional language to improve reading skills	NTE students to improve reading age by 12 months minimum within academic year.	The ability to read English is the key to accessing the whole curriculum.	Deliver structured reading programme for targeted students.	SKI	March 2019 July 2019
Regular attendance of students through tracking and monitoring. Target: 97%	Daily monitoring. First day calling - Family involvement.	Attendance below 90% has a specific impact on progress of all learners in particular DA.	Monitoring of attendance and prioritisation of DA students. Attendance and punctuality letters. Attendance officer and pastoral teams contact students when there are unexplained absences. Budget for rewards.	LBI	March 2019 June 2019
Total budgeted cost					£7000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide regular coaching and mentoring for each DA student, focussing on academic resilience	DA students improve HW completion. Narrow gaps in progress across all subjects.	Negative events for HW are highest category in school. HW tasks present key opportunity for pre-learning and or consolidation.	Tutor mentoring focussing on approaches to lesson and potential barriers to A2L and HW.	LBI	Jan 2019 April 2019 July 2019

			Lunch time HW clubs to provide guidance and resources for HW completion		
Ensure finance is not a barrier for participation in school activities	<p>DA students take part in school trips as much as non DA students.</p> <p>Monitoring and participation of HAPS students and other students who are DA in whole school activities.</p> <p>School trips and resourcing grants. Supporting students to develop an in-depth interest in a subject or activity.</p>	<p>Student equality in opportunities to enable personal growth. These activities can also improve self-confidence and support social and friendship groups. Participation in trips and activities contribute to a student's participation and self-esteem by developing student knowledge, experiences and cultural capital.</p>	<p>Supporting DA students with finance to enable them to purchase resources (i.e. art resources, books etc.)</p> <p>Supporting DA students with finance to enable them to take part in trips and activities. School financial support is usually 50% of the trip cost, however this is assessed on an individual basis.</p> <p>Monitoring and participation of DA students in whole school activities.</p> <p>Measure student satisfaction and strong attitude to learning and school.</p>	ETA	<p>Feb 2019</p> <p>April 2019</p> <p>June 2019</p>
Ensure each DA student has a clear understanding of their strength, ambitions and steps to success	Personal action plan for each DA student	The NFER have identified meeting the needs of individual students as a key building block for promoting progress, understanding their ambitions and their barriers to success so that they can form part of action planning.	Tutor mentoring and 'pupil passport' on termly basis. External career advisor mentoring. Personalised action plan and 'my futures' plan.	LBI	<p>April 2019</p> <p>June 2019</p>
Total budgeted cost					£ 1250
Overall budgeted cost					£ 12250

6. Review of expenditure

Previous Academic Year

Budget £4208

Spend £6100

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve attainment and rates of progress of DA students and to ensure their progress is positive in EBacc subjects</p>	<p>Ensure no gaps in progress in English, maths, science, history, geography, Spanish</p>	<p>Expected progress: 100% DA students making expected progress in English , history, geography and Spanish</p> <p>86% making expected progress in science and maths</p> <p>DA student exceeding progress of their peers in English, history, geography and Spanish. Gap still exists in English, maths and science.</p> <p>Good or better progress: DA progress exceeding non-DA students in science, geography and Spanish Gaps exists in English, maths and History</p>	<p>Continue with targeted support in class, focus on enhancing stretch strategies and personalisation.</p> <p>Review maths teaching strategies as a priority for stretch of more able DA, enhance with new model for intervention.</p>	<p>£3500</p>
<p>Improve the literacy of all DA students</p>	<p>Improve reading age of DA students who are below chronological reading age</p>	<p>100% DA students making expected progress in English</p>	<p>Enhance reading support through reading logs and parental engagement.</p> <p>Targeted reading programme for those below chronological reading age.</p>	<p>£250</p>

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Prevent or narrow any gaps in progress through personalised intervention and support for DA students	Ensure that there is no gap in progress between DA and non DA in English and Maths	Expected progress: English DA exceeding their peers; Maths: 4% gap Good or better progress English 27% gap Maths 44% gap HA DA English good or better progress: 12.9 % gap	Enhancing strategies that improve progress for LA DA need to be focus. Re- establish reading and numeracy interventions for LA DA. Continue in in-class strategy for HA DA English. Amend intervention support for HA DA Maths.	1300
Ensure regular attendance of students through tracking and monitoring. Target 97%	Daily monitoring. First day calling - Family involvement.	100% DA students have above 95% attendance. Average DA attendance 98%.	Highly successful - Continue to monitor closely and intervene when necessary.	£350
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for DA, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Ensure finance is not a barrier for participation in school activities</p>	<p>DA students take part in school trips as much as non-DA students.</p> <p>Monitoring and participation of HAPS students and other students who are DA in whole school activities</p> <p>School trips and resourcing grants. Supporting students to develop an in-depth interest in a subject or activity.</p>	<p>DA students supported to attend Year 7 residential Belgium.</p> <p>DA students attend all 'Take it Further' activities offered:</p> <p>Learn by design Energy Quest: Y7 STEM Day EVENT</p> <p>Loughborough University campus TRIP</p> <p>Reading Rampage</p> <p>Big Bang Fair NEC Birmingham TRIP</p> <p>Loughborough University Art workshop at AFS</p> <p>Linked in Project - Bosworth Academy</p> <p>Geophysics workshop NYA, NSC, University of Leicester</p> <p>Loughborough University Sports TRIP</p> <p>Loughborough University Geography outreach and campus visit TRIP</p> <p>5 out of 6 achieved the STEM Bronze Crest Award – significant achievement in Year 7</p>	<p>Continue and promote widely with parents.</p>	<p>£650</p>
<p>Ensure each DA student has a clear understanding of their strength, ambitions and steps to success</p>		<p>Tutor mentoring establishing strong relationships and with each students and understanding their strengths and weaknesses.</p>	<p>Engage external careers advisor and/ or business mentor to enhance understanding and provide personalised careers provision.</p>	<p>£150</p>