

# Pupil premium strategy statement

## Burlington Danes Academy (Secondary) 2019-20

1. Summary information					
<b>School</b>	Burlington Danes Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£522364	<b>Date of most recent PP Review</b>	06/19
<b>Total number of pupils</b>	1042	<b>Number of pupils eligible for PP</b>	466	<b>Date for next internal review of this strategy</b>	02/20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)
<b>% achieving 9-4 in EM</b>	<b>53%</b>	40%
<b>% achieving 9-5 in EM</b>	<b>30%</b>	24%
<b>Progress 8 score average</b>	<b>-0.2*</b>	-0.41
<b>Attainment 8 score average</b>	<b>44.6</b>	37

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Despite entry on average that is in line with national average there is a significant concern in terms of literacy across the curriculum, with a specific focus around basic literacy for some students and academic literacy for a wider range of students.
<b>B.</b>	A higher percentage of PP students experience social, emotional and mental health issues which affects behaviour, attendance and punctuality. This has a detrimental effect on progress.
<b>C.</b>	Ensure teaching and learning across the curriculum improves so that pupil premium student make progress that is at least good.
<b>D.</b>	A clear need is present in the school to develop character within a well taught non-examined curriculum

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	1. Increasing number of students with involvement with social care. 2. Concerns with the impact that older students face from external pressures, which can increase disaffection from school. 3. Lack of learning resources at home. 4. Lack of engagement from some parents of students who are most vulnerable to underachievement.	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Improve rates of progress for all students with PP across all subject areas, specifically within EBAC subjects.	Progress 8 score for PP students improves in line with whole school targets. The gap between PP and NPP students shows a year on year reduction.
<b>B.</b>	Continue to improve attainment of PP students in English and maths.	Attainment for students in English and maths is in line with whole school targets. The gap between PP and NPP students shows a year on year reduction.
<b>C.</b>	Improve literacy and reading skills for students in years 7-9.	PP students in Yrs 7-9 make rapid progress and have an increased percentage of students have a reading age of above 10, which enables them to access the curriculum.
<b>D.</b>	Continue to improve basic numerical literacy in years 7-9.	PP students in Yrs 7-9 make rapid progress in maths, which enables them to access the curriculum.
<b>E.</b>	Address issues of SEMH students with PP to ensure better progress.	Identified cohort of students. Reduction in behaviour incidences through the year. Improvement in progress and overall attainment within key groups.
<b>F.</b>	To develop students with strong character and resilience that are able to face the challenges of modern society.	Reduced exclusions Improved attendance and punctuality Effective measurement through student voice.

## 5. Planned expenditure

Academic year

2019/20

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 effectively?	Cost	When will you review implementation?
<ul style="list-style-type: none"> <li>Improve rates of progress for all students with PP across all subject areas.</li> <li>Improve attainment of PP students in English and maths.</li> </ul>	<ul style="list-style-type: none"> <li>Specific subject intervention in maths and English.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure focused intervention for key PP students</li> </ul>	Staff lead: MOR	£50000	Half termly as part of data cycle  Overall review as part of curriculum review in January 2019
	<ul style="list-style-type: none"> <li>Additional sets in English and Maths within all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease the student to teacher ratio for key students ensuring that they have a focused intervention and better class teaching with additional support in built.</li> </ul>	Review of data and student progress at each assessment cycle.	£200000	
	<ul style="list-style-type: none"> <li>Half term and Easter revision schedule.</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional capacity for students to work in school.</li> </ul>	Learning walks	£10000	
	<ul style="list-style-type: none"> <li>TA support to provide specific support in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Provide specific maths / English support who may not have access at home.</li> </ul>	HOD monitoring plan instigated and monitored by SLT	£25000	
	<ul style="list-style-type: none"> <li>Specific resources and revision material purchased for all PP students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide necessary revision materials to students who may not have access at home</li> </ul>	Standing agenda in line management meetings	£10000	
	<ul style="list-style-type: none"> <li>Access to Hegarty Maths.</li> </ul>	<ul style="list-style-type: none"> <li>Access to specific maths programme to support progress</li> </ul>	Standing agenda in SLT meetings	£1500	
			Register and tracking of students		

<p>Improve literacy and reading skills for students in years 7-9</p> <p>Continue to improve basic numerical literacy in years 7-9.</p>	<ul style="list-style-type: none"> <li>• Use of accelerated reader across the school</li> <li>• Guided reading programme within tutor groups</li> <li>• Access to Hegarty maths</li> <li>• Increased resources within the school library.</li> <li>• Additional sets within English and Maths for all year</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there is an increase in reading for PP students and that this is using a high quality and targeted system.</li> <li>• Promote the positivity and importance of reading across the school.</li> <li>• Enable access to all PP students to high quality maths resources.</li> </ul>	<p>Staff Lead: ING / RHO</p> <p>Reviewed within line management</p>	<p>£20000</p>	<p>Termly as part of data cycle</p> <p>Overall review of literacy and numeracy strategy in June 2019.</p>
<b>Total budgeted cost</b>					<b>£311,500</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<p>Address issues of SEMH students with PP to ensure better progress.</p> <p>To develop students with strong character and resilience that are able to face the challenges of modern society.</p>	<ul style="list-style-type: none"> <li>• Increase provision and staffing within inclusion department to deliver high quality bespoke and targeted support.</li> <li>• Access to West London Zone support for a key group of students</li> <li>• Purchase additional education psychologist provision.</li> <li>• Purchase additional speech and language provision</li> <li>• Place to Be counselling sessions for identified PP students.</li> <li>• Resources to be delivered across the non-examined curriculum to support students character development</li> </ul>	<p>Increasing need of vulnerable students specifically those with PP. Requirement for additional enrichments and support programmes to develop inclusion agenda and reduce exclusion</p>	<p>Staff lead: RHO / HKA Monitor behaviour and exclusion data robustly.</p> <p>Monitor students on report</p> <p>Monitor use of inclusion room</p> <p>Line management of key staff</p> <p>Register of students attending sessions</p> <p>Tracking of student performance</p> <p>Student voice sessions.</p> <p>Individual reporting upon complete</p>	<p>£75000</p> <p>£8000</p> <p>£3000</p> <p>£3000</p> <p>£45000</p> <p>£4000</p>	<p>Termly</p>

<p>Improve rates of progress for all students with PP across all subject areas. Improve attainment of PP students in English and maths.</p>	<ul style="list-style-type: none"> <li>• Use of elevate revision sessions and learning skills development sessions</li> <li>• Additional TLRs for staff in English and maths</li> <li>• Hegarty maths</li> <li>• Oxbridge club</li> </ul>	<p>Ensure an improvement in study skills</p> <p>Enable clear accountability mechanisms to be in place. Ensure easy tracking of homework and student progress Building of aspirations.</p>	<p>Staff lead: RHO / KHA</p> <p>Tracking of student performance</p> <p>Student voice sessions.</p> <p>Individual reporting upon complete</p>	<p>£8000</p> <p>£6000</p> <p>£4000</p>	<p>Termly based around data collection</p>
<p>Improve literacy and reading skills for students in years 7-9</p> <p>Continue to improve basic numerical literacy in years 7-9.</p>	<ul style="list-style-type: none"> <li>• Use of Ruth Miskin phonics programme with identified PP students.</li> <li>• Group reader programme to for targeted group literacy.</li> <li>• SRA catch up reader programme for targeted PP students.</li> <li>• Specific maths intervention and catch up classes.</li> <li>• Taught sessions on Hegarty maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the positivity and importance of reading across the school. PP students in yrs 7-9 make rapid progress and have an increased percentage of students have a reading age of above 10, which enables them to access the curriculum.</li> </ul>	<p>Line management of key staff</p> <p>Register of students attending sessions</p> <p>Tracking of student performance</p>	<p>£15000</p>	<p>Termly through analysis of reading age data</p>
<b>Total budgeted cost</b>					<b>£171000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Cost</b>	<b>When will you review implementation?</b>
<p>To develop students with strong character and resilience that are able to face the challenges of modern society.</p>	<p>Residential trips and activities Development of cultural capital Reward trips</p>	<p>Requirement to increase engagement in school and develop SMSC for core group of PP students. Cover costs for PP student to enable participation.</p>	<p>Staff lead: KHA Tracking of students attending activities.</p>	<p>£45000</p>	<p>July 2019</p>
<b>Total budgeted cost</b>					<b>£45000</b>

## 6. Review of expenditure

Previous Academic Year		2018-19		
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
<p>Improve rates of progress for all students with PP across all subject areas.</p> <p>Improve attainment of PP students in English and maths.</p>	<ul style="list-style-type: none"> <li>• Specific subject intervention in maths and English.</li> <li>• Additional sets in English and Maths within all year groups.</li> <li>• Half term and Easter revision schedule.</li> <li>• TA support to run a computer room after school.</li> <li>• Specific resources and revision material purchased for students.</li> <li>• Access to Hegarty Maths.</li> </ul>	<p>In Academic year 2018-19 there was significant progress in this area. The overall progress 8 has improved to 0.0 which means that on average all students met their progress grades.</p> <p>The progress 8 for pupil premium students is -0.2 which is now well above national average for this cohort of students.</p> <p>There were significant improvement in maths with an improvement in overall progress of nearly one grade on average for PP and NPP students.</p> <p>There has been a significant improvement in progress across all EBAC subjects, for example in French there has been an improvement in progress of 0.8 since 2017-18.</p>	<ul style="list-style-type: none"> <li>• Ensure targeting occurs much earlier during year 10</li> <li>• Ensure groupings are effective from the beginning of year 11 through robust use of data</li> <li>• Update setting policy through all year groups.</li> </ul>	<p>£50000</p> <p>£200000</p> <p>£10000</p> <p>£25000</p> <p>£5000</p>
<p>Improve literacy and reading skills for students in years 7-9</p>	<ul style="list-style-type: none"> <li>• Use of accelerated reader across the school</li> <li>• Guided reading programme within tutor groups</li> <li>• Access to Hegarty maths</li> </ul>	<p>There was a significant improvement in reading levels across key stage 3, this was identified within the NGRT results.</p> <p>Overall results in English showed that 78% of year 9 students were on or above target compared to 54% in maths which is an area to target in 2019/20.</p>	<ul style="list-style-type: none"> <li>• Ensure effective review of schemes of learning and delivery mapping within the new Ark assessment cycle</li> <li>• Ensure greater monitoring of homework and independent learning.</li> </ul>	<p>£20000</p>

## 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
Address issues of SEMH students with PP to ensure better progress.	<ul style="list-style-type: none"> <li>• Increase provision and staffing within inclusion department to deliver high quality bespoke and targeted support.</li> <li>• Boxing intervention programme for targeted students.</li> <li>• Purchase additional education psychologist provision.</li> <li>• Purchase additional speech and language provision</li> <li>• Place to Be counselling sessions for identified PP students.</li> <li>• Rap therapy sessions</li> </ul>	Significant work was completed in this area but it has not led to a reduction in exclusions. The support programmes that have been put in place have been rigorously monitored and provided excellent support for a number of students but needs to be expanded to support a wider cohort of students in 2019-20.	<ul style="list-style-type: none"> <li>• Continue to develop provision and ensure more effective targeting of students</li> <li>• Ensure attendance initiatives operate earlier and are in place immediately from September</li> <li>• Implement an effective review cycle to ensure rigorous monitoring of provision.</li> </ul>	<p>£75000</p> <p>£8000</p> <p>£3000</p> <p>£3000</p>
<p>Improve rates of progress for all students with PP across all subject areas.</p> <p>Improve attainment of PP students in English and maths.</p>	<ul style="list-style-type: none"> <li>• Use of elevate revision sessions and learning skills development sessions</li> <li>• Additional TLRs for staff in English and maths</li> <li>• Hegarty maths</li> <li>• Oxbridge club</li> </ul>	<p>In Academic year 2018-19 there was significant progress in this area. The overall progress 8 has improved to 0.0</p> <p>The progress 8 for pupil premium students is -0.2 which is now well above national average for this cohort of students.</p>	<ul style="list-style-type: none"> <li>• Ensure targeting occurs much earlier during year 10</li> <li>• Ensure groupings are effective from the beginning of year 11 through robust use of data</li> <li>• Update setting policy through all year groups.</li> </ul>	<p>£8000</p> <p>£6000</p> <p>£4000</p>
Improve literacy and reading skills for students in years 7-9	<ul style="list-style-type: none"> <li>• Use of Ruth Miskin phonics programme with identified PP students.</li> <li>• Group reader programme to for targeted group literacy.</li> <li>• SRA catch up reader programme for targeted PP students.</li> </ul>	<p>There was a significant improvement in reading levels across key stage 3, this was identified within the NGRT results.</p> <p>Overall results in English showed that 78% of year 9 students were on or above target compared to 54% in maths which is an area to target in 2019/20.</p>	<ul style="list-style-type: none"> <li>• Ensure effective review of schemes of learning and delivery mapping within the new Ark assessment cycle</li> <li>• Ensure greater monitoring of homework and independent learning.</li> </ul>	£15000



**iv. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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