

Pupil premium strategy statement Burlington Danes Academy (Secondary)

1. Summary information					
School	Burlington Danes Academy				
Academic Year	2018/19	Total PP budget	£526432	Date of most recent PP Review	09/10
Total number of pupils	1311	Number of pupils eligible for PP	702	Date for next internal review of this strategy	02/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)
% achieving 9-4 in EM	41%	40%
% achieving 9-5 in EM	27%	24%
Progress 8 score average	-0.30	-0.41
Attainment 8 score average	40.9	37

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.	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 on basic literacy for some students and academic literacy for a wider range of students.
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.
C.	Ensure teaching and learning across the curriculum improves so that pupil premium student make progress that is at least good.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<ol style="list-style-type: none"> 1. Increasing number of students with involvement with social care. 2. Concerns with the pressures 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.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve rates of progress for all students with PP across all subject areas.	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.	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.
C.	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.
D.	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.

5. Planned expenditure

Academic year

2018-19

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"> Improve rates of progress for all students with PP across all subject areas. Improve attainment of PP students in English and maths. 	<ul style="list-style-type: none"> Specific subject intervention in maths and English. 	<ul style="list-style-type: none"> Ensure focused intervention for key PP students 	Staff lead: MOR	£50000	Half termly as part of data cycle
	<ul style="list-style-type: none"> Additional sets in English and Maths within all year groups. 	<ul style="list-style-type: none"> 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. 	Review of data and student progress at each assessment cycle.	£200000	Overall review as part of curriculum review in January 2019
	<ul style="list-style-type: none"> Half term and Easter revision schedule. 	<ul style="list-style-type: none"> Provide additional capacity for students to work in school. 	Learning walks	£10000	
	<ul style="list-style-type: none"> TA support to run a computer room after school. 	<ul style="list-style-type: none"> Provide access to ICT for students who may not have access at home. 	HOD monitoring plan instigated and monitored by SLT	£25000	
	<ul style="list-style-type: none"> Specific resources and revision material purchased for students. 	<ul style="list-style-type: none"> Provide necessary revision materials to students who may not have access at home 	Standing agenda in line management meetings	£5000	
	<ul style="list-style-type: none"> Access to Hegarty Maths. 	<ul style="list-style-type: none"> Access to specific maths programme to support progress and track targeted students. 	Standing agenda in SLT meetings		
			Register and tracking of students		

<p>Improve literacy and reading skills for students in years 7-9</p>	<ul style="list-style-type: none"> • Use of accelerated reader across the school • Guided reading programme within tutor groups • Access to Hegarty 	<ul style="list-style-type: none"> • Ensure that there is an increase in reading for PP students and that this is using a high quality and targeted system. • Promote the positivity and importance of reading across the school. • Enable access to all PP students to high quality maths resources. 	<p>Staff Lead: ING / RHO Reviewed within line management</p>	<p>£20000</p>	<p>Termly as part of data cycle Overall review of literacy and numeracy strategy in June 2019.</p>
Total budgeted cost					£310,000

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?	Cost	When will you review implementation?
Address issues of SEMH students with PP to ensure better progress.	<ul style="list-style-type: none"> • Increase provision and staffing within inclusion department to deliver high quality bespoke and targeted support. • Boxing intervention programme for targeted students. • Purchase additional education psychologist provision. • Purchase additional speech and language provision • Place to Be counselling sessions for identified PP students. • Rap therapy sessions 	Increasing need of vulnerable students specifically those with PP. Requirement for additional enrichments and support programmes to develop inclusion agenda and reduce exclusion	Staff lead: RHO / HKA Monitor behaviour and exclusion data robustly. Monitor students on report Monitor use of inclusion room Line management of key staff Register of students attending sessions Tracking of student performance Student voice sessions. Individual reporting upon complete	£75000 £8000 £3000 £3000 £45000 £4000	Termly
Improve rates of progress for all students with PP across all subject areas. Improve attainment of PP students in English and maths.	<ul style="list-style-type: none"> • Use of elevate revision sessions and learning skills development sessions • Additional TLRs for staff in English and maths • Hegarty maths • Oxbridge club 	Ensure an improvement in study skills Enable clear accountability mechanisms to be in place. Ensure easy tracking of homework and student progress Building of aspirations.	Staff lead: RHO / KHA Tracking of student performance Student voice sessions. Individual reporting upon complete	£8000 £6000 £4000	Termly based around data collection

Improve literacy and reading skills for students in years 7-9	<ul style="list-style-type: none"> • Use of Ruth Miskin phonics programme with identified PP students. • Group reader programme to for targeted group literacy. • SRA catch up reader programme for targeted PP students. 	<ul style="list-style-type: none"> • 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. 	<p>Line management of key staff</p> <p>Register of students attending sessions</p> <p>Tracking of student performance</p>	£15000	Termly through analysis of reading age data
Total budgeted cost					£171000
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?	Cost	When will you review implementation?
Address issues of SEMH students with PP to ensure better progress.	Residential trips and activities Development of cultural capital Reward trips	Requirement to increase engagement in school and develop SMSC for core group of PP students. Cover costs for PP student to enable participation.	Staff lead: KHA Tracking of students attending activities.	£45000	July 2019
Total budgeted cost					£45000

6. Review of expenditure

Previous Academic Year

2017-18

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
Improvement in Key Stage 3 Literacy skills of PP pupils which are lower than for other pupils, which prevents them making good progress in Key Stage 4.	<p>Guided Reading programme with tutors (Class reader)</p> <p>Compulsory prep</p> <p>Support tutors in place to help with reading and literacy.</p> <p>Accelerated reader</p>	<ul style="list-style-type: none"> Evidence from data sets show that there was an improvement in reading for the students targeted. Internal data for year 7-9 students shows good progress. 	<ul style="list-style-type: none"> Provision needs to be better targeted with more focused procedures for monitoring and accountability. Internal systems need to be more robust Clear roles and responsibility and line management 	£20000
Improvement in Key stage 3 Numeracy skills of PP pupils which are lower than for other pupils, which prevents them making good progress in Key Stage 4.	<p>Hegarty maths</p> <p>KS3 lead in maths, leading planning and teaching in the department.</p> <p>Maths mastery</p> <p>KS3 maths intervention lessons</p>	<ul style="list-style-type: none"> Maths mastery has increased consistency of delivery across the curriculum Data in maths was a concern at the end of KS4 Good progress identified in relation to age related grades in key stage 3. 	<ul style="list-style-type: none"> Provision needs to be better targeted with more focused procedures for monitoring and accountability. This has led to change of line management structure at SLT and different accountability mechanisms, which will be used during academic year 2018-19. 	£10000

<p>An improvement in high attaining pupils who are eligible for PP who are making less progress than other high attaining pupils across Key Stage 3 and 4</p>	<p>Hegarty maths</p> <p>KS3 lead in science, maths, English, and geography.</p> <p>Most Able faculty leading on after school sessions. Arranging debating and presentations.</p> <p>Debating club.</p>	<ul style="list-style-type: none"> • Better progress was evident for key stage 3 than key stage 4. • This provision was not effective and there was not a significant increase in the performance of high attaining students. 	<ul style="list-style-type: none"> • There has been a change in assessment structure and line management at SLT with different accountability mechanisms, which will be used during academic year 2018-19. • Data collection systems will be honed to provide more timely and specific data on these groups. 	<p>£10000</p>
<p>High Expectations of pupils eligible for PP who also have an EHCP and therefore additional needs, which hinders progress.</p>	<ul style="list-style-type: none"> • LSA support • Extra exam requirements review • Withdrawal Support • Annual Reviews • Homework club support - Mon-Thurs - supported by LSAs for additional support • Sanctuary club- Mon-Fri - lunch time pastoral support for students with who are vulnerable or have social communication difficulties • Construction - (1:1 or paired work) a bespoke creative building workshop - students referred. 	<ul style="list-style-type: none"> • Progress of EHCP students was not inline with other students. • Significant input was established last year but required longer to embed. 	<ul style="list-style-type: none"> • Change of line management and SENCO for 2018-19 • Improved monitoring and systems introduced 	<p>£75000</p>
<p>Reduction in behaviour issues for 17% of PP students in Key Stage 3 and 14% of PP students in Key Stage 4 which are having a detrimental effect on their academic progress and that of their peers.</p>	<ul style="list-style-type: none"> • Educational Psychologist support • Free breakfast • The Village provision • The consequence room provision • Franklin Scholars • Boxing sessions • Reward trips • Peer Mediators 	<ul style="list-style-type: none"> • Instability within staffing meant that this was not a success. • Improvements were seen for some students but these need to be made more sustainable moving forwards 	<ul style="list-style-type: none"> • Inclusion area has been restructured • Mentoring has been restructured with a change in line management • Provision will be mapped and targeted differently during this academic year. • Better and more timely data needs to be collected to ensure efficient evaluation of provision 	<p>£75000</p>

An improvement in attendance of Key Stage 3 and 4 students: Of the 270 PP students, 91 (34%) have lower than 96% attendance	<ul style="list-style-type: none"> SOL Attendance Tracker used by tutors Support of the Director of Learning Mentoring Attendance Officer phone calls and tracking. Breakfast club School texting system 	<ul style="list-style-type: none"> Overall school attendance was below target at 94.6% Attendance of PP students was 92.8% 	<ul style="list-style-type: none"> Improved tracking of attendance for PP students needed. Impact of different roles needs to be assessed carefully. Relaunch of SOL tracker with clear designated roles. 	£30000
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
Improvement in Key Stage 3 Literacy skills of PP pupils which are lower than for other pupils, which prevents them making good progress in Key Stage 4.	<ul style="list-style-type: none"> Elevate study skills programme Literacy coordinator- reading programme SRA - reading programme - used to target the bottom 20% of students with standardised scores below 90. 	<ul style="list-style-type: none"> Evidence from data sets show that there was an improvement in reading for the students targeted. Internal data for year 7-9 students shows good progress. 	Provision needs to better targeted with more focused procedures for monitoring and accountability.	£15000
Improvement in Key stage 3 Numeracy skills of PP pupils which are lower than for other pupils, which prevents them making good progress in Key Stage 4.	<ul style="list-style-type: none"> Morning intervention classes Hegarty maths 	<ul style="list-style-type: none"> Evidence from data sets show that there was an improvement in reading for the students targeted. Internal data for year 7-9 students shows good progress. 	Provision needs to better targeted with more focused procedures for monitoring and accountability.	
An improvement in high attaining pupils who are eligible for PP who are making less progress than other high attaining pupils across Key	<ul style="list-style-type: none"> Hegarty maths KS3 lead in science, maths, English, and geography. Most Able faculty leading on after school sessions. Arranging 	<ul style="list-style-type: none"> Overall progress for HPA students improved in comparison to all students' progress. This is an area for further development. 	Provision needs to better targeted with more focused procedures for monitoring and accountability.	

High Expectations of pupils eligible for PP who also have an EHCP and therefore additional needs, which hinders progress.	<ul style="list-style-type: none"> • LSA support • Needs screening for extra exam requirements • The Sanctuary provision 	<ul style="list-style-type: none"> • Performance of SEND students was not in line with National in key stage 5. • Better progress was evident in key stage 3 for academic year 2017-18 	<ul style="list-style-type: none"> • More accurate tracking and targeting needs to take place in 2018-19. 	£25000
Reductions in behaviour issues for 17% of PP students in Key Stage 3 and 14% of PP students in Key Stage 4 which are having a detrimental effect on their academic progress and that of their peers.	<ul style="list-style-type: none"> • 'The Village' provision • The Consequence room West London Zone • Place2Be • Boxing Perri session • Greenhouse tabletennis coaching 	<ul style="list-style-type: none"> • On an individual basis, impact was identified but this was not sufficiently sustainable. • Having the provision separate to the main school site was not successful. • There was an overall reduction in exclusions but not behaviour incidents. 	<ul style="list-style-type: none"> • 2018/19 has seen a relaunch of the behaviour system with clear lines of accountability 	£57500
An improvement in attendance of Key Stage 3 and 4 students: Of the 550 PP students, 91 (34%) have lower than 96% attendance	<ul style="list-style-type: none"> • SOL Attendance Tracker used by tutors • Support of the Director of Learning • Mentoring • Attendance Officer phone calls and tracking. 	<ul style="list-style-type: none"> • Improvements were identified on a case by case basis • Overall there was not a significant improvement in attendance for PP students. 	<ul style="list-style-type: none"> • Continue to hone systems to ensure better accountability around key roles. 	£10000

iv. 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
An improvement in high attaining pupils who are eligible for PP who are making less progress than other high attaining pupils across Key Stage 3.	<ul style="list-style-type: none"> • Funded Residential trips to improve opportunity and cultural experiences • Cultural capital • University visits 	<ul style="list-style-type: none"> • Limited tracking took place due to staffing changes 	<ul style="list-style-type: none"> • Excellent opportunities were provided for students but better tracking of attendance and impact required. 	£25000

<p>An improvement in attendance of Key Stage 3 students: Of the 270 PP students, 91 (34%) have lower than 96% attendance</p>	<p>Reward Incentives Weekly Attendance Lottery Reward Assembly attendance lottery</p>	<ul style="list-style-type: none"> Limited tracking took place due to staffing changes 	<ul style="list-style-type: none"> Excellent opportunities were provided for students but better tracking of attendance and impact required. 	<p>£5000</p>
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