

Park Vale Academy Pupil Premium strategies 2017-18

Cost

Evidence Strength

Impact (months)

Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
1:1 Tuition English & Maths	£14,423 (2017-18)	Continuing	3/4	<p>In the year group overall, 38.6% of pupil premium (PP) students achieved the Basics 9-4 measure in both English and Maths. 49.1% achieved the measure in Maths and 52.6% in English. PP students were also part of a cohort receiving 1:1 tuition in Maths and English. The progress of PP students improved in Maths from -0.91 (16/17) to -0.68 in 17/18. The attainment of PP students in Maths also improved from 6.04 (16/ 17) to 6.81 (17/ 18). In English the progress of PP students improved from -1.16 to -0.97. The attainment of PP students also improved in English from 6.61 (16/ 17) to 7.47 (17/ 18).</p> <p>EEF toolkit evaluation:</p> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence. </p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p>
Easter Revision School Sessions	£2000 (2017-18) (TOIL also offered)	Continuing	4	<p>These sessions were designed to support students during the Easter holidays with coursework, revision and exam skills. 70 (56%) out of 124 students attended at least one Easter School GCSE revision session in 2018 – many attended more than one. 30 (53%) of the 57 PP students attended at least one Easter School session in 2018. The provision was enhanced in 2017/18 and was more strategically structured to enable students to access the support they need. The overall attainment of PP students improved from 35.78 to 36.37. The overall progress of PP students declined – as did the whole school progress – however the in school gap improved significantly: (-0.39 to -0.80 in 16/ 17 whereas -0.78 to -0.88 in 17/ 18).</p> <p>EEF toolkit evaluation:</p> <p>Extending school time Low impact for moderate cost, based on moderate evidence. </p> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence. </p>

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Contribution to Attendance Officer and Trust Attendance Officer Salary	£11,950 (2017-18)	New	3/4	<p>Whole school attendance for PP students in 2016/17 was 89.6%, compared to 94.7% for non-PP students. In 2017/ 18 PP whole school attendance was 89.7% compared to 93.6% for non- PP meaning the gap has narrowed from 5.1% to 3.9%.</p> <p>EFF toolkit evaluation:</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
Work Experience; Careers & progression	£2,410 (contribution to Salary) + £1,104 for WE = £3514 (2017-18)	Continuing	4	<p>In 2016/17, every Year 10 student was offered a work experience place (124 students). Of these, all 124 completed the programme successfully, giving them important skills and helping them with post-16 planning. In 2017/ 18, 141 out of 148 students completed work experience. High quality careers education and guidance on progression to post-16 options is imperative in minimising the number of students classed as 'NEET' and goes hand in hand with relevant work experience. In 2016/ 17 NEET was 0%.</p> <p>EFF toolkit evaluation:</p> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p> 
Student Support Centre	£24,520.50 (2017-18)	Continuing	3/4	<p>Referrals to the Student Support Centre (SSC) are predominantly aimed at Y7-10 students, but in exceptional circumstances support is offered to Y11 students. The centre supports students with academic progress, as well as other issues affecting their performance in school. The centre offers mentoring, guidance with post-16 choices, as well as support with revision and homework. In 2016/ 17, 14 PP students were supported through the Centre, this increased to 17 in in 2017/ 18. The 'Behaviour and Attitude Review' in July 2018 stated that "staff felt low level disruption had decreased over the year and that the very high level behaviours had been tackled".</p>

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				<p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.   </p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   </p>
Period 6	£500 (2017 – 18)	Continuing	4	<p>Period 6 is an extra study session taking place at the end of every school day solely for Year 11 students. All students are encouraged to attend, but subject areas also identify students for extra support in these sessions. In 2017-18, every PP student was invited to attend at least one Period 6 session each week. Parents are kept up to date about provision, attendance and success. The overall attainment of PP students improved from 35.78 to 36.37. The overall progress of PP students declined – as did the whole school progress – however the in school gap improved significantly: (-0.39 to -0.80 in 16/ 17 whereas -0.78 to -0.88 in 17/ 18). EFF toolkit evaluation: Extending school time Low impact for moderate cost, based on moderate evidence.   </p>
Learning resource centre (contribution to librarian salary) and £2000 out of overall £4000 spend on new books	£13, 036.50 (2017-18)	Continuing	3/4	<p>The LRC is a popular venue for students to access reading material, carry out research on computers or complete homework. The centre also provides an after-school homework club every day from 3pm to 4pm. In the year 2016/17, our students made 5143 loans from the LRC with PP students accounting for 38% of these loans. In 2017/18 our students made 5327 loans from the library with PP students accounting for 40% of these loans. Accelerated Reader and DEAR were used with Years 7 and 8 to encourage and monitor students’ reading practice in order to work towards achieving the Trust wide target of all students achieving a reading age of 15 by the end of Year 9. EFF toolkit evaluation: Reading comprehension strategies High impact for very low cost, based on extensive evidence.   </p>

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Lexia in Year 8	£ 720 (2017-18)	Continuing and expanded into Year 8.	3	<p>This provision was extended into Year 8 for 15 students with extremely low reading ages (between 6 to 8 years). On average they made 12 months improvement which is very pleasing considering their low starting points.</p> <p>EFF toolkit evaluation:</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence. </p> <p>Teaching assistants Low impact for high cost, based on limited evidence. </p>
Rewards	£490 (Alton Towers)/ £200 (commendation) Total =£690 (2017-18)	Continuing/ And New	3/4	<p>The successes of our students are celebrated throughout the year, and also at House Celebration evenings. 236 PP students (out of 484 students overall) were nominated for the most recent House Celebration evening. Students are nominated by staff for effort and work in class, as well as for extra-curricular activities. At the end of the year 78 students with 100% attendance, including 21 PP students, were taken on an Alton Towers reward trip. These initiatives contributed to the rise in student attendance and the closing of the gap of pupil premium student attendance.</p> <p>EFF toolkit evaluation:</p> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence. </p>

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Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
Revision Support and Resources	£500 (2017-18)	Continuing	4	<p>In 2017/ 18 all Year 11 students took part in bespoke lessons on revision and examination techniques. Breakfast was also provided before all exam booster sessions.</p> <p>EEF toolkit evaluation:</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence. </p>
SISRA/ SIMs	£6413.50 (2017-18)	Continuing	3/4	<p>Investments in SISRA have improved access to data, intervention monitoring and reporting for all staff for both attendance and progress. Information about pupil premium is clear on registers and on systems for tracking student progress. All CTLs have received bespoke training on the use of SISRA. This means that staff are more aware of the characteristics of students, including those who are pupil premium, and use this information to inform lesson planning, support and intervention.</p> <p>EEF toolkit evaluation:</p> <p>Digital technology Moderate impact for moderate cost, based on extensive evidence. </p>
Contribution to lead practitioner salaries and additional classes in English and maths	£41,412 (2017-18)	Continuing	3/4	<p>50% of the salary of the Lead Practitioners in Maths/ English was taken from the Pupil Premium fund. The work of these members of staff included class teaching, departmental planning, staff training and small group intervention including with Pupil Premium students. Targeted students in English and Maths have extra lessons in these areas (during PE lessons) conducted by specialist teachers. These sessions are built into teacher and student timetables, and the PP cohort was included in this. All of these initiatives contributed to better P8 scores for PP students in Maths and English.</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence. </p>

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Additional Group in English, Maths, Science to reduce class sizes	£20,000 (2017-18)	Continuing	3	<p>Students in Years 7 benefit from reduced class sizes in these subject areas. Student from the pupil premium cohort are included in this provision. At the end of 17/18, 74% of all students were on or above target in English. 69% of PP students were on or above target in English. In Maths 62% of students were on or above target as were 62% of students PP students. In Science 81% of students were on or above target and 78% of PP students were on or above target.</p> <p>EFF toolkit evaluation:</p> <p>Reducing class size Moderate impact for high cost, based on moderate evidence.</p> 
Use of the Trust Reintegration Centre and AAP	£20,485 £1,590.98 (2017-18) Total £22,075.98	New	3/4	<p>The RIC is used as part of the Trust strategy to minimise fixed term and permanent exclusions. Overall the number of permanent exclusions reduced from 21 in the year 2016 -17 to 9 in 2017 – 2018. Of the 21 students who were permanently excluded in 2016/ 17, 71% of these were PP. 6 of the 9 students who were permanently excluded in 2017- 18 were PP showing a reduction to 66%.</p> <p>EFF toolkit evaluation:</p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p>  <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.</p> 

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Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
Contribution to Pastoral support staff salaries (House Support and HOH)	£28,736.50 (2017-18)	New	3/4	<p>Supporting all students and parents across the Academy for a variety of things ranging from: home support / managing house points so that there is a renewed focus on rewarding achievement / sanctioning poor behaviour; re-focussing on good attendance to school; organising Parent Review Weeks amongst other things. Support has been reviewed and is to be embedded further for 2018-2019.</p> <p>EEF toolkit evaluation:</p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. </p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. </p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence. </p>
Self-supported study (Show my homework subscription)	£2,650 (2017-18)	New	3/4	<p>Show My Homework supports students in tracking and completing their homework. The app enables parents and students to keep track of homework, whilst the technology engages students who may otherwise be reluctant to complete homework. Students who do not have access to computers at home can use the library before, during or after the school day.</p> <p>EEF toolkit evaluation:</p> <p>Homework (Secondary) Moderate impact for very low cost, based on moderate evidence. </p>

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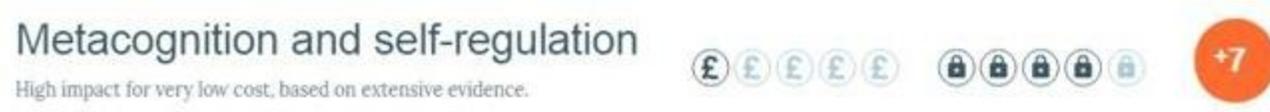
Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
Alternative Provision	£28,380	Continued	3/ 4	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
GCSE Pod	£1,092 (2017 – 18)	Continued	3/4	<p>GCSE Pod delivers high quality revision resources across a range of subjects.</p> <p>EFF toolkit evaluation:</p> <p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
Teaching Assistants (50% Contribution to salary)	£74,723.78 (2017-18) £1,000 Special Arrangements	Continued	3/4	<p>In class support is provided to help students break down tasks, provide reassurance to enable achievement, keep students on task and provide reading support in class to remove barriers to learning. Provision of lunchtime and extra- curricular sessions are provided in order to extend learning beyond the classroom. In addition, there is clear provision for exam access arrangements for reading, scribing and supervising extended time.</p> <p>EFF toolkit evaluation:</p> <p>Teaching assistants</p> <p>Low impact for high cost, based on limited evidence.</p> 

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Laptops and software packages Such as Exampro, Kerboodle, Aarti and Star	£4,739.40	New	3/4	<p>The additional laptops have been used to support exam concessions and software packages have contributed to the overall progress of PP students due to being used as a learning tool.</p> 
Biometric system	£6,000 (2017-18)	New	3/4	<p>The introduction and deployment of this technology removes the stigma of students receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves.</p> <p>EEF toolkit evaluation:</p> 
Developing teaching	£1,568 (RTSA) £3000 - CPD (2017-18)	Continued	3/4	<p>RTSA membership in order to access staff CPD programmes aimed at developing teaching staff in terms of T&L plus leadership development CPD such as aspirant middle and senior leadership programmes. In addition, Redhill Trust joint INSET attendance for all teaching and support staff to further develop school T&L, systems and processes. Areas of focus include: minimising barriers to boys' achievement; stretch & challenge; creativity; critical thinking; oracy and talk for writing. The SNR in 2017 – 18 found that 85% of lessons were expected or above.</p> <p>EEF toolkit evaluation:</p>  

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Music lessons Guitar and Vocal	£1893.75	Continued	3/ 4	<p>Currently 5 PP students are benefitting from this extended provision.</p> <p>EEF toolkit evaluation:</p> <p>Arts participation</p> <p>Low impact for low cost, based on moderate evidence.</p> 
Pet Xi Delivery of TML Qualification	£6,067.	New	4	<p>Delivery of an additional qualification centered around Microsoft Office skills to support entry requirements to sixth form/ college and provide essential work skills to enhance employability of students. 9 out of 23 students who took this qualification were PP. The SPI for this qualification was 1.47.</p> <p>EEF toolkit evaluation:</p> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p> 

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Transition Activities	£2000 (2017-18)	Continued and New	2/4	<p>Effective transition from KS2-3 and also from 4-5 is imperative in ensuring that students’ aspirations alongside their progress is maximised. Parental review meetings show transition is effective and successful. This includes CATs testing which is added to KS2 baseline data to ensure targets are suitably aspirational. In addition, a programme aimed at higher attainers runs from Year 7-11. Activities include an annual university ambition project for Years 7 -11; a UN club run by NTU as an extracurricular club. For Year 11, a Cambridge university talk; AS taster sessions at Redhill Academy; Redhill lectures to broaden horizons and raise aspirations.</p> <p>EEF toolkit evaluation:</p> <div style="margin-top: 20px;"> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p> <p>Arts participation Low impact for low cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> <p>Sports participation Low impact for moderate cost, based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> </div>

Pupil Premium Income 2017-2018	£324,445
Total Spend 2017-2018	£322,605.41

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2016 - 2017

Measure	All Student	Pupil Premium
P8	-0.39	-0.80
Basics 9-5	14%	10%
Basics 9-4	34%	33%
P8 English	-0.73	-1.16
P8 Maths	-0.49	-0.91

2017 -2018

Measure	All Student	Pupil Premium
P8	-0.78	-0.88
Basics 9-5	20%	15.8%
Basics 9-4	48%	38.6%
P8 English	-0.66	-1.00
P8 Maths	-0.65	-0.68