

Park Vale Academy Pupil Premium strategies 2018-19

Cost -

Evidence Strength -

Impact (months)

<u>Pupil Premium Income</u> <u>2017-2018</u>	<u>£324,445</u>
<u>Total Spend</u> <u>2017-2018</u>	<u>£322,605.41</u>

Pupil Premium Income 2018-2019	£348,420
Projected Spend	£383,200



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





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Assertive Mentoring and PVA 100	£4,000	New	3/4	<p>PVA 100 is focused on raising the aspirations and achievement of our highest ability students in years 7-10 through 1-1 mentoring from the Senior Leadership Team.</p> <p>Assertive mentoring aims to focus students in Year 11 in order to maximise their progress and achievement at GCSE. All students are allocated an assertive mentor whom they meet with regularly. The role of the mentor is to challenge and support students in addition to providing the necessary guidance to ensure they are fully informed of post-16 options and signposted to relevant third party support.</p> <div data-bbox="837 900 2096 983"> <p>Mentoring</p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p>  </div> <div data-bbox="837 1075 2096 1142"> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p>  </div>





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<p>Pledges</p>	<p>£4,000</p>	<p>New</p>	<p>3/ 4</p> <p>Students at Park Vale Academy are encouraged to gain a breadth of experiences both in and out of Academy life. This includes accessing the wide range of extracurricular opportunities on offer and representing their House in order to further develop the ethos and raise expectations around the importance of engagement from everyone.</p> <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> <p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.   +4</p> <p>Extending school time Low impact for moderate cost, based on moderate evidence.   +2</p>
<p>Let's Think in English</p>	<p>£2,000</p>	<p>New</p>	<p>3</p> <p>This is a curriculum programme being offered in English for the first time this year. Students have a fortnightly lesson which is specifically focused on developing their ability to work independently and to become critical thinkers; key skills that are needed for success in both KS3 and KS4.</p> <p>EFF toolkit evaluation:</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.   +6</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.   +7</p>

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<p>Curriculum Trips: Macbeth/ Dance Workshop/ Geography Rivers</p>	<p>£2,000</p>	<p>New</p>	<p>3/4</p>	<p>All of these trips allow students to further develop their knowledge and understanding of key areas of different subjects as well as giving them the opportunity to enhance their own cultural awareness and experience.</p> <p>EFF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Arts participation <i>Low impact for low cost, based on moderate evidence.</i></p> <p>Extending school time <i>Low impact for moderate cost, based on moderate evidence.</i></p> </div> <div style="width: 35%; text-align: right;">   </div> </div>
<p>1:1 Tuition English & Maths</p>	<p>£16,000 (2018-19)</p>	<p>Continuing</p>	<p>3/4</p>	<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>EFF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Individualised instruction <i>Moderate impact for very low cost, based on moderate evidence.</i></p> <p>Small group tuition <i>Moderate impact for moderate cost, based on limited evidence.</i></p> </div> <div style="width: 35%; text-align: right;">   </div> </div>

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<p>Easter Revision School Sessions</p>	<p>£2500 (2018-19) (TOIL also offered)</p>	<p>Continuing</p>	<p>4</p>	<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>EFF toolkit evaluation:</p> <p>Extending school time <small>Low impact for moderate cost, based on moderate evidence.</small>   +2 </p> <p>Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence.</small>   +3 </p>
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Cost ~

Evidence Strength ~

Impact (months)













Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
Contribution to Attendance Officer and Trust Attendance Officers Salary and EWS Services	£40,000 (2018-19)	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>EEF toolkit evaluation:</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
Work Experience; Careers & progression	£5,000 (contribution to Salary) + £1,500 for WE = £6,500 (2018-19)	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>EEF 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	£35,000 (2018-19)	Continuing and New with the addition of a Behaviour Apprentice	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 (2018 – 19)	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:</p> <p>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	£14,000 (2018-19)	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:</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.   </p>

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Lexia in Year 8 and Accelerated Reader	£ 3000 (2018-19)	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> <div data-bbox="851 606 2150 845"> <p>The screenshot shows two entries from the EEF toolkit. The first entry is 'Reading comprehension strategies', which is described as having 'High impact for very low cost, based on extensive evidence.' It is accompanied by five pound symbols (£) and five padlock icons, and a red circle with '+6' indicating a 6-month impact. The second entry is 'Teaching assistants', described as having 'Low impact for high cost, based on limited evidence.' It is accompanied by five pound symbols (£) and five padlock icons, and a red circle with '+1' indicating a 1-month impact.</p> </div>
Rewards	£1000 (2018-19)	Continuing/ And New (Text messaging)	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> <div data-bbox="851 1244 2150 1340"> <p>The screenshot shows one entry from the EEF toolkit: 'Aspiration interventions', which is described as having 'Very low or no impact for moderate cost, based on very limited evidence.' It is accompanied by five pound symbols (£) and five padlock icons, and a blue circle with '0' indicating zero months of impact.</p> </div>

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Strategies	PP allocation (£)	New or continued activity / cost?	Key Stage	Purpose / Impact /EEF toolkit evaluation
Revision Support and Resources	£1000 (2018-19)	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	£7000 (2018-19)	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	£42,000 (2018-19)	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 (2018-19)	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	£22,000 (2018-19)	Continuing	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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Contribution to Pastoral support staff salaries (House Support and HOH)	£30,000 (2018 -19)	Continuing	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)	£3,000 (2018-19)	Continuing	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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Alternative Provision	£30,000 (2018 – 2019)	Continuing	3/ 4	<p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 
GCSE Pod	£1,200 (2018 – 19)	Continuing	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)	£75,000 (2018-19) £1,500 Special Arrangements	Continuing	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, Seneca Learning, Edusites	£6000	Continuing and 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	£6,500 (2018-19)	Continuing	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	£2,000 (RTSA) £3000 - CPD (2018-19)	Continuing	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	£2,000	Continuing	3/ 4	<p>Currently 5 PP students are benefitting from this extended provision.</p> <p>EFF toolkit evaluation:</p> <p>Arts participation</p> <p>Low impact for low cost, based on moderate evidence.</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> 

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Transition Activities	£2,000 (2018-19)	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 <small>Very low or no impact for moderate cost, based on very limited evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p> </div> <div style="margin-top: 20px;"> <p>Arts participation <small>Low impact for low cost, based on moderate evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> </div> <div style="margin-top: 20px;"> <p>Sports participation <small>Low impact for moderate cost, based on limited evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> </div>