

Pupil Premium Strategy

2016/17

In 2016-17, there are 287 Disadvantaged students on roll at The Langley Academy. The premium rate for 2016-17 is £935 per student giving a provisional calculation for the year of £268,345.00.

The priorities which TLA aims to achieve for students in receipt of the Pupil Premium are as follows:

1. An ethos of attainment for all: a data-led approach, removing barriers to achievement for disadvantaged students, including the most able.
2. Equality of expectation around attendance, punctuality and behaviour.
3. Quality first teaching and learning.

This strategy will be reviewed annually. The next review will take place in November 2017.

Priority 1: Attainment for all

By promoting awareness and visibility of the needs of disadvantaged students, including the most able, staff at TLA will be in the best possible position to provide for every student's learning needs.

Action	Impact	When / Who	Success Measures
Prior attainment (KS2), including Year 7 Raise data, for all students to be available to all teachers from their first lesson at TLA. PP data will be visible in all Mintclass seating plans.	Maximum visibility of PP students of all abilities.	Sept 1 / CPA / data team	All SIMS marksheets rolled out to teachers from Sept 1. Mintclass seating plans will display PP data to allow for targeted planning of teaching, learning and assessment.
PP funds to be targeted surgically to improve outcomes for students. Impact demonstrated and accounted for in every spend. A new Bid Form will be used for any proposed intervention, programme or initiative requiring PP funding.	Every £ of PP accounted for in terms of impact on student outcomes.	Oct 16 / RAR	Completed bids held on file and tracked using PP tracker spreadsheet.

The 2015-16 Pupil Premium Review contains detailed analysis of the attainment of disadvantaged students. This analysis will be shared with HOFs and RSLs to allow them to target interventions to maximum effect.	Maximal impact of PP funding on priority areas; diminution of outcome differences between PP cohort and the wider body of students.	Nov 16/CPA	All HOFs and RSLs provided with analysis; placed on Year/Faculty agendas.
Review of PP base data: teachers to discuss PP students from their own classes in faculty meetings and discuss strategies to combat underachievement.	Teachers will have greater awareness of the needs and spread of abilities of their own PP students, and will prioritise strategies for closing or preventing attainment gaps.	September / HOFs	All faculty agendas/minutes will show that PP students / strategies have been discussed, as verified by linked Directorate.
Regular information “bites” in staff briefings re. needs and profile of disadvantaged students – things to look for, general strategies to remove attainment caps, reminders about conscious seating plans, challenge of expectations (esp. re. more able PP students) etc.	Raised awareness of issues around PP attainment gaps.	From Nov 16 / RAR	At least one PP briefing item raised and bulletined per half term.
Impact of PP spending for previous academic year reviewed for all year groups. Strengths, areas of development and new priorities identified, especially around demographic groups within the PP cohort.	Rigorous evaluation of impact enables even greater impact in this academic year to close any attainment gaps.	Oct 16 / CPA	Analysis shared with RAR and disseminated in Directorate and across Leadership Team.
All new PP students in Year 7 and in-year admissions interviewed to understand context, history and needs. Proforma for interview supplied to all interviewing staff.	Deep understanding of context and needs of PP cohort throughout TLA.	Nov 16/RAR	Information from interviews collated and shared with RSLs; proforma kept on student file.
RSLs / HOHs / HTs to be fully aware of who their PP cohort is and to be proactive in home/Academy communication and buy-in.	Parents/carers of PP students supported to work with TLA in maximising students attainment, attitude to learning, attendance, punctuality and behaviour (see below) .	Autumn 1: RSLs / HOHs.	RSLs share PP priority student details explicitly in Year Team meetings, minuted.
PP parents/carers to be contacted directly re. parents evenings, info evenings etc.	Proactive seeking of buy-in and support from disadvantaged parents.	From Sept / RSLs	RSLs will log records of calls made, home visits etc.

Careers provision to be reviewed to emphasise a wide range of destinations, following CP review which found an over-reliance on STEM. Parents of PP / other students to give careers talks to raise aspirations/awareness.	PP students given aspirational models to support the diminution of attainment differences.	Autumn 2, RTU/JGO	A wide range of aspirational careers-focused trips, visits, workshops etc. Will be evidenced by careers service and via the PP spending tracker.
PP students to be consciously considered for positions of responsibility (prefect, mentor, student voice, visitor tours, DofE etc).	Active engagement of disadvantaged students to take a lead in TLA community life.	RSLs/ Ho6th	PP students represented in positions of responsibility at least in line with the whole-Academy PP %. Take-up monitored by RSLs and reported back to RAR.
RSLs / HOFs to proactively interrogate the progress of disadvantaged students at each data collection point. HOFs to intervene at the subject level. RSLs to look for cross-curricular patterns of underachievement and intervene with parents, workshops and funded interventions.	Underachievement of disadvantaged students proactively and effectively challenged, and thus eliminated.	RSLs/HOFs	PP student progress in every year group in line with the wider cohort (i.e. +0.3 or greater for each year group).
A programme of PP “champions” (e.g. 6th form, LSAs, support staff) to act to raise awareness of PP needs and profiles around TLA.	Maximum visibility of PP students of all abilities.	Jan 17 / RAR	PP Champion group constituted and meeting half termly, evidenced by meeting records, briefing notes etc.
RSLs to organise study skills / organisational workshops and programmes to support PP students specifically.	Removing barriers to PP attainment.	RSLs	Evidenced by careers service and via the PP spending tracker.

Priority 2: Equality of expectation around attendance, punctuality and behaviour.

Action	Proposed impact	Timescale / Lead	Measurable
RSLs / HOHs monitor A&P and behaviour patterns within their year group to identify vulnerable cohorts of PP students. Reports, parent meetings, attendance panels etc. used proactively to engage vulnerable students and their families/carers.	Proactive challenge of attitudes and behaviours which foster underachievement and reinforce disadvantage.	RSLs / RWA	A&P of PP cohort in line with TLA average; Rate of on-calls, parks, SSM intervention, ACE/IC among PP cohort in line with TLA norms. On-call sheet to be modified to reflect PP status.
Class teachers to manage punctuality to lessons and behaviour effectively and proactively, ensuring engagement of disadvantaged students through (inter alia): <ul style="list-style-type: none"> Seating plans 	Challenging potential disengagement, removing caps on expectation and achievement.	Class teachers	Demonstrated through CREATE lesson observations.

<ul style="list-style-type: none"> • High quality behaviour for learning strategies • Targeted questioning 			
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Priority 3: Quality first teaching and learning

Action	Proposed impact	Timescale / Lead	Measurable
Engaging, inspiring lessons and sequences of learning which motivate and involve all students, regardless of background. Disadvantaged students to be actively brought into learning by all teachers, through focused questioning, targeted seating plans, prioritising the marking of disadvantaged books, pace, challenge etc. CPD to raise awareness of pacing delivery correctly so as not to rush through content.	Proactive involvement of disadvantaged students in their own learning, eliminating achievement gaps.	Class teachers / LHU (CPD)	Progress of PP cohorts in line with TLA as a whole, with no statistically significant achievement difference. Demonstrated through CREATE lesson observations.
HOFs and Directorate links to proactively work with faculty staff to challenge passivity and disengagement.	Challenging potential disengagement, removing caps on expectation and achievement.	HOFs	Demonstrated through CREATE lesson observations.
Best practice re. targeted roles (leaders of learning / “teaching detectives” etc) in the classroom to be disseminated to class teachers via HOFs and the CPD programme.	Raising expectations, removing barriers to attainment for PP cohort.	HOFs/LHU	Demonstrated through CREATE lesson observations, CPD session records, faculty meeting minutes.
Best practice in academic literacy to be disseminated to class teachers via HOFs, literacy co-ordinator and the CPD programme.	Increasing academic literacy for PP cohort as well as wider TLA community, thus removing barriers to attainment.	HOFs/JHA/LHU	Demonstrated through CREATE lesson observations, CPD session records, faculty meeting minutes.