

## Pupil premium strategy statement 2017-2018

1. Summary information					
<b>School</b>	The Langley Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£267K	<b>Date of most recent PP Review</b>	June 2017
<b>Total number of pupils</b>	897	<b>Number of pupils eligible for PP</b>	271 (30%)	<b>Date for next internal review of this strategy</b>	Oct 2018

2. Current attainment		
	<i>Pupils eligible for PP (2017)</i>	<i>Pupils not eligible for PP (national average 2016)</i>
<b>A8</b>	42.4	52.72
<b>P8</b>	0.22	0.12
<b>% achieving level 4 or above in English &amp; Maths</b>	59%	70%
<b>% achieving level 5 or above in English &amp; Maths</b>	28%	TBC

3. Barriers to future attainment	
In-school barriers	
<b>A.</b>	Groups of disadvantaged students are less likely to make expected progress compared to non-disadvantaged students (HA, boys, SEN)
<b>B.</b>	Disadvantaged students are more likely to have SEN compared with non-disadvantaged students.
<b>C.</b>	Disadvantaged students are more likely to have lower levels of literacy levels on entry which limits their ability to access the curriculum.
<b>D.</b>	Disadvantaged students are more likely to receive behaviour points than non-disadvantaged students. They are more likely to be excluded.
External barriers	
<b>E.</b>	Attendance of disadvantaged students is lower than attendance of non-disadvantaged students therefore they are spending less time in the classroom.
<b>F.</b>	Parental attendance at Academy events such as parents evenings is lower than that of non-disadvantaged students.

<b>G.</b>	Home learning environment sometimes lacks access to resources e.g. stable internet, workspace.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	All groups of disadvantaged students make at least expected progress.	The gap between the progress of disadvantaged students and non-disadvantaged students at the Academy will close. HA, boys and SEN students will perform in line with their non-disadvantaged peers. 2017/18 outcomes to be inline or greater than national progress measures. % of Disadvantaged LA will achieve L4 in EM in line with non-disadvantaged students.
<b>B.</b>	Disadvantaged students with SEN will make expected progress.	The gap between the progress of disadvantaged SEN students and non-disadvantaged students at the Academy will close. Rigorous tracking and monitoring of progress data and early interventions in place. LSA in place and equipped with strategies to support progress.
<b>C.</b>	Reading levels of disadvantaged students are in-line with their chronological reading ages.	Accelerated Reader testing will demonstrate that all disadvantaged students have a reading age that is in-line with their chronological reading age by the end of KS3.
<b>D.</b>	The gap between behaviour points accumulated by disadvantaged and non-disadvantaged student is reduced. A reduction in the % of disadvantaged students receiving fixed term exclusions.	High behaviour expectations are maintained. Fewer behaviour points are recorded on SIMS and no more fixed term exclusions (in proportion to non-disadvantaged students).
<b>E.</b>	An increase in the overall attendance of disadvantaged students.	A reduction in persistent absentees will be demonstrated. Overall sessions missed due to absence will be no higher than that of non-disadvantaged students.
<b>F.</b>	Increased parental engagement in school events.	Attendance record demonstrates an increase in the number of parents of disadvantaged students attending parents evenings and other relevant information evenings.
<b>G.</b>	Opportunities provided for students to access resources to allow effective home learning.	All parents have taken advantage of Personal Allowance Scheme. An increase in number of disadvantaged students attending after school H/W club.

## 5. Planned expenditure

**Academic year**                      **2017/18**

### i. Quality of teaching for all

Desired outcome	Action	Rational and Monitoring	Staff lead	Dec	Apr	Sep
<p><b>A.</b> All groups of disadvantaged students make at least expected progress.</p> <p><b>B.</b> Disadvantaged students with SEN will make expected progress.</p>	<p>Prior attainment and pupil data available to all teachers in SEPT. Analysis of yr11 performance shared with HOF's in SEPT (using 4matrix) Mintclass software used so that disadvantaged students are visible to staff on seating plans. Regular information bites in staff briefings regarding needs and profile of disadvantaged students/sharing of successful strategies. P4ALL, RSL and faculty meetings – regular discussion of strategies and monitoring of progress. QA of pupils work and sharing of best practice. Consistently good teaching - Whole staff CPD &amp; training on challenge and differentiation / development of resilience and self-regulation. Investment in IRIS technology to share effective classroom strategies. Disadvantaged coordinator, AHT and governor to have overview of the academic and social progress of the disadvantaged cohort. Best staff placed with classes with higher proportion of SEN and disadvantaged. Further support provided by LSA/ HLTA Literacy and numeracy infused effectively across the curriculum. Peer-support evident in classrooms. Enhanced feedback evident in classbooks for all subjects. Smaller class sizes in English and Maths.</p>	<p>Supporting Attainment of disadvantaged students (DFE 2015) states that more successful schools use data to identify pupils' learning needs. At best:</p> <ul style="list-style-type: none"> <li>- Data should be regularly</li> <li>- Signs of underperformance addressed</li> <li>- Teachers are engaging with data</li> <li>- Consistent marking schemes are used and next steps in learning are shared with pupils.</li> <li>- support strategies are monitored regularly</li> </ul> <p>Self-regulation is high impact for low cost (EEF)</p> <p>Disadvantaged needs remain at the forefront of Academy strategic planning.</p> <p>Schools should deploy the best staff to support disadvantaged students (DFE 2015)</p> <p>Approaches to improve reading comprehension improve learning significantly over time (EEF).</p> <p>In school evidence suggests that progress was best in subject areas that provided enhanced feedback. EEF</p>	<p>Data Manager NHE</p> <p>PP Team</p> <p>HOF/RSL</p> <p>DBE</p> <p>LHU</p> <p>NHE</p> <p>HOF's</p> <p>SENCO Lit/Num Co</p> <p>LHU</p>			

	Alternative education (Haybrook & EBC) and WEX is matched to pupil needs.	states evidence suggests feedback has a high impact on learning.  Progress monitored by PP coordinator/NHE/HOF's after each data drop.	NHE/JGO			
<b>C.</b> Reading levels of disadvantaged students are in-line with their chronological reading ages.	Use of AR programme / millionaire club. Creation of TLR's in English department with a focus on school wide literacy and AR. Use of HTLA to support smaller class sizes in English and Maths. Literacy infused effectively across the curriculum and literacy marking implemented. Independent learning is targeted and includes literacy tasks and shared on SMHW	In-school evidence demonstrates that the AR programme leads to accelerated progress in reading ages.  Approaches to improve reading comprehension improve learning significantly over time (EEF).  Progress will be monitored by Literacy Coordinator and NHE/FWA in Dec, April and Sept.	GAX			
<b>D.</b> The gap between behaviour points accumulated by disadvantaged and non-disadvantaged student is reduced. A reduction in the % of disadvantaged students receiving fixed term exclusions.	HT, RSL's, HOF's and Key stage leaders will monitor behaviour points and lead proactive interventions. Behaviour policy followed by all staff. SSM's and inclusion manager will provide daily behaviour support and engage with parents. Rewards and sanctions. On-call, ACE and IC used to provide students with academic support so students still access learning. Counsellor used to mentor and understand link between learning needs and behaviour. Class teachers use SIMs effectively to log behaviour in lessons	Targeted behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours (EEF Toolkit).  Behaviour will be monitored by AHT, HOF's/RSL's and tutors.	RWA  VSH  All staff			

<p><b>E.</b> An increase in the overall attendance of disadvantaged students.</p>	<p>Attendance officer will track and monitor attendance and engage in parental contact. Attendance Rewards Programme will provide incentive. New scheme for catch up work to minimise impact of absence. Early home visits by RSL/Inclusion manager for students who fall below academy target. Personal allowance fund accessed by parents to pay for travel if necessary e.g. bus passes Raising self-esteem and aspirations e.g motivational speaker and use of Alumni. Curriculum offer to include alternative educational programmes eg Motor Service (EBC).</p>	<p>Successful schools set up rapid response systems to address poor attendance. (DfE 2015)</p> <p>Attendance will be monitored by the Attendance officer, RSL and AHT responsible for attendance.</p>	<p>MCE/HOH  NHE/HOH  VSH  FWA  NHE  JGO</p>				
<p><b>F.</b> Increased parental engagement in school events.</p>	<p>Monitoring of attendance and follow up by RSL. Increased/improved communication with parents. Workshops to engage parents e.g. kerboodle, SMHW, ICT, literacy skills. Personal Allowance Interviews – Year 11</p>	<p>Parental involvement is consistently associated with pupils' success at school. (EEF toolkit).</p> <p>Monitored by admin staff and RSL.</p>	<p>RSL's  FWA</p>				
<p><b>G.</b> Opportunities provided for students to access resources to allow effective home learning.</p>	<p>Barrier to learning interviews for all disadvantaged students and support provided e.g. laptop Personal Allowance scheme for year 11 allows parents to diminish some of the barriers to learning. Improved access to online resources.</p>	<p>Provide some simple, practical ways that parents can support their children in ways that do not require a high level of ability (e.g. by ensuring that students have an environment where they can work at home) – EEF toolkit</p> <p>Logged and tracked against progress by FWA/NHE.</p>	<p>NHE/FWA</p>				
<b>Total budgeted cost</b>					£153,092		

ii. Targeted support						
Desired outcome	Chosen action/approach	Rationale and Monitoring	Staff lead	Dec	Apr	Sep
<p><b>A.</b> All groups of disadvantaged students make at least expected progress.</p> <p><b>B.</b> Disadvantaged students with SEN will make expected progress.</p> <p><b>H.</b> Increased parental engagement in school events.</p>	<p>Proactive tracking of disadvantaged students at each data collection points. Interventions implemented, reviewed, continued or amended. Targeted in class support with HLTA and LSA's Intervention with workshops and funded interventions such as 1-1 professional or 6<sup>th</sup> Form tutoring, holiday and Saturday revision sessions. 4 week afterschool for HA's programme. Nurture group will provide additional support for disadvantaged students with EHCP, emotional and social needs. Homework club will run for students who have a pattern of missed homework. Science Breakfast Club for identified students. Providing curriculum materials e.g. Set texts, revision guides, theatre trips Alternative curriculum for identified students. P4ALL - RSL's to look for cross-curricular patterns of underachievement. Talks arranged to raise aspirations.</p>	<p>Systematic tracking used to tailor interventions is highly effective – OFSTED Pupil Premium Report.</p> <p>Using TA's to deliver highly trained interventions which are regularly evaluated is beneficial in closing the gap.</p> <p>Small group work has a high impact on progress (EEF)</p> <p>EEF states that Social and emotional intervention is low cost for high impact.</p>	<p>HOF's/NHE</p> <p>SENCO</p> <p>SENCO LDF</p> <p>HOF's</p> <p>NHE</p>			
<p><b>G.</b> Opportunities provided for students to access resources to allow effective home learning.</p>	<p>Year 6 transition – Barriers to learning interviews will take place before entry into year 7. Interviews will be reviewed by PP team and some of the barriers will be diminished.</p>	<p>EEF research states that parents should be offered practical ways to provide solutions for barriers.</p>	<p>NJE/FWA</p>			

A,B,C,D,E,F, G	Subsides for school visits (including DofE and year 7 Residential), uniform, equipment and transport will be made available. Parents are accessing Personal Allowance Fund. Unallocated sum to provide tailored support or meet individual needs accessed by Bid Form.	EEF research states that parents should be offered practical ways to provide solutions for barriers.	FWA/NHE			
<b>Total budgeted cost</b>				£116,219		