

Pupil Premium Review 2017-18

Review Process

GAA believes no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. We have a relentless drive to continually improve and enhance the quality of our teaching and learning, assessment and curriculum provision and this forms the central part of our staff culture and our school improvement planning.

At a strategic level our Pupil Premium spending and impact is led by the Principal, actioned by every member of senior staff using a GAET-wide model and monitored and challenged by the Chair of IEB. It includes the establishment of whole school assessment and tracking systems and in 2017-18 a detailed data analysis exercise to evaluate the trajectory of PP and non PP students within school. This found that the gap widened historically from Y7-9 and then was not reduced at KS4; that the academy had begun to halt this widening but not yet narrow the gap – and that there were some systematic reasons that could have been contributing to this, essentially setting, but potentially including the variation of pastoral support etc.

This evaluation of our provision through 2017-18, alongside the priority in establishing whole-school improvements for all groups, specifically since being placed into Special Measures in 2016, has led to some specific actions already. This includes but is not limited to:

- significant structural evaluation – leading to a renewed setting system to avoid PP disadvantage being systematised - implemented for 2018-19;
- cultural evaluation – leading to the development of a wide range of leadership and additional opportunities that provide PP students with a method of contributing and belonging;
- and progress evaluation – leading to a Y11 intervention system that ensures PP students are accessing the resource that will close any gaps.

There follows an evaluation of intervention strategies used in 2017-18, based on outcomes, internal data and wider internal evidence, and a statement re their planned continuation/adaptation in 2018-19.

Intervention	Intended outcome	Evidence base used for evaluation	Decision
Systematic school improvement focus on T&L and securing the reliability of assessment data	Improved quality for all students > improved progress in all groups Better informed and targeted teaching and interventions as assessment data quality improves > improved progress in all groups	External outcomes - emerging improvement Internal data > Initially PP gap (which was widening) halted, now narrowing of PP gap emerging QA measures	Continued
HAP/PP positively discriminated Y11 intervention	Raise attainment at the top for all students to support movement in all ability cohorts; ensure PP cohort over represented, despite lower target grades	Outcomes Student voice Parent feedback	Continued Extended through Y11 intervention groupings (all ability groups) and starting earlier
MoS to review internal systems for setting, tracking progress and chasing	Ascertain reason for PP gap widening historically at KS3 and suggest solutions	Data from the review > new setting in place affording more PP students top set places and allowing positive discrimination without moving non PP students "down"	Completed, in place for 2018-19 Focus to move to QA to ensure PP students keep up in this system and progress gap narrows through evolved data mtg system
Fixed Term SL - attendance	Respond to attendance gap as opposed to distinct PP gap, analyse overlap	Attendance data Data by group Case studies	Adapted

	within groups and target where attendance the barrier		EWO and attendance non-teaching staff to target in 2018-19
Staffing in Maths increased	Reduce gap for groups within core	Outcomes Internal data	Continued/adapted Recruitment in Maths priority for autumn 2018, additionality from January if quality is good
Support for cases to avoid access gaps (trips/equipment etc)	Reduce opportunity/poverty gap and associated barriers	Staff and student feedback Attendance Case studies Trip records	Continued
Staffing re-design (roles and responsibilities) around pastoral support	Reduce variability in terms of support for individuals and centralise for equity	Case studies Data – attendance, behaviour, progress	Continued
Inclusion provision space and staffing	Provide inclusion alternative for vulnerable students, staffed and supported	Case studies Internal data, attendance and behaviour	Continued Extended, including staffing.
Foundation provision KS3	Address gaps at Y7 to halt gap between groups	Internal data Progress, attendance, behaviour. QA measures	Continued Review for “bridging gap” to re-access KS3 Extend to Y8; review for Y9 “re-integration”

Additional identified gaps for 2018-19 through self-evaluation processes:

Insecurity in progression route gaps – consider careers/CEIAG systems to support the narrowing of any progression gap and find additionality for PP.

Literacy gap – research suggests the vocab gap is linked to the careers gap; consider literacy strategy and its aim/impact for PP students where this would be a factor and renew.

Internal systems to be tightened in line with our SI actions so that all leaders are involved in actions to address the gap.

Ensure all leaders are aware of their responsibility towards PP students within their remits and that this is translated to all leaders and teachers and that our belief that a multi-faceted approach is the best way to address gaps is fully embedded in the culture and practice of the academy – through line management, culture and continued central leadership.

Additional documentation:

PP Statement for 2018-19 – planned actions and spend allocated.

Internal “key groups” action plan – PP and HAP students.