



*Success for All*

## Pupil Premium Strategy 2017 - 2018

*Respect*

*Ambition*

*Pride*

*Happiness*

*Peace & Reconciliation*

### General Information

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

The service premium is extra funding for schools to support children and young people with parents in the armed forces.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

In the financial year 2016 to 2017, schools will receive £300 for each eligible pupil.

### Finance Information

2017 – 2018:

£499,000

2016 – 2017:

£501,000

2015 – 2016:

£518,000

Item	Costing
Staffing	£404,967
Curricular and Extra-curricular Provision	£136,000

2017 – 2018:

Pupil Premium (Jan 18)	
Year 7	63.03%
Year 8	60%
Year 9	67.06%
Year 10	67.53%
Year 11	64.62%
All Years	64.41%

	7	8	9	10	11
Service	0	0	0	0	0
LAC/Post	2	3	1	4	3

Make-up of PP Cohort

	7	8	9	10	11
<b>PP Cohort</b>	<b>104</b>	<b>99</b>	<b>114</b>	<b>104</b>	<b>84</b>
Higher	NA	NA	27.2%	24%	23.8%
Middle	NA	NA	44.7%	37.5%	42.9%
Lower	NA	NA	15.8%	22.1%	17.9%
No KS2	8.7%	7.1%	12.3%	16.4%	15.5%
SEN	29.8%	31.3%	20.2%	23.1%	27.4%
Non SEN	70.2%	68.7%	79.8%	76.9%	72.6%
Male	62.5%	54.5%	48.2%	52.9%	47.6%
Female	37.5%	45.5%	51.8%	47.1%	52.4%

1. Summary information					
School	The Academy of Saint Francis of Assisi				
Academic Year	2017/18	Total PP budget	£499,000	Date of most recent PP Review	8 <sup>th</sup> February 2018
Total number of students	TBC	Number of students eligible for PP	TBC	Date for next internal review of this strategy	Spring Term 2019

	Pupils eligible for PP (school)	2017 NA Pupils not eligible for PP (national other)
Progress 8 score average	-0.57	0.11
Attainment 8 score average	31.06	49.8
%age achieving Basics (4+ in English and Maths)	17%	71.2%
%age achieving EBacc	2%	28.2%
The average IDACI score for the PP GCSE 2017 cohort was -0.46		

2. Barriers to future attainment	
<b>In-school barriers</b>	
A.	Literacy skills are lower for students eligible for PP which prevents them all from making good progress.
B.	Numeracy skills are lower for students eligible for PP which prevents them all from making good progress.
C.	Behavioural issues for a small group of PP students in each year group are having detrimental effect on their academic progress and that of their peers.
<b>3. External barriers</b>	
D.	Attendance rates for PP students are below the national average. This reduces their school hours and causes them to fall behind.
E.	Family financial situations prevents PP students experiencing and valuing all aspects of academy curricular and extra-curricular life.

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Levels of literacy at KS3 and KS4 improve	70% of students make expected progress (same as NA for non PP)
B.	Levels of numeracy at KS3 and KS4 improve	70% of students make expected progress (same as NA for non PP)
C.	Behaviour in class and around site improves	Fewer behaviour incidents/FTE recorded on the school system (without changing recording practices or lowering standards.)
D.	Attendance of PP students improves	Attendance of PP students is at least 95%
E.	Participation rates for PP students improves	For any given activity, at least 70% of those in attendance are PP students.

5. Planned expenditure					
Academic Year		2017 - 2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A. Levels of literacy at KS3 improve	Working party formed. Assessment or reading and comprehension ages of year 7&8. 3 waves of intervention in place to continue. Use primary reading model to ensure students are reading daily at home and in school. Purchase high level low readers and dual language books. Allocation of reading time to English curriculum using the renaissance programme. Recruitment of HLTA to work with KS3 students. Staff training – phonics and support of reading strategies Subjects to review texts to ensure accessibility.	71 students in year 7 with reading age of 6 65 students in year 8 with reading age of 6 Primary experience within the team and knowledge of effective strategies.  EEF: Individualised instruction +3 months, phonics +4 months, reading comprehension strategies +5 months, small group tuition +4 months, teaching assistants +1 month. Nfer: Differentiated responses for individuals versus 'one size fits all' and pupils with similar needs are withdrawn from alternating noncore curriculum lessons for tailored support from a TA trained in literacy interventions.	Reading ages to be assessed at the end of each assessment cycle. Working party to meet after every data drop to review progress and use data to inform next steps intervention.	FHM SR LR TU	End of each assessment cycle.
A. Outcomes for English at KS4 improve	New SOW work in place. Consistency of delivery across KS4. Clear distinction between Lang and Lit and understanding of requirements of every question. Promotion of higher level responses – no capping. Fast track students through Step Up. Promotion of growth mindset – resilience and learning skills (Over the Wall).	SOW with track record of producing good quality outcomes. Observations show a lack of basic understanding from students as the requirements of each question. Outcomes show limited high level grades achieved. Previous step up cohort benefited from the step up programme but lack of pace and strategic planning limited options to netter students for GCSE. Observations show a lack of resilience from students when challenged and limited learning skills.  EEF: Reading comprehension strategies +5 months, learning styles +2 months, feedback +8 months.	Work scrutiny Lesson drop ins Standardisation sessions	FHM	End of each assessment cycle.
B. Levels of numeracy at KS3 improve	Catch up programme for students not secondary ready using PiXL Primary.	Strategy was used introduced in October 2016 and resulted in a number of students becoming	PiXL Primary assessments to be issued each assessment cycle.	PP IH	End of each assessment cycle.

	Identified students withdrawn for small group tuition based their personal identified areas of need within the curriculum.	secondary ready in years 7 and 8 by July 2017.  EEF: Individualised instruction +3 months, small group tuition +4 months, teaching assistants +1 month. Nfer: Differentiated responses for individuals versus 'one size fits all'	Progress tracked and data used to inform next step intervention.		
B. Outcomes for maths at KS4 improve	Corbett maths embedded into the curriculum as starter activities. PiXL therapies embedded into the curriculum. Student access to PiXL maths app – ICT homework facilities made available to disadvantaged students with no personal access to app. Member of staff allocated to provide cross curricular content links between maths and science – ensure consistency of approach.	Increased maths content on science curriculum. Improved progress outcomes for schools using PiXL and Corbett maths.  EEF: EEF: small group tuition +4 months, homework +5 months, mastery learning +5 months.	Review of SOW. Drop ins when maths/science overlap content taught. Work scrutiny. Lesson drop ins.	KW IH	End of each assessment cycle.

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A. Levels of in Year 7 improve	After school homework club	Students have requested support with homework and opportunity to use computers if/when required.	Monitor attendance.	FH	Termly
	Accelerated Reader in form time	To engage students in reading for pleasure and improve their basic skills.	Record progress of students.	SR	Termly
	Lunchtime drop in sessions	For students seeking support outside of lessons.  EEF: phonics +4 months, reading comprehension strategies +5 months, small group tuition +4 months, homework +5 months. Nfer: Differentiated responses for individuals versus 'one size fits all' and pupils with similar needs are withdrawn from alternating noncore curriculum lessons for tailored support from a TA trained in literacy interventions.	Monitor attendance.	FH	Termly
A. Outcomes for English at KS4	Homework drop in	Students have requested support with homework and opportunity to use computers if/when required.	Monitor attendance and homework completion.	FH	Termly
	Literacy ambassadors	To create a positive image of, and promote literacy across the school.	Record progress of students.	FH	Termly
	Boosters	Students have access to extra help after school in structured sessions twice a week.	Attendance and engagement monitored.	FH	End of each assessment cycle.

	<p>Lunchtime drop in sessions</p> <p>Literacy resources used in registration.</p>	<p>For students to work through exam papers with support. To support students outside of the classroom. To recap basic skills.</p> <p>EEF: homework +5 months, individualised instruction +3 months, small group tuition +4 months, peer tutoring +5 months, digital technology +4 months.</p>	<p>Monitor usage.</p> <p>Attendance and engagement monitored.</p> <p>Monitor usage.</p>	<p>FH</p> <p>FH</p> <p>FH</p>	<p>Termly</p> <p>End of each assessment cycle.</p> <p>End of each assessment cycle.</p>
B. Levels of numeracy in Year 7 improve	<p>Homework club</p> <p>Numeracy Ninjas in form time</p> <p>Lunchtime drop in sessions</p> <p>Pixl APP</p>	<p>Students have requested support with homework and a quiet place to complete it.</p> <p>To engage students in numeracy and improve their basic skills.</p> <p>For students seeking support outside of lessons.</p> <p>To support students outside of the classroom.</p> <p>EEF: homework +5 months, individualised instruction +3 months, small group tuition +4 months, peer tutoring +5 months, digital technology +4 months.</p>	<p>Monitor attendance. Record progress of students.</p> <p>Student Voice.</p> <p>Monitor attendance. Record progress of students.</p> <p>Monitor attendance. Record progress of students.</p>	<p>IH</p> <p>GG</p> <p>IH</p> <p>PP</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>End of each assessment cycle.</p>
B. Outcomes for numeracy at KS4 improve	<p>Homework drop in</p> <p>Numeracy ambassadors</p> <p>Boosters and lunchtime drop in sessions</p> <p>Pixl APP</p> <p>5 a day/Mathsbox used in registration.</p>	<p>Students have requested support with homework and a quiet place to complete it.</p> <p>To create a positive image of maths of numeracy across the school.</p> <p>Students have access to extra help after school in structured sessions. For students to work through exam papers with support.</p> <p>To support students outside of the classroom.</p> <p>To recap basic skills.</p> <p>EEF: Individualised instruction +3 months, small group tuition +4 months, homework +2 months, peer tutoring +5 months.</p>	<p>Standard homeworks created and used by the team. Monitor attendance and homework completion.</p> <p>Liverpool Counts charter mark preparation.</p> <p>Attendance and engagement monitored.</p> <p>Monitor usage.</p> <p>Monitor usage.</p>	<p>IH</p> <p>IH</p> <p>IH</p> <p>IH</p> <p>IH</p>	<p>Termly</p> <p>Termly</p> <p>End of each assessment cycle.</p> <p>Termly</p> <p>End of each assessment cycle.</p>

C. Behaviour in class and around the site improves	The Reconciliation Centre Staffing and Resources	Rationale: As an alternative to exclusion, The Reconciliation Centre provides a safe base from which students can reflect and Restorative Practice can take place in order to reduce numbers of repeat offenders.	Only ST to book students in, RC lead to keep track of students who attend, HOY to liaise with parents/carers. HODs to provide classwork for the day.	SR GN	Termly
	Behavioural Change Learning Support Assistant	Rationale: To reduce challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.	Programme created, students identified and referred, parents/carers informed, changes monitored over time. Line management meetings.	SR GN	Termly
	Directors of Progress	Rationale: To manage the HOY and lead on behaviour improvement strategies and student rewards.	Data driven success criteria used. Key year groups identified. Impact measured. Discussion during LM Meetings.	GN DOPs	Monthly
	Heads of Year	Rationale: To liaise with families and students regarding behaviour issues on a daily basis and at a strategic level.  EEF: Behaviour interventions +3 months, feedback +8 months, meta cognition and self regulation +8 months, parental involvement +3 months, social and emotional learning +4 months. Nfer: Investing in individualised problem-solving and emotional support versus providing access to generic support.	Data driven success criteria used. Key groups identified. Impact measured. Discussion during LM Meetings.	DOPs HOY	Monthly
D. Attendance of PP students improves	Attendance Officer	Rationale: A full time member of staff who addresses attendance, PA, punctuality every day.	Close work with pastoral team and EWO. Weekly reports produced. Group data produced.	GN	Weekly
	Education Welfare Officer	Rationale: To process FPN and process documentation for court procedures.	Close liaison with Attendance Officer. Caseload progress reviewed by Attendance Officer weekly.	HW	Weekly
	Directors of Progress	Rationale: To manage the HOY and lead on attendance improvement strategies.	Close liaison with GN and HOY. Specific students targeted. Daily routines in place.	GN DOPs	Weekly
	Heads of Year	Rationale: To liaise with families and students regarding attendance issues on a daily basis and at a strategic level.	Close liaison with pastoral team and families. Specific students targeted. Daily routines in place.	HOY DOPs	Weekly



		EEF: Behaviour interventions +3 months, feedback +8 months, meta cognition and self regulation +8 months, parental involvement +3 months, social and emotional learning +4 months. Nfer: Investing in individualised problem-solving and emotional support versus providing access to generic support.			
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ii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
C. Behaviour in class and around the site improves	Academy Retreats	Rationale: To improve students' SMSC knowledge and understanding as well as links with the local community and wider world.	Chaplain to arrange high quality experiences, carry out a visit before students attend to QA. Plan and organise events and inform parents/carers.	PJ	Termly
	Trips and Visits	Rationale: To reward those students who behave in a way deemed good or better and go over and above.  EEF: Behaviour interventions +3 months, feedback +8 months, meta cognition and self regulation +8 months, parental involvement +3 months, social and emotional learning +4 months. Nfer: Investing in individualised problem-solving and emotional support versus providing access to generic support.	Aspirational benchmarks in line with NA set. Well publicised competitions. Student voice used to ascertain range of rewards students would appreciate.	GN	Termly
D. Attendance improves	Uniform provided for students	Rationale: To enable those students with financial / safeguarding issues to attend.	Parents/carers of Year 6 students and new starters in other year groups made aware that they will receive a free uniform.	LH	Annually
	Bus tokens / taxi fares for students	Rationale: To enable those students with financial / safeguarding issues to attend.	Log of tokens / taxis kept by admin team and analysed half termly by pastoral staff to ensure value for money.	HOY	Termly
	Breakfast Club	Rationale: To encourage students to come to school and be on time.	Site staff to allow students on site from 7:50am Catering staff to offer free breakfast from 8am. Parents/carers to be made aware of provision. Breakfast club to be supervised by LSA. Breakfast club attendees to be monitored half termly by HOY.	GN	Termly

	Academy Rewards	Rationale: To encourage students to attend 100% of the time. National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement '...schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals'	Attendance officer to collate data each half term on SIMS. HOY to arrange trips.	GN	Termly
	Saturday School and Easter School	Rationale: Students who attend are more likely to feel happy and safe during term time. Attendance will improve if students feel happy and safe on site.  EEF: parental involvement +3 months, social and emotional learning +4 months, summer school +2 months, uniform +1 month. Nfer: Investing in individualised problem-solving and emotional support versus providing access to generic support.	Students are targeted by Lead. Parents/carers made aware of initiative. Participation monitored and analysed for %age PP participants after each event.	LH	Termly
E. Participation / Attainment / Progress rates improve	Duke of Edinburgh Award	Rationale: Students will develop better resilience, self-belief and independence. Students will visit new places and understand importance of teamwork.	Students targeted by DofE coordinator. Parents/carers informed. Planned calendar of events created for the year.	TW	Termly
	Funding for GCSE PE Activities	Rationale: To enable PP students to participate in the costed activities such as rock climbing which will allow them to access higher mark bands for the GCSE CA aspect.	Students identified and targeted. PE staff to speak privately with students. Parents/carers to be informed.	AW	After students access the extra provision.
	Music Tuition	Rationale: To provide opportunities for students to have one to one tuition with a musical instrument and enhance their confidence, self-esteem and performance skills.	Students are identified. High quality SLA agreed. Observations to take place throughout year.	JB	Termly
	English, Maths and Science Bidding Fund	Rationale: To provide core departments with finance to purchase additional resources/trips/guest speakers/IT that will further enhance students' progress and passion for the subject.	Bidding form which relates to measurable student outcomes. Bids to be accepted/rejected based on impact. Evaluation to take place after activity/trip takes place.	GN	Termly

	<p>After school homework club</p>	<p>Rationale: To provide students with a safe, relaxed, supervised environment so that they can complete homework / continue learning independently / with peers.</p> <p>EEF: outdoor adventure learning +4 months, one to one tuition +5 months, extending school time +2 months, sports participation +2 months, small group tuition +4 months</p> <p>Nfer: Investing in individualised problem-solving and emotional support versus providing access to generic support. Differentiated responses for individuals versus 'one size fits all.'</p>	<p>Club advertised, room with PCs allocated, room staffed.</p>	<p>SR</p>	<p>Termly</p>
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