Pupil Premium Statement 2018- 2019

For the financial year 2018/2019 we have 530 students who qualify for Pupil Premium funding which equates to £518,266. This funding is intended to benefit students on free school meals, children who have been looked after continuously for more than six months, looked after children and service children. The government believes that the Pupil Premium, which is additional to main school funding, is the best way of ensuring that funding to tackle disadvantage reaches the students who need it most.

The Government believes that it is for schools to decide how the Pupil Premium Fund is allocated and spent per eligible student, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Whilst schools are free to spend the Pupil Premium, they are held accountable for how they have used the additional funding to support students from low-income families. From September 2012, the government required schools to publish online information about how they have used, and are using, the Fund. This will ensure that parents, carers and other stakeholders are made fully aware of the attainment of students covered by the premium.

1. Students eligible for Pupil Premium

The PPG per student criteria and unit for funding 2017-2019 is as follows

Students in year 7 to 11 recorded as Ever 6 /FSM	£935
Looked after children (CLA) this includes: • Children who have ceased to be looked after by local authority in England and Wales because of adoption, • A special guardianship order, • A child arrangements order or • A residence order	£1,900
Service children, Ever 6 Service • 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)	£300

2. Summary information

School	The Academy of Saint Francis of Assisi				
Academic Year	2018/19	Total PP budget	£518,266	Date of most recent PP Review	Feb 2018
Total number of students	842	Number of students eligible for PP	530	Date of last external review of this strategy	Sept 2018

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Pupil Premium Statement 2018- 2019

3. Students currently identified as eligible for PP funding by year group and subgroup

PP September 2018	
Year 7	61.2%
Year 8	64.4%
Year 9	60.1%
Year 10	65.9%
Year 11	64.2%
All Years	63.2%

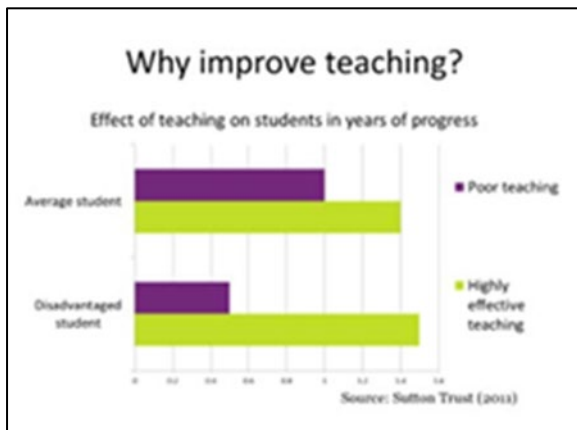| 4. Current Attainment Measures 2017-18				
Measure	2017 Students eligible for PP (school)	2018 students eligible for PP (school)	2018 Students eligible for PP (INTERNAL)	2018 NA Pupils not eligible for PP (National other)
Progress 8 score average	-0.57	-1.01	-0.52 Those without SEN -0.25	0.1
Attainment 8 score average	31.06	31.08	31.08	49.8
% achieving Basics (4+ in English and Maths)	17%	21.6%	21.6	64%
% achieving EBacc	2%	5%	5%	28.2%

5. Rationale: How are we spending the PPG

The spending of pupil premium funding has been partly influenced by external research; such as the Sutton Trust toolkit – see Appendix (1) and the DfE study into effective use of Pupil Premium funding this research outlines effective methods that support improved Pupil Premium achievement.

This year, we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon raising the achievement and attainment of the diverse community we serve here at The Academy of St Francis of Assisi. We have listed specifically students' barriers to achievements bespoke to our own school. We have considered these at grass-roots level rather than a focus upon outcomes for students in Year 11. We feel this will further refine our strategic approach in accelerating the pace of improvement in the progress of pupil premium students in all year groups. We also do not confuse eligibility for the Pupil Premium with low ability and thus focus on supporting our disadvantaged students to achieve the highest levels.

We have taken the views of staff and students themselves into consideration and ensured that the school's value of *'Success For All',* in   particular, underpins the rationale for this strategy.

6.	Internal and external barriers to future attainment (for pupils eligible for PP)
A.	On intake for a proportion of disadvantaged students, reading ages are lower than for non-disadvantaged students hindering access to the curriculum and attainment, in particular sub groups, EAL, FSM and SEND.
B.	Many Disadvantaged students do not have as many opportunities to embrace a wider cultural curriculum and Experiences, in order to become super literate in school and in the later stages of their lives. (links to A)
C.	Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base. Complex home situations and a lack of resources for disadvantaged students can limit learning at home.
D.	The lifestyles, especially sleep, diet, routines and home support means that a proportion of disadvantaged students do not succeed in line with their peers. In turn, the attendance of disadvantaged students often lags behind that of non-disadvantaged students. Their views are not always fully analysed and taken into account in order to provide for their specific needs.
E.	Students own expectations and aspirations for their own future are often not as high as their peers, or as high as they should be. In addition social, emotional and mental health issues disproportionately affect disadvantaged students.

Why improve teaching?

Effect of teaching on students in years of progress

Source: Sutton Trust (2011)

Fig 1

Strategies proven, by EFF toolkit, to have high to moderate impact and are low cost are:

- Meta cognition and self reflection (+ 8 months)
- Effective feedback (+ 8 months)
- Reading comprehension strategies (+ 5 months)
- Homework (+ 5 months)
- One to one tuition (+ 5 months)
- Social and emotional learning (+ 4 months)
- Behaviour interventions (+ 3 months)

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7. Whole School Context

The Academy serves an area of Liverpool where the level of social deprivation is in the 10% most deprived areas of the country. The percentage of students who are identified as pupil premium is 65% and the percentage of students for whom English is an additional language is now 52% compared to a national average of 15.7%, many of whom are new to the country. We celebrate being multi-cultural school with students from all over the world with a breadth of cultural, religious and life experiences. There are 44 languages spoken at the Academy. The population at The Academy of St Francis of Assisi is transient. As a result of this transience, 32% of Yr 11 in 2018 students had no prior attainment data and were robustly assessed on entry to ascertain their starting points. Of a whole school cohort of 780 there were 124 new starters and 113 leavers during the year. We are proud of our unique, Joint Faith, Christian Ethos. We are a 'School of Sanctuary' and have been judged to be outstanding in the latest Section 48 inspection in March 2018.

Pupil Premium Promise: Quality First Teaching

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on intervention to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff during weekly teaching and learning briefings and engineer more tailored practice during one-to-one collaborative coaching sessions. Our pedagogical approach to improving learning is underpinned by a clear focus on high quality feedback and high quality questioning. Using class charts PP students are supported in class via targeted questioning and support for independent learning. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimize them. For example, we have entered into a two year programme with TeachFirst with a sole focus of improving outcomes in category 6 schools. As a new member of The Research Schools Network, in association with The EFF, we will ensure that our implementation of strategies is not only based upon effective research, but is fully evaluated for effectiveness. We have also recently employed an ex police officer with key skills in community engagement to enhance our well-targeted support to improve attendance, or links with families where these are barriers to a student's learning.

Learning Habits for a Vibrant and Diverse Community

We are a family who celebrate diversity and a unique individuality. We do insist on good learning habits with the highest of expectations for all, regardless of background, faith or ability and this visible. We have very clear standards and rules about readiness to learn, good time keeping, respect, pride and presentation as well as having the right equipment; students are clear that they have to be ready to learn. Our uniform is smart and students are expected to wear it with pride. There is an emphasis on strong attention to detail. During lessons, students are expected to answer questions directed to them as part of our 'No Opt Out' strategy. They answer in full sentences, track the speaker, teacher or student, and remain focused at all times.

Success for All-Raising Aspirations and Broadening Experiences

Over 50% of our students live in the five most deprived areas of Liverpool, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at ASFA is 'Success For All' with 'All' acknowledged as being a small, but powerful, word. We continuously expose students to University and programmes on offer and we are intent on ensuring that students' current identified barriers to becoming confident enough to believe they can achieve, at least in line with their peers across the country, is a reality addressed through our dedicated careers programme.

Pupil Premium Statement 2018- 2019

	8. Desired outcomes *(measured by)*	Success criteria	Overarching success criteria
A	Reading ages for pupil premium students are at least at their chronological age, measured 3 times per year by Hodder testing: This is supported by the Literacy strategy to develop fluent writing, reading and orators.	80% of PP students are on track to make a minimum of 1 Pearson step per year. Measurable Increase in the % of students whose RA progress at a greater than chronological rate. 70% of PP students have a reading age at least in line with their chronological age 70% of PP students in KS4 to have at least a reading age of 14.	PP P8 shows a rapid closing of gap towards 0. 3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 Score. The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce.
B	Pupil premium students' cultural capital deepens and use of spoken language including high level rich vocabulary, increases. Wider cultural participation is tracked termly including monitoring of buy in to extra-curricular clubs.	Measurable increase in attendance of disadvantaged pupils experiencing wider curriculum opportunities over time. They can apply their learning and use of vocabulary in a wide range of contexts. PP attainment and progress improves.	
C	Pupil premium students develop greater confidence independence and self-reliance in their learning. They articulate greater confidence in preparing for learning and assessment. PP students, monitored at each assessment point perform in line with national averages for P8 measure and the Basics.	Students demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. Projected P8 scores for all year groups demonstrate closing of the gap towards 0.	
D	The Academy is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA. Students' feedback relating to their barriers to school is systematically analysed to improve provision.	Attendance for PP students improves to at least 95.6%. PA for PP students reduces to at least 9%. Punctuality improves to at least 2.5%. Number of FTE reduces by 50%. Student voice articulates that PP students feel supported by school and articulate improved lifestyle and learning habits in and out of school.	
E	Students are fully aware of the full range of career opportunities open to them. They take full advantage of opportunities pre and post 16 including options and at All Saints Sixth Form. College.	There are zero PP NEET students.	

Planned Expenditure & Priorities for 2018 – 2019

Priority (A) Ensuring students are supported to be able to read at their expected chronological age in order to access and benefit from a full and challenging curriculum at KS3 & 4
Ensuring the core curriculum, within KS3, supports the necessary development of literacy skills for those students who join KS3 below age related expectation.
Spend: £107,034

Barrier A	Chosen action / Approach / Benchmarks	What is the evidence and rationale for this choice?	Monitoring	Staff Lead	Desired impact Success criteria

On intake, a large proportion of PP students' reading ages are much lower than non-disadvantaged students, hindering access to the curriculum and to their progress and attainment.	Implement A 'Read well, Speak well, Write well strategy across the academy to include a calendared programme for:
	
	• Key foci and CPD based on extending two tier vocabulary, to develop fluent writing, reading and orators. Links to knowledge organisers. (Priority C)
	• Systematic extended writing (identified subjects) including DARTS.
	• The implementation of 5W's of speaking well; during class discussion and when answering questions.
	• Debate mate strategy, extended from RE to English, humanities and science.
	• Reading competitions launched.
	• Writing quality Mark
	• AMA entered for ESB
	• Extended project KS4-Yr 10
	• Guided library lessons for all Key stage 3 students.
	• Drama specialised to link to English to further explore English texts through speech at KS3
	• Student subject glossaries, including context for each subject, home support provided via class charts. Regular low stakes testing identified in assessment plans.
	• Knowledge organisers to include key vocabulary for each subject. Printed and supplied for students 7-10.
	
	Reading strategy
	• Literacy strategy group formed/SENCO/Director of English/ KS3 English lead/ primary specialist/ librarian/ Senor Assistant Head for T&L/Assistant Head-data and outcomes.
	• Accelerated reader within English/oracy based lessons
	• 3 waves of intervention (see Literacy plan) to include bespoke intervention using
	  -Readingwise
	  -Functional skills
	  -Fresh start phonics
	  -EAL translation software
	  -Tailored curriculum Yr 7/8-Primary trained specialist teaching
	• All staff to use KS2 & current data to inform planning.
	• Tracking of reading ages refined to ensure timely assessment leads to continued refinement of support.
	• Primary reading model to ensure students are reading daily at home and in school.
	• Purchase of high level low readers and dual language books.
	• Allocation of reading time to English curriculum using DEAR strategy.
	• Identified staff training – phonics, catch up literacy
	• Subjects to review texts to ensure accessibility.
	• After school homework club staffed.
		Evidence
		• 80% of students upon entry have a reading age below their chronological reading age (See literacy strategy).
		• Evidence from our own experience and proven evidenced based research shows that students with EAL and those new to country, if immersed in mixed setting, in line with their capability, well supported by quality first teaching, will make accelerated progress.
		• Some PP student are at risk of not performing as well as their peers in extended writing tasks and the impact of this over time impacts upon their abilities, confidence and resilience in testing and examinations. (Links to strand D).
		
		Rationale
		• Students should have regular planned opportunities to read a wide range of challenging literacy texts at the correct level, including students with strong starting points.
		• We recognise that in order to succeed in school, in examination and in real life contexts, students need to be fluent readers, have skills in language and grammar in order to compete amongst their non-disadvantaged peers across the country in the modern literate world.
		• We are committed to students catching up and keeping up, with bespoke programmes of catch up and language support throughout school not just in year 7.
			Reading ages to be assessed at the end of each assessment cycle using the Hodder test and KS1/2 primary tests for SEND.
			
			Students at KS3 tracked using benchmarks of progress in
			• Pearson steps
			• Reading ages
			• Secondary ready scale
			
			PP data for KS4 evaluated after each data drop.
			
			Calendared meetings with Headteacher and literacy strategy group.
			
			Reading data to be a key focus of LGB meetings. Trust SENCO to monitor progress in reading and report to CEO / Trust Board.
			
			Literacy strategy group to meet every 3 weeks and after every data drop to review progress and use data to inform next steps intervention and refinement of PP plan.
			
			Termly review of literacy action plan/impacts.
				FHM
				ASJ
				SR
				KS
				HoDs
				DoCs
				Class teachers
					Every student will read every day.
					
					There will be a demonstrable impact on the progress of students in the "catch up" cohort, with gaps narrowing throughout KS3.
					
					Measurable increase in the % of students whose reading age progress at a greater than chronological rate.
					70% of pupil premium students reach at least at their chronological age.
					
					70% Students in KS4 have at least a reading age of 14.
					
					At KS3, 80% of PP students make a minimum of 1 x Pearson step per year.
					
					EAL students can, at pace, incrementally access the curriculum, succeed in assessments and make accelerated progress from stating points to GSCEs.
					
					PP P8 for KS4 shows a rapid closing of the gap towards 0 The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce.

Planned expenditure & Priorities for 2018 – 2019					
Priority B: Widening cultural participation in school in order that more PP are super literate and embrace the wider world of literacy and literature through experiences in context Spend: £116,544					
Barrier B	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
Some students are at risk of either not fully accessing or fully embracing the wider cultural and literate curriculum offer.	**Review the curriculum across Key Stage 3 in all subjects, ensuring that all subjects are able to demonstrate their approach to enriching the curriculum at key stage and students do not suffer a "poverty of experience".** **Ensure that the wider curricular offer enriches students' culture capital to equip then with skills and experiences to succeed in line with all students nationally.** • Each department to identify their Yr 7-9 'Curriculum Experience' where students will benefit from an educational visit, retreat and/or visiting specialist. • Immersion in news, arts, theatre and literature including visiting writers, poets and external visits to libraries, Debate mate. • Independent news app launched. • Extensive arts and music programme to continue and expand. • Curriculum enrichment opportunities for PP students to be key foci at HoDs and Doc meetings. • D of E extended to double participation and include silver award in 2019. • Implement a system for mapping extra-curricular provision across the school, including documenting attendance. • Ensure that extra-curricular provision is extensive, well promoted, and that attendance at extra-curricular provision increases, particularly from disadvantaged students. • Extra-curricular programme further developed via appointment of PP enrichment coordinator to provide full programme of activities, market this to students and parents, track participation and impacts. **Resourcing and enriching the curriculum:** • Year 7 retreats • Theatre visits • Library visits • All cooking materials • Knowledge organisers/revision guides • PE kits • Arts/DT materials • Dof E/Silver and Bronze • Debate Mate • Peripetitic music lessons • Humautipia • Maximise your potential • Elevate your skills	**Evidence** • PP students are at risk of having lower vocabulary base and more limited life experiences leading to lack of language acquisition. They sometimes lack confidence to use challenging vocabulary due to inexperience and lack of context. • Observations show a lack of basic understanding from a proportion of students as to the specific requirements of questions across a broad range of subjects including English and maths. **Rationale** All disadvantaged students should fully access an aspirational curriculum which meets their needs. We want every child to • Visit the theatre and take part in a spiritual retreat by the end of year 7. • Visit a museum or art Gallery by the end of Yr 9. • Be a part of whole school performance. • Take part in debate mate. • Experience Humanutopia. • Visit the countryside, beach or walk up a mountain by the end of Yr 9 (DofE). • Experience each academic subject in a real life setting. • Meet a poet or writer. • Take part in a weekly extra-curricular activity throughout their school journey. • Know what they can truly be through a rich dedicated careers pathway and first hand work experience. Students should be articulate and confident with good life skills by the time they leave school. We recognise that disadvantaged students deserve to be super literate in order to become equal candidates for any application for further, higher education, apprenticeship, or job opportunity of their choice. There should be *no surprises* for our disadvantaged students as they enter into assessments. We intend that they will have increased their real life experiences and vocabulary base in order to be fully prepared for the demands and rigour of language in examinations.	Termly MER to monitor evidence of increased oracy and high level vocab in lessons, in books and the impacts of knowledge organisers. Post assessment student voice analysed for PP reported at ESLT and governing body. Wider cultural participation tracked termly including monitoring of buy in to extra-curricular clubs. Reporting of extra-curricular provision to be provided to CEO by end of Autumn Term. CEO to meet with Academy SLT to set appropriate targets for expanding provision and increasing attendance.	KS DoCs DoPs HoDs Class teachers	Wider Curriculum opportunities are identified in SOW. We are able to report on what extra-curricular provision is in place, and how well attended each provision is (with a clear focus on disadvantaged students). Measurable increase in the attendance of PP students in extra-curricular and planned curricular provision from baseline data. Analysis of student voice by PP enrichment co coordinator demonstrates that students value enrichment experiences and can make increasing links with their learning. 70% of pupil premium students reach at least at their chronological reading age. 70% Students in KS4 have at least a reading age of 14. At KS3, 80% of PP students make a minimum of 1 x Pearson step per year. PP P8 for KS4 shows a rapid closing of the gap towards 0 The gap between the progress made by students supported by the PP funding and non PP students nationally continues to reduce.

Priority C: Ensuring Pupil premium students develop greater confidence, independence and self-reliance in their learning and are provided with appropriate resources to deepen their knowledge base. Spend: £101,700					
Barriers (C)	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
Students' confidence and self-reliance as learners throughout school can prevent them from building and deepening their knowledge base. Complex home situations and a lack of resources for some disadvantaged students can limit learning at home.	**Implement a programme to ensure all stakeholders use evidence based research 'Science of learning' to inform curriculum planning and specific student support. Utilise a range of strategies to deepen knowledge, build of prior knowledge and make greater connections in learning. Staff to utilise retrieval and retention strategies to strengthen memory.** **Staff CPD** • Leading together: TeachFirst: 2 year programme: • ASFA to become part of the Research Schools Network with EFF and Meols Cop High school. Focus on Impact of school work on PP studnets. • Key components across curriculum, T&L and Behaviour safety and welfare covered at Foundation and Mastery level & used to inform Staff CPD. • Science of Learning inset: All staff: September 2019. • Calendared CPD across 2018-19- including Extended leadership & Heads of Department meetings, whole staff half termly CPD, Collaborative coaching and Friday T & L briefings. **Knowledge organisers: Yr 11 provided for every subject** • Launch at key to success evening Sept: 2018. • All PP students receive full equipment pack including guidance, revision cards highlighters & stationary. • Revision guides issued to PP students to supplement KO. • Monitor usage through half termly student's voice (Survey monkey and smaller group SV). **Learning journals/Knowledge organisers/Yr7-10** • All students to receive hard copy by January 2019. • KO to be added to class charts & website (Jan 19). • Student voice calendared termly to monitor PP buy in and impacts. **Curriculum mapping/Learning journals** • All departments to share medium term plans with students and parents to include: Content covered/Assessment plans/Work to be deep marked/low stakes quizzes/ homework. **Low stakes testing** • Pilot in mathematics and humanities, • Evidence and best practice shared between September and December 2019. **Learning styles** • Students coached in how to retain knowledge/ science of long and short term memory/ retrieval practice/power of quizzing/ use of revision cards. October-February. • Calendar of roll out to all year groups -T&L team. • Launch of GCSE pod/Seneca with students. **Masterclasses (whole year group)** • Delivered by specialists and Academy staff. • English/science initially year 11-programme rolled out to KS4.	**Evidence** • PP student's attainment and progress is not yet in line with their peers or all students nationally. • Although the academy is making rapid progress in increasing students aspirations and their attendance at events such as 'Key to Success' evening (85% family attendance) and buy in to booster sessions (90%) masterclasses (70%) we recognise that students, due to historical routines and performance, feel that they cannot achieve as well as other students. • Observations & assessments show that some PP students are at risk of giving up more easily at school and a proportion are less likely to work hard at home. We also recognise that this, for some, is due to a lack of support outside school, resources, equipment, a place to study and a fewer skills in how to learn and retain information. • Students articulate they would like to be more prepared in advance of lessons including resources Knowledge organisers, curriculum topic maps and have more support in school for homework and revision. **Rationale** • We want all students to make progress in line with aspirational targets and their capability. • Based upon evidence based research and 'The science of Learning' we believe that learning is defined as an 'alteration in long term memory. If nothing has altered in long term memory, then nothing has been learned'. This is informing all the academy's work in curriculum and lesson planning. • PP Students will demonstrate that they can learn more, remember more, deepen their knowledge base over time and therefore make progress at least in line with their peers nationally. • We want all students to be fully equipped with the tools to learn and the resources, including online, to help them to deepen their knowledge base. It is our intention to revisit and embed knowledge with a backward planned approach form Year 11-7. This includes optimum opportunities for students to revisit and practice skills and knowledge as well as well-planned low stakes quizzes in order to gain practice and self-correct. • This approach to pre learning particularly key vocabulary is proven also as effective in developing knowledge acquisition of students will EAL. • We also recognise that parental buy in and communication is key to the success of this strategy. Class charts is a current key foci to supplement contact home via newsletter, bespoke correspondence for masterclasses and telephone contact by Subject Leads and Heads of Year.	Assessment points across the year- PP attainment and progress reported. Pearson steps reviewed after each data drop for KS3. PP data for KS4 evaluated after each data drop. Termly student voice specifically to monitor use of KO, Class charts. Masterclasses and impact on learning and progress from students' perspective. Meeting to be held between CEO, Headteachers and Outcomes/Teaching & Learning Leads to explore key themes and identify appropriate strategies. Reported back to LGBs and Trust Board through review of assessment data.	ASJ DoCs DoPS HoDs Class teachers	Projected P8 scores for PP student in all year groups will demonstrate closing of the gap towards 0. 3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 score. PP/HAP students make accelerated progress using lesson time to apply pre learned knowledge. Pupil premium students develop greater confidence independence and self-reliance in their learning. PP students will articulate greater confidence in preparing for learning and assessment. Parental engagement and attendance at parents evening increases by 20%.

Priority D: Attendance of PP students improves and is in line with national average for attendance. Students' feedback relating to their barriers to school is systematically analysed to improve provision. The views and progress of PP students is independently monitored in order to bespoke specific support. Spend: £222,603					
Barriers (D)	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
The lifestyles of some PP students do not support the structure and norms of school life.

Their lifestyles, especially sleep, diet routines, and parental support means that some are at risk of poorer attendance and not succeeding in line with their peers.

The views of PP students are not always systematically analysed independently of others in order to provide for their specific needs. | **Extend the links between curriculum/ T&L teams and pastoral teams to implement in depth analysis of barriers to students' learning and attendance gathered by a strategic approach to student voice. Use evidence gained including those relating to lifestyle barriers to provide targeted support and intervention.**

Student Views and Student Data
- The views of PP students with regard their current provision are systematically sought, evaluated and responded to.
- The views of PP students will be sought in the following areas: teaching learning and assessment, attendance, punctuality and behaviour, lifestyles and the wider curriculum, aspirations and destinations. Further breakdown to include

  -Preparation for exams/revision
  -How they learn best and progress well
  -Impact of marking and feedback
  -Aspirations for the future
  -Views of behaviour systems
  -Knowledge retention
  -School support
  -Sleep/diet/access to resources
  -Homework
  -Other barriers to learning/self-image

- Underperforming PP students to be interviewed on 1-1 basis to allow more in depth discussion
- Analyse to be focus of SLT/DoC/DoP/HoD in order to inform school support and provision.
- Use Humanotopia mentors, safer schools police officer and community group leaders to work with identified students and their families.
- Barclays to deliver career/life skills sessions to all PP students.
- Targeted communication with PP parents re support networks.
- Uniform provided for all year 7 PP students,
- PE department to promote hygiene and uniform standards.
- Strategy with HoY/DoP to improve breakfast club attendance.

Trust attendance and behaviour action plan implemented
- Employment of a trust attendance manager with a remit to lead on attendance and reduce PA.
- Continuous, rigorous review of systems in place to increase PP attendance.
- Review the manner in which data is presented on attendance given the unique context of the Academy.
- In KS4, create a target cohort to receive different interventions to improve attendance. Sessions calendared.
- Attendance, punctuality, behaviour and progress of the
- Raise expectations in terms of behavioural norms which are focussed on the development becoming more self-motivated and inspired to learn.
- ELT launch new definitions for the ATL Grades 1-4.
- Information shared with students and parents/carers. | **Evidence**
- PP student's attendance and PA and is not yet in line with students nationally highlighting the additional barriers PP students face.
- Attendance at breakfast club historically is higher for Non PP students' than PP students.
- PP students are at risk of not always being resources or as ready to face the daily school challenges. This, over time can lead to inequality of experience and lower rates of progress than all students nationally.

Rationale
- To date there has been a significant improvement to student's attitudes to learning and behaviour due to a strategic systematic approach in this area and a redefinition of the norms.
- Restorative practice is a successful strategy used to support the current pastoral system and promote positive attitudes within PP students towards their schooling, themselves, their peers and their staff.
- We feel now is an opportune time to raise expectations further in order that students' regulate their own behaviours in order to reach the limits of their capability.
- We intend that all PP students will achieve in line with their capability and we want to address all aspects of disadvantaged students' barriers to learning by listening, responding and amending strategies based upon their views and any unmet needs.
- We are committed to ensuring the attendance and punctuality of PP students is as good as it possibly can be and identifying, based on intelligence collated from student voice, the strategies which will have the most impact both short and long term. | Student voice analysed by PP/Non PP after each assessment point

Half termly PP attendance and PA data produced.

Regular agenda item on ELT. Reporting to Governors and Trust Board.

Weekly data overview by Attendance Officer.

Weekly meetings with pastoral team and attendance leads.

Challenge/support by HoY and DoP as first line of intervention.

ATL Grade monitoring cycle implemented to take place between HoY, DoP and Assistant Head for Attendance & Behaviour throughout the assessment cycles.

PP student voice completed at the end of each assessment cycle. Topic specific PP student voice activities conducted.

KPIs to include PP data alongside headlines. Intervention plans completed after each assessment point. | GC
ASJ/KS
Trust Attendance officer
DoCs
DoPS
HoY | Student voice analysis indicates that strategies have made a positive difference to KPI

PP year 11 student voice shows they are listened to and their needs are met.

The Academy is able to demonstrate impact on attendance compared to both last year's figures and national average percentages in relation to both attendance and PA.

Attendance for PP students improves to at least 95.6%

PA for PP students reduces to at least 9%

Punctuality improves to at least 2.5%

Number of FTE reduces by 50%

Number of repeat referrals to RC reduces by a further 20%.

Attendance by PP students to breakfast club improves by 50%. |

Priority E: Students, including academically more able, are fully aware of the full range of career opportunities open to them, are supported in their aspirations and take full advantage of opportunities to fully achieve their potential. This includes support in aspirational destination choices pre and post 16. Spend:- £81,819					
Barrier F	**Chosen action / Approach / Benchmarks**	**What is the evidence and rationale for this choice?**	**Monitoring**	**Staff Lead**	**Desired impact Success criteria**
Some PP student's expectations, intentions and aspirations for the future are are often not as high as their peers or as high as they should be.

Some PP students are at risk of more limited career and destination options, often through a lack of understanding or confidence. | **Implement a comprehensive careers programme which actively seeks to challenge stereotypical thinking and raise aspirations of PP students. Strategy to be informed by the guidance provided by the 8 Gatsby Benchmarks.**

Year 11 Maximising Outcomes & Careers Programme
Dedicated Team to meet regularly to identify ways in which to **continually** provide CEIAG advice, maintain and increase the motivation and aspiration of PP students. This includes DoC/HoD AHT/and Trust Careers Advisor.

• Strategic action plan for transition to All Saints Sixth-Form College. Half termly meetings with AHT for Sixth Form.
• Opportunities and targeted support in the following initiatives

  -Priceless
  -Action tutoring: White British boys project
  -Maximise your potential
  -Girls network
  -Shaping Futures programme
  -Elevate programme
  -Humanutopia sessions
  -All PP students receive Barclays Life Skills sessions

• All year 11 PP students receive regular one to one career guidance with the Trust's dedicated careers advisor.
• All PP students given priority opportunity to experience a weekly 'careers clinic' with visiting speakers from a range of practicing careers including across the STEM industry.
• High Attaining PP students given guidance on which session to attend by HAP coordinator.
• Set up bespoke area of website to promote a range of careers. This to include Students and parents access to careers advice online.
• Audit of STEM Subjects in relation to discreet guidance and learning opportunities for careers provision within the curriculum.
• Launch 'Aspirations weeks'. Subjects to create learning opportunities for students to explore vocational options in subjects: Link to strand B (exploring cultural opportunities).
• Link to All Saints to create display for learning environment which clearly signposts a range of careers in the work place and Post 16 education. Ensure full range of abilities including AMA are included.

Teaching and learning
• Continue to Identify research based teaching and learning principles which meet the needs of PP students in collaboration with The Research Schools Network.
• Staff use the teaching and learning strategies in the T&L/ HAPs handbook.
• Instil a classroom ethos across the academy of aspiration and resilience based around a growth mind set and metacognition.
• All PP students provided with equipment and resources to help them flourish. | **Evidence**

• A proportion of PP students are at risk of choosing destinations post 16 which do not fully match their capabilities.
• A proportion of PP students are at risk of not performing in line with their capability due to historical lower expectations of themselves. This limits their choices post 16.
• A number of our PP students experience social, emotional and mental health issues which can affect their concentration and work rate.
• Some PP/HAP students are at risk of not choosing a post 16 route into Red Brick Universities or higher level apprenticeships.

Rationale
• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers, within a wide range of careers.
• Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
• Students should have access to systematic records of the individual advice given to them, and subsequent agreed decisions.
• By the age of 16, every students should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
• By the time students leave ASFA, we want them to have self-belief in themselves, have high aspirations based upon informed curriculum opportunities and a wide range of opportunities to experience high quality CEIAG and the full support of all stakeholders to achieve. | Robust personalised notes on career advice for each student. Action plan provided and discussed with all year 11 students.

Termly destinations data reported.

Progress of HAPs students to be monitored at each data drop, with any key barriers identified and the strategy adjusted accordingly.

Regular agenda item on ELT. Reporting to Governors and Trust Board.

Weekly CEIAG meeting. Half termly student voice. Revision guides built into planning.

Sessions calendared. Data drop analysis-pastoral and assessment.

Student voice after each assessment point analysed by PP. | KS CS DoC DoP JL

ASJ DoCs HoDs Class teachers | Students classified as NEET to be 0%.

All students will move on to education or training that is suitable for them and enables them to have access to their chosen career of choice. No students in AEP are NEET.

Projected P8 scores for PP student in all year groups will demonstrate closing of the gap towards 0.

3 year trend shows measurable increase in % of students at KS4 achieving a positive progress 8 score.

PP/HAP students make accelerated progress using lesson time to apply pre learned knowledge.

Student voice re destinations and aspirations will demonstrate demonstrable increase in interest in higher education and apprenticeships. |