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 63% 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.

Over all impacts 2017-2018

* Progress 8 for pp (internal) -0.52.
* P8 score for pupil premium students without SEN included is -0.25.
* Disadvantaged students’ P8 scores follow a trajectory of improvement as also demonstrated by our non-PP cohort. From 2016-2017, the progress 8 score of pupil premium students improved by 1.015 (Yr11 Assessment 1), with High- attaining, Mid-Attaining PP Pupils and Low-Attaining Pupils improving by 1.3, 0.86 and 1.350 respectively.
* Pupil Premium students without SEN have shown a rapid improvement in progress.
* Students with SEN studied a tailored curriculum to suit their needs, aspirations and to prepare them for the next stages of their academic, vocational and journey into employment.
* In 2018, 23/28 SEN students were PP, therefore the impact of this cohort was substantial. The P8 score of PP students without SEN is -0.25, these students are therefore performing closer to their peers nationally than they have previously. Progress of SEN PP students is also good when a ‘best 8’ figure is calculated. The P8 score for this group is +0.42. The Academy however is continuing to strive towards entirely diminishing the difference in as rapidly as possible.
* SEN pupils, including PP SEN students, perform better than their peers nationally, in the subjects they study.

Provision for PP Review in February 2018

The reviewer who is a serving lead inspector concluded that; *“The influence of the Principal on ethos and culture is clear to see.” “In effect, the reviewer cannot identify anything the academy should be doing with its PP students that it currently is not doing.”*

Strategy 1:Literacy levels to improve

English KS2 scaled score of 95-100 cohort

100% of students were deemed SR by the end of the academic year with identified students making accelerated progress with a score of between 105 and 109.

English KS2 scaled score of 90-94 cohort

72% of students with a scaled score of 90-94 have increased their reading score by at least 6+ points and remain in the intervention programme into year 8.

English KS2 scaled score of 80-89 cohort

94% of students have increased their reading score, with remaining students scoring 95+ to continue in the programme.

Reading ages

Those students who entered with a scaled score below 90 and with a reading age below age 8 have made accelerated progress during the year towards a scaled score of 100. Students with little language upon entry have made significant progress in language acquisition due to a phonics programme, targeted reading intervention and immersion in the curriculum.

Summative KS3 assessment 2018

During the final assessment of Year 7, 56.4% of students were on target in English and Maths, thus set to achieve a positive P8 score. These students also have a further year in Key Stage 3 to achieve their target, and therefore be on track for a positive P8 score.

Pupil Premium Y7

Reading Comprehension

The average reading age of students entering into the academy is 8 Yrs. 51% of students made accelerated progress of more than 18 months during the academic year. 49% of students made progress to achieve a comprehension age of 10 years+.

Spelling:

35% of students made accelerated progress of more than18 months during the academic year and a further 21% made progress between 12 and 17 months.

Strategy 2: Improve KS4 English and Maths outcomes for disadvantaged students in 2018

KS4 English outcomes show improvement in terms of both attainment and progress.

|  |  |  |
| --- | --- | --- |
| PP outcomes in English | | |
| English literature | 2017 | 2018 |
| 4+ | 27.8% | 45.5% |
| 5+ | 11.1% | 20.8% |
| English Language | 2017 | 2018 |
| 4+ | 22.1% | 29.1% |
| 5+ | 11.6% | 29.1% |

Progress 8 2017 (published) -1.18

Progress 8 2018(published) -0.92

Progress 8 2018 (internal) -0.60

Difference between 2018 internal outcomes

and end of year 10 published outcomes

is +1.61

KS4 mathematics outcomes show improvement in terms of both attainment and progress.

|  |  |  |
| --- | --- | --- |
| PP outcomes in Mathematics | | |
| Maths | 2017 | 2018 |
| 4+ | 25.6% | 26.1% |
| 5+ | 7.3% | 15.9% |

2017: Progress 8 (published) -1.01

2018: Progress 8 (published) -1.36

Progress 8 (internal) -0.83

Difference between 2018 internal outcomes

& end of year 10 published outcomes is +0.2

Strategy 3: Attitudes to learning of PP students in class and around the site improves

There have been no permanent exclusions in the school during the academic year.

There has been a 14% decrease in FTEs for disadvantaged students.

There has been a 121% increase in the number of students regarded as having an outstanding and good attitude to learning each lesson.

There has been a 41% decrease in the number of students regarded as having an inadequate attitude to learning.

Strategy 4: Attendance of PP students improves

The attendance of disadvantaged students has improved by 0.32%.

There was a 9% decrease in disadvantaged PA.

There was a 0.36% drop in disadvantaged students arriving late taking the figure to 3.42%.

Strategy 5: Wider participation in school improves

PP students at the academy accessed a wide range of activities in order to broaden their ‘life experience’ including a wide range of sporting and artistic based extra-curricular activities, Duke of Edinburgh, Humanutopia, STEM clubs and trips home and abroad. PP funding was also used to ensure that all students had ‘access’ to all that was offered by the academy. Funding was used to ensure all PP students had cooking ingredients, DT and art materials, study support in the form of revision guides and refreshments at breakfast, masterclasses, debate mate, spiritual retreats, lunch and after school sessions.

Duke of Edinburgh Award

All 25 of the PP students are on track to achieve their bronze award in the coming weeks and all have entered in to the 2018-19 cohort for silver takin place after 2018 Yr 11 exams. A further 25 have enrolled for bronze.

Rock Climbing with the Year 11 cohort was been completed. All PP students achieved outcomes which were between one and two grades above their average outcomes for their other sporting activities.

Instrumental tuition: PP student

Piano 7 students

Pre grade 1 –85%

Grade 1 – 14%

Clarinet\Flute 17 students

1 students Passed ABRSM grade 3,

1 student Passed ABRSM grade 1(external examinations)

Pre grade 1- 12%,

Grade 1- 6%

Grade 2- 23%,

Grade 3- 18%

Grade 4 – 12%,

Grade 5 – 12%

Grade 6- 6%

Guitar – 8 students

Grade 1- 25%,

Grade 3- 25%,

Grade 5- 50%

Homework club

Approximately 50% of attendees are PP students

Areas from the 2017-18 PP strategy we will continue to develop are:

Improving KS3 literacy

The programme will continue; this has been further streamlined for 2018-19.

There is now a 3 tier literacy, reading and catch up programme in place.

|  |  |
| --- | --- |
| **Wave 1** | * Whole school; ‘***Read well, Speak well, Write well’*** strategy. Key foci on extending two tier vocabulary, to develop fluent writers, readers and orators. * DEAR within English. * Library lessons in English time -Accelerated reader. * Reading in form time. * Oracy based lessons in English: Specific focus in Yr 7 & 8 assessed using English speaking board criteria. * Literacy strategy across the curriculum led by Director of English. |
| **Wave 2** | * Catch up: All students NSR. * Lunch time sessions with older students acting as reading buddies. * A new lead for KS3 appointed to lead this strategy to include   - intervention based on QLA of KS2 results  -LPUs taught within English lessons. |
| **Wave 3** | * For students identified as SEND. Immersion and targeted support though our ‘Small Learning Community’. Year 7 and 8 targeted teaching and support via primary trained teacher. * Functional skills: KS4 additional lessons in Yr 9-11 to target specific intervention. * Readingwise: To increase language acquisition. * Rapid Plus programme plus additional comprehension packages: specific   intervention using programmes.   * Personalised English curriculum for EAL. Supplementary ‘Fresh Start Phonics’ programme. I hour per day with librarian/trained member of literacy team trained in phonics and catch up. |

**Assessment has been streamlined as follows**

Pearson step assessments in English- 3 times per year.

In addition, students will be re assessed using reading comprehension SAT paper at a mid-assessment point.

Progress made will be tracked using the following benchmarks:

* Pearson steps
* Reading ages
* KS2 standardised scores

Students who enter the school with a reading age below 6.2 and below step 1 on the Pearson scale, will be monitored for progress using P (pivat) scales at calendared points in the year in addition to tracking improvements to their reading, spelling and comprehension, initially wit students in the SLC.

Catch up and keep up

The academy is committed to ensuring students catch up and keep up.

Due to the very low levels of literacy upon entry for a significant number of students, many students will enter into more than one wave. A strategic team has been formed to ensure targeted support and uniform testing at key dates in the year are used to measure impact of programmes and to streamline interventions based upon this.

Improving outcomes at KS4-English

Maintain the existing strategies by the effective leaders of English to ensure quality first teaching leads to continue improve progress for disadvantaged students. In addition-

* Provide ongoing CPD for all teachers in English based upon evidence based research.
* ‘How to’ and ‘Tick Tick’ writing strategies key foci for 2018-19.
* In line with whole school strategy, Science of Learning strategies implemented to deepen students’ knowledge base at all key stages.
* Writing quality Mark for 2018-19.
* High quality resources and CGP revision resources plus in house knowledge organisers provided and distributed to PP students. Support provided at ‘key to success evening.
* Targeted P6 interventions for PP students in Year 11 with calendared masterclasses for key topics.
* Intervention offered to be based on analysis of English language and literature assessment objectives.
* Lunchtime drop-in sessions available in A1 and/or A6.
* QA’s ERA used to identify areas of underachievement and address these areas in teaching.
* KS4 scheme of work designed to allow for skills to be revisited to practice and deepen knowledge with revision time incorporated.
* Sharing of good practice in departmental collaborative planning time.
* Masterclasses, with foci based upon a response to student voice. PP specifically targeted in student voice.

Improving outcomes in KS4 Mathematics

Academy leaders recognise that focused, targeted approach to rapidly closing the gap between PP Students in school and all students nationally is required.

The following strategies are now in place for 2018-19.

* The maths team are engaged in the Deeper Learning SSIFF project aimed at enriching the mature curriculum by applying greater attention to retention and fluency.
* All teachers are participating in the project working closely with our SLE and NLE in a review of schemes of work, lesson design and appropriate levels of challenge for years 7- 11.
* All teachers are involved in a live coaching programme with the link SLE, focussing on mastery in the curriculum.
* There are clear areas of responsibility within the mathematics team. All lessons in KS3 and KS4 are planned jointly and best practice is shared. This process is led by Key stage co ordinators.
* Craig Barton strategies, such as silent teaching and modelling, have been researched, trialled and are now incorporated into planning, a concept proven to be effective for students with SEND and EAL.
* All year groups are now taught in linear bands which allows for more accurate setting and targeted schemes of work.
* Each set has a bespoke revision scheme of work depending on their ‘likely to achieve grades.’ These schemes and individual lessons are planned jointly by the team and delivered consistently.
* One year 11 group is double staffed which allows the lead for KS4 to visit and monitor year 11 maths provision every week in order to provide bespoke intervention for small groups of students.
* There is increased rigour within homework including challenge and expectations of coverage with greater emphasis on exam practice questions.
* A comprehensive revision programme has commenced with immediate effect.
* Low stakes quizzes are routine at the beginning of lessons specifically aimed at students’ target grade.
* Similar low stakes quizzes in years have been introduced in years 7-10.
* Year 11 have sat a full set of GCSE exams at the end of year 10 and in October of year 11.
* Question level analysis is used in strategic joint planning of lessons and P6 boosters.
* Booster classes take place weekly. These are well attended with two thirds of students routinely attending every session. The content of the revision in these sessions results from question level analysis from the previous mock exams.

­­­­­­­­Overall review of Pupil Premium Strategy 2017-18

Rationale for 2018-19

At The Academy of St Francis of Assisi,

we are committed to

***‘Ensuring that all PP students make at least the progress that they are capable of.’***

The quality of teaching and learning provided to PP students improved over the year 2017-18. Further recruitment of high calibre leadership and teaching staff will ensure that teaching and learning again improves outcomes for PP students from September 2018.

This year we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon 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 have joined the Research Schools network as part of a pilot to ensure key strategies are baselined and evaluated thoroughly and all CPD is evaluated for evidence of impact.

We have also taken the views of staff and students themselves into consideration and have identified the following areas as additional key priorities for 2018-19.

* Ensuring all students can read well, speak well and write well.
* Improving students’ lifestyles, especially sleep and diet in order to make the most of good attendance in school.
* Raising students’ aspirations and expectations for their own future.
* Building students’ confidence and self-reliance as learners throughout school.
* Ensuring disadvantaged students embrace the wide cultural curriculum and become super literate.
* Securing and evaluating the views of disadvantaged students in order to provide bespoke support.

The above will form the overarching rationale and inform the finite planning for disadvantaged students in 2018-2019.

When implementing the 2018-19 strategy we will ensure:

* All whole school strategies must be designed to impact on the provision and outcomes for PP students.
* Any strategy must have a baseline measure in place.
* All data collected, monitored and reported upon must be broken down in to PP and non PP.
* All opinions sought must be broken down in to PP and non PP.
* All staff will know their PP students, their needs and have appropriate teaching strategy in place.