

CITY OF DERBY ACADEMY

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Pupil Premium Strategy Statement

2017/18

Impact to be reviewed termly

Next review – January 2018

What is the Pupil Premium?

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 2017-18 financial year, schools will receive £935 for each pupil in Y7 to Y11 registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £1,900 for each pupil who has left local-authority care because of adoption, a special guardianship order, a child arrangements order or a residence order.

Pupils who have been in local-authority care for one day or more also attract £1,200 of Pupil Premium Plus funding. However, funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing Pupil Premium Plus funding for looked-after children.

Children of service personnel attract £300 of Service Pupil Premium (SPP) funding which is designed to assist schools in providing mainly non-educational support (known as pastoral care) to these children.

How will parents know if it is working?

We track all students' progress so we can see if the intervention we are putting in place is working. We report to parents about the progress of their child regularly throughout the year.

Where can I get more information?

For more information about our support and intervention for students receiving the pupil premium grant, please contact your child's Head of Year:

Y7 – Mr Day

Y8 – Mr Cholerton

Y9 - Mrs Goodman

Y10 – Mr Bult

Y11 – Mr Mumtaz

I'm not sure if my child could have free school meals or qualify for the Pupil Premium grant - where can I get more information?

Please contact Mrs Rimmer in the school office who will be happy to help with any enquiries – 01332 270450

Email: admin@cityofderbyacademy.org

Pupil premium strategy statement

1. Summary information					
School	City of Derby Academy				
Academic Year	2017/18	Total PP budget	£359,975	Date of most recent PP Review	n/a
Total number of pupils	879	Number of pupils eligible for PP	370	Date for next internal review of this strategy	Jan 18

2. Current attainment				
	National/Derby City	All CoDA pupils	Pupils eligible for PP (CoDA)	Pupils not eligible for PP (CoDA)
% achieving 9-4 in English and Maths	58.5%/57.5%	34%	24%	43.03
EBACC	19.5%/17.4	7%	5%	5%
Progress 8 score average	-0.03/-0.19	- 0.82	-0.74	-0.84
Attainment 8 score average:	44.2/42.1	29.38	26.23	32.10
- HAPs		44.96	50.31	45.18
- MAPS		33.11	30.92	35.04
- LAPS		16.73	17.23	18.91

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low levels of literacy with 84% with a reading age below their actual age in years 7-9
B.	High absence rates for PP pupils.
C.	PP pupils maximising learning opportunities in school and out of school

External barriers		
D.	Low aspirations/little understanding of the value of education	
4. Desired outcomes – CoDA response to the barriers		Success criteria
A.	To improve the literacy levels of through a targeted and specific range of interventions by specialist teachers.	The gap between PP pupils and non PP will reduce. Literacy levels of all pupils will improve.
B.	To improve the absence rates through by targeting PP pupils with low attendance and addressing individual barriers to attending school.	Close the gap in the absence rates between PP pupils and non PP Pupils.
C.	To increase our offer of learning opportunities through lunch time and after school clubs and extra-curricular activities to help engage pupils in more regular learning opportunities.	Extra-curricular activities and events will be attended by as many PP pupils as non PP.
D.	To raise the aspirations of our pupils through activities that demonstrate the value of success and rewarding them for positive behaviour for learning and effort in school.	PP pupils will have increase their aspirations, behaviour in school will improve and they will receive rewards as often as non PP pupils.

5. Planned expenditure					
Academic year		2017-18			
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?

All teachers and support staff are aware of the PP pupils that they teach.	5% of teachers' salaries will come from the PP funding. Teachers to use Classcharts to identify PP pupils in their classes.	All teaching staff are responsible for the success, development and progress of PP pupils, and the whole school focus on the improvement of T&L will benefit all pupils, including those who qualify for PPG.	Improvement of teaching across the school will be evident in lesson observations and climate walks. Staff development opportunities will be provided throughout the year.	CR/MH/RM	Jun 18	
Teachers focus their lessons on the learning that they intend to take place.	Staff training on making the learning the focus of their lesson.	Too many lessons are task driven and not differentiated effectively with a learning focus. Providing training on this over the coming weeks will improve outcomes for all pupils, but according to the EEF this is especially valuable to PP pupils.	Improvement of teaching across the school will be evident in lesson observations and climate walks.	MH/RM/CR	Jan 18	
PP pupils know their current level of performance in each subject and know how to improve	PP pupils receive detailed feedback about their learning from each of their teachers	EEF toolkit suggests that quality feedback can add 8 months of learning per year	Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on quality of feedback	RM/AH (flightpaths)	June 2018	
All PP pupils receive weekly homework from every subject, they complete the work on time and to the best of their ability	All teachers set weekly homework in line with their departments homework policy.	EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year	Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on homework setting and completion	HoD for each faculty, monitored by RM.		
					£154,000 approx	

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?
PP receive 121 mentoring.	Targeted mentoring by DHoYs. Training provided for DHoYs.	As non-teaching members of staff, DHoys can pupils with individualised pastoral and academic support, including helping them maximise the learning opportunities outside of school.	Assessment data will be analysed to ensure targeted pupils are making expected progress. Mentors will keep a record of their sessions.	RM	Jan 2018.
PP pupils' will receive targeted intervention in subject areas in which they aren't making expected progress.	PT will challenge departments to provide intervention for PP pupils, identify trends and look for opportunities to intervene and provide support.	In order to ensure that we are always looking for opportunities to improve the progress of our PP pupils, their assessment data will need to be analysed half termly across all subjects. PT will then examine the trends in the data (from HT data) to identify significantly underperforming students.	PT will identify trends and report these to RM. This analysis will allow us to track the progress of our targeted pupils and evaluate the effectiveness of our strategy.	RM	Nov 18 – after first data entry point.

All PP pupils improve their 'behaviour for learning' so that they are confident, have an excellent attitude, respect others, take pride in their work, contribute to the learning of others, are engaged in all activities and complete all classwork and homework.	The 'behaviour for learning' of every PP pupil is recorded at least three times per year by teachers. PP Mentors (DHoYs) provide targeted 'behaviour for learning' interventions for the PP pupils individually or in groups	The EEF toolkit suggests that students in receipt of behaviour interventions can add 4 months of learning per year.	PP Mentors receive CPD training on improving 'behaviour for learning'.	DHoYs/RM	Jan 2018
Total budgeted cost					£14981 x5 + £9374
iii. 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?
PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy.	Intervention work with Y7 pupils who qualify for catch up funding.	Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths, such as the use	Assessment data will be analysed to ensure targeted pupils are making expected progress. SP will keep records of pupil data.	SP/RM	Jan 18

		of apostrophes. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to normal lessons.			
PP pupils make accelerated progress in their reading ages.	Targeted reading support in Accelerated reader lessons	Every pupil in KS3 has a fortnightly AR lesson in the library. Support staff will target PP pupils during this lesson and listen to them read, provide support and encouragement, advice on choosing books and analyse their individual AR data to help them maximise progress in reading. According to the EEF targeting reading comprehension is a high impact, high value strategy.	Classroom teachers will monitor. RM/EE will analyse AR data across KS3 - RM will analyse this data specifically for PP pupils to ensure expected progress is being made.	RM	Jan 18
PP pupils will receive individualised and tailored resources to improve their progress in school.	Allocation of £100 per PPG pupil in each year group to HoY to spend.	As the teaching professionals who know them best across, HoY will be able to spend money on the PP pupils in their year group on resources that will allow them to make progress across all curriculum areas. An example might be a reader pen, scientific calculator, specific intervention on study skills.	HoY will be asked to monitor the progress of their PP pupils and measure the impact of the way they have spent the money.	All HoY &RM	Apr 18
The attainment, progress, attendance and behaviour of PP pupils is tracked accurately	A 'PP Dashboard' is produced and updated after every progress check (data collection point). PP headlines	Effective use of data will enable precise interventions to take place	Teachers receive CPD to improve the accuracy of summative assessment. Data accuracy checks by SLT and HoD take place prior to the	RM/AH/PT	Jan 18

	for each Faculty and class are also shared.		publication of progress check data.		
PP pupils well informed about career routes and the world of work	All PP pupils in Y9-11 to receive a Career Interview.	Pupils with clear career plans are likely to engage more in their learning.	DHoYs will track when Career Interviews take place.	RM/RT/AR/EMc	Jun 18
Individual support made available for PP pupils on a case by case basis.	Funds made available throughout the year in order to support PP pupils as support needs arise.	Examples could include purchasing reader pens, e-readers, trips and visits or experience days provided by external agencies when particular learning needs are identified.	RM will monitor and evaluate the impact of every individual strategy implemented.	RM	Jun 18.
Total budgeted cost					£37,000 + £24, 606
Strategy budgeted cost					£299,885