

# Pupil premium strategy statement

1. Summary information					
School	Grace Academy Coventry				
Academic Year	2018/19	Total PP budget	£206,204	Date of most recent PP Review	28/06/18
Number of pupils eligible for PP	43%		Date for next internal review of this strategy	Jan 2019	
2. Current attainment					
			For PP students	All students	
% achieving 4-9 E/M Overlap			44.7%	51%	
3. Barriers to future attainment for pupils eligible for PP					
Internal barriers					
A.	Lower levels of Literacy and/or Numeracy skills for some disadvantaged students, which is resulting in lower progress and attainment levels in KS3 and KS4. 37% of disadvantaged students in years 7 and 8 enter with an average scaled score of below 98 in literacy and numeracy. 15% of disadvantaged students in years 9,10 and 11 enter at level 3 or below in literacy and numeracy.				
B.	Pupils who are eligible for disadvantaged funding do not make the highest rates of progress in comparison to all pupils in school in KS3 and KS4. The gap between disadvantaged students and all students for Progress 8 is 0.23.				
C.	More able pupils, who are eligible for disadvantaged funding, do not make the highest rates of progress expected when compared to all more able pupils. The gap in progress between more able disadvantaged pupils and all students is 0.15				
External barriers					
D.	Lower levels of attendance rates for pupils who are eligible for disadvantaged funding. PP student attendance 2017 92.64%				
E.	Low levels of aspiration from some families who have pupils who are eligible for disadvantaged funding which impacts upon pupil's self-esteem and aspiration.				
F.	Generational disengagement of a minority, but a significant proportion of parents, who have not worked in partnership with the Academy in many years and hence parental engagement with them has been an issue for many years				

#### 4. Planned expenditure

Academic year 2018-19

##### i. Quality of teaching for all

Desired outcome	Action	Evidence and Rationale	Quality Assurance	Success Criteria	Staff lead	When will you review Implementation?
<p>Improve levels of Literacy and/or Numeracy skills for pupils eligible for disadvantaged funding in KS3 and KS4</p>	<p>Literacy and numeracy to be a focus at whole school level with specifically targeted strategies and bespoke strategies being utilised fully</p> <p>To use reading age tests so that the literacy gaps of disadvantaged pupils can be identified to target teaching to address these gaps</p> <p>Written Accuracy Campaign (WAC) Targets to be disseminated to whole staff to</p>	<p>Provision of the highest quality teaching and learning opportunities to promote literacy and numeracy to ensure all pupils can make rapid and sustained progress</p> <p>Accelerated Reader shown to have a positive impact</p>	<p>Learning Walks Lesson Observations Pupil Voice Book Looks</p>	<p>Examination results in English and Mathematics in line with national average</p> <p>Improved reading ages of students by at least 1 year</p> <p>All staff mark for literacy so there is consistency of standards resulting in improved literacy levels</p>	<p>Co-ordinator for Pupil Premium</p> <p>Raising Standards Lead</p>	<p>October 2018 February 2019 May 2019</p>

	<p>ensure literacy development is a whole school approach resulting in improvements in written accuracy</p> <p>Continued use of Accelerated Reader in years 7-8 to promote literacy through Accelerated Reader STAR tests</p> <p>Drop Everything and Read strategy at whole school level for 15 minutes daily for Year 7 – Year 10</p> <p>Staff training on marking for literacy to improve standards of written English</p>					
<b>Total budgeted cost</b>	£23,000					

ii. Improved outcomes by targeted support						
Desired outcome	Action	Evidence and Rationale	Quality Assurance	Success Criteria		When will you review implementation?
Improve rates of progress for pupils who are eligible for disadvantaged funding in years 7-11	<p>Staff training CPD sessions focusing upon raising attainment for disadvantaged students</p> <p>Homework set regularly to support improved learning of the concepts taught</p> <p>Improving standards across the school for disadvantaged students by providing a stronger accountability system and</p>	<p>Many different evidence sources (including Hattie's Visible Learning and the EEF Toolkit) suggest high quality CPD is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school</p> <p>The EEF toolkit cites homework as adding 5 months to a student's academic progress</p>	<p>Learning Walks</p> <p>Regular assessments</p> <p>Close tracking and monitoring of data at each whole school data drop point. For years 7-9 [3 times a year], years 10-13 [4 times a year]</p> <p>Lesson Observations</p> <p>Pupil Voice</p> <p>Book Looks</p> <p>Quality assurance through external agencies</p> <p>Training delivered</p>	<p>Improved outcomes for disadvantaged pupils</p> <p>Gaps reduced from 12% to 10% for 4 or above including English and Maths</p> <p>Performance in line or above FFT 50 or national average for all subjects</p> <p>Progress 8 to be in line with national average</p>	<p>Co-ordinator for Pupil Premium</p> <p>Raising Standards Lead</p> <p>Co-ordinator for more able</p>	<p>Assessment data points</p> <p>October 2018</p> <p>November 2018</p> <p>December 2018</p> <p>January 2019</p> <p>February 2019</p> <p>March 2019</p> <p>April 2019</p> <p>June 2019</p> <p>July 2019</p>

	<p>structure which leads to targeted intervention and raised progress for disadvantaged students.</p> <p>Teachers use diagnostic assessment data to intervene at an early stage for those disadvantaged pupils who fall behind &amp; leaders monitor this closely</p> <p>All leaders systematically evaluate and track the performance of disadvantaged pupils to identify trends and patterns quickly and take action to close progress gaps</p> <p>Use of 5 year Curriculum Maps</p>		<p>through CPD sessions</p> <p>Regular staff briefings and departmental meetings to discuss progress.</p> <p>Regular meetings with line managers to analyse outcomes following assessments</p>			
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and Critical Content to develop knowledge, skills and understanding

Unseen cumulative assessments used to assess pupil progress on a regular basis as identified on the Curriculum Map

Intervention lists and a detailed Intervention Calendar shared with staff and pupils. Coordinator for Most Able and Coordinator of Low ability pupils share data on pupil performance with staff each term and coordinate interventions across all subjects

In-lesson support available from Middle Leaders where needed

Invites to parents evening for poor attenders

	<p>Individualised intervention timetables in Year 11</p> <p>Personalised support for disadvantaged underperforming students across all year groups</p> <p>Focused Stop Days to embed knowledge, skills and understanding</p> <p>Pastoral Managers to liaise with parents each term to support pupil progress of underperforming pupils in their year group</p>	<p>Specific revision sessions and stop days will support students to embed their subject specific knowledge, skills and understanding to promote increased levels of attainment</p> <p>Research by Helen Aston and Hilary Grayson <i>'Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children'</i> This report cites outcomes of increased parental engagement include improved academic performance; improved relationships between parents,</p>	<p>Tracking attendance at revision sessions and stop days</p> <p>Pastoral Managers record-Progress reports Telephone calls Meetings with parents Invites to parents evenings for poor attenders</p> <p>Individualised intervention timetables in Year 11</p>			
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	Tutor time intervention in place for small group support to focus on specific areas to improve	<p>teachers and schools; and increased parental involvement in schools</p> <p>Small group interventions with highly qualified staff are known to be effective</p> <p>The EEF toolkit lists 1-1 tuition as being an effective strategy to raise attainment</p>	communicated to parents			
<b>Desired Outcome</b>	<b>Action</b>	<b>Evidence and Rationale</b>	<b>Quality Assurance</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
Improve progress of more able disadvantaged pupils	<p>Coordinator for Most Able pupils to share data on pupil performance with staff after each assessment point and coordinate interventions across all subjects</p> <p>Provide opportunities which raise aspiration and track these opportunities</p>	<p>More able disadvantaged pupils will benefit from this bespoke tracking, monitoring and intervention</p> <p>Raising aspiration improves attendance and attainment</p>	<p>Enrichment opportunities tracked and more able disadvantaged students targeted for Brilliant Club, University visits and STEM initiatives</p>	<p>Lesson observations evidence stretch and challenge</p> <p>Progress 8 and Attainment 8 to be in line or above National Average</p>	<p>Co-ordinator for Pupil Premium</p> <p>Coordinat or for more able</p>	<p>Assessment data points</p> <p>October 2018 November 2018 December 2018 January 2019 February 2019 March 2109 April 2019 June 2019 July 2019</p>

	<p>centrally to ensure no one is left out so that all able disadvantaged students access these opportunities</p> <p>Pastoral Managers liaise with parents to support pupil progress of high ability pupils in their year group through:  Progress reports  Telephone calls  Regular meetings  Invites to parents evenings for poor attenders  Individualised intervention timetables where needed</p>					
<b>Total budgeted cost</b>	£73,238					

iii. Desired outcome	Action	Evidence and Rationale	Quality Assurance	Success Criteria	Staff Lead	When will you review implementation?
<p>Improve levels of attendance rates for disadvantaged pupils</p>	<p>Utilise family support worker, Attendance Officer and Pastoral Managers to monitor pupils and follow up quickly on absences and to identify patterns. First day response to absence</p> <p>Mentoring support offered to encourage higher levels of attendance</p> <p>Disadvantaged students to be rewarded with breakfast to attend school earlier</p> <p>Students struggling to reach school on time due to long distance travel to be</p>	<p>Pupils cannot make progress if they do not attend. The inextricable link between attendance and attainment needs to be reinforced regularly with pupils, parents and carers. Attendance targets for all students at GAC are 97%</p>	<p>Regular monitoring of pupil attendance and identification of patterns of absence</p> <p>Academic Mentoring and attendance staff support offered to explore and eradicate all barriers to attendance</p> <p>Family Support Worker to monitor and support any financial restraints to support parents to improve attendance</p>	<p>Improve attendance and punctuality for disadvantaged pupils to at least 97%.</p> <p>Reduce the numbers of pupils with persistent absenteeism from 20.81% to 15%.</p>	<p>Vice Principal overseeing attendance</p> <p>Attendance Officer</p> <p>Co-ordinator for Pupil Premium</p> <p>Careers coordinator</p>	<p>Weekly</p>

	<p>supported with travel costs and or transport</p> <p>Parent Information Evenings, with presentations on the importance of attendance</p> <p>Assemblies to celebrate good attendance</p> <p>Home visits by Attendance Officer and Pastoral Managers to support attendance</p> <p>Extensive social and emotional support strategies in place, including developing close links with mental health support within school and wider agencies</p>		<p>Regular reporting to governors on attendance</p>			
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iv. Desired Outcome	Action	Evidence and Rationale	Quality Assurance	Success criteria	Staff Lead	When will you review implementation?
<p>Improve levels of aspiration from some families who have pupils who are eligible for Pupil Premium funding to improve self-esteem and aspiration</p>	<p>Provide targeted support for careers advice and guidance to pupils who may lack awareness of relevant opportunities and raise aspiration</p> <p>Enhanced and wider provision of extra-curricular activities within school and after school activities which are tracked to monitor attendance</p> <p>Provide opportunities for raising aspiration and track these opportunities centrally to ensure no one is left out so that all able disadvantaged</p>	<p>DFE report emphasised that raising aspiration will have a direct effect on attainment</p> <p>Extracurricular activities are a cost effective way of increasing attainment, particularly for children from disadvantaged backgrounds- potentially increasing GCSE results by 2 grades, according to a study by the UCL Institute of Education</p>	<p>Monitoring of pupil attendance at careers opportunities and targeted activities</p>	<p>Progress 8 and Attainment 8 to be in line or above national average</p> <p>Grade 5 or above in English and Maths to improve by at least 10%</p>		<p>Half termly</p>

students access these opportunities Ethos Days, Career Days, Exam Skills workshops to be organised to raise aspiration and expectations

Regular reward trips to celebrate success which are subsidised for PP students

Engage with parents to ensure pupils are supported at school and home with learning. Critical Content booklets for each key stage with knowledge, skills and content for each subject provided to pupils to support home learning

Parental evening meetings at the start of the academic year to

	promote and encourage parents to support Grace and our students with regular attendance and aspiration					
<b>Desired Outcome</b>	<b>Action</b>	<b>Evidence and Rationale</b>	<b>Quality Assurance</b>	<b>Success Criteria</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
Generational disengagement of a minority, but significant proportion of parents, who have not worked in partnership with the Academy in many years and hence parental engagement with them has been an issue for many years	Increased number of parent meetings and progress meetings Parental Ambassadors meet half termly with the Principal	Research by Helen Aston and Hilary Grayson  <i>'Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children'</i>  This report cites outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools	Tracking of attendance at parents evenings  Pastoral Managers track communication with parents	At least 80 % attendance at parent meetings	K.Catling	Half termly

<b>Total budgeted cost</b>	<b>£109,966</b>					
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<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2017-18</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Actions</b>	<b>Impact</b>	<b>Next Steps</b>	<b>Cost</b>

<p>Improve levels of Literacy and/or Numeracy skills for pupils eligible for disadvantaged funding in KS3 and KS4.</p>	<p>Drop Everything and Read strategy rolled out through the English department at whole school level for 15 minutes once each week</p> <p>Subject areas developed literacy maps</p> <p>Additional support by a Coventry University volunteer in one lesson each week containing high numbers of disadvantaged students. This was focused upon literacy and numeracy lessons</p> <p>Literacy and numeracy support through SEND department</p> <p>Use of Maths Watch by all students Years 7 -11</p> <p>Accelerated Reader timetabled for years 7-8</p>	<p>The reading ages of all pupils improved and the gap between disadvantaged and non-disadvantaged students closed. In year 8 the reading age of disadvantaged students improved from 9.3 to 10.2. In year 9 from 9.3 to 11.4. In year 10 from 9.3 to 12.1</p> <p>Departmental literacy maps produced which led to improved use of subject specific vocabulary and improved results in English Language 52%-55%</p> <p>DEAR time and Accelerated Reader raised the profile of literacy and reading across the Academy and contributed to the improved reading ages</p>	<p>To further improve the literacy and numeracy levels of disadvantaged students through the appointment of literacy and numeracy coordinators</p> <p>Use of literacy marking policy by all staff To increase the use of Accelerated Reader</p> <p>All teachers to use reading age test results to target teaching to address gaps</p> <p>Written Accuracy Campaign (WAC) Targets to be disseminated to whole staff to ensure literacy development is a whole school approach</p> <p>Raising Standards Team to lead regular whole staff CPD to disseminate good practice in developing literacy and numeracy skills</p> <p>Co-ordinated literacy and numeracy support through the SEND department</p>	<p>SENCO Maths Watch Staff training Classroom resources Classroom books Printing and copying</p> <p>£50,574</p>
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<p>Increase levels of attainment and progress for more able pupils who are eligible for disadvantaged funding as they do not make the highest rates of progress in comparison to other pupils in school in KS3 and KS4</p>	<p>Regular monitoring of the progress of more able disadvantaged students through half term assessment reviews to identify pupil progress gaps and implement departmental interventions</p> <p>Year 11 more able disadvantaged students groups in English, Maths and Science readjusted to provide more intensive support</p> <p>Targeted revision classes for more able disadvantaged students</p> <p>Parental meetings with the Principal to raise aspiration and provide support for more able disadvantaged students</p> <p>Extended library hours to support out of hours learning</p> <p>Teaching and Learning Protocol guidance on how to stretch and challenge to meet individual needs</p> <p>CPD on stretching more able students</p>	<p>5 or above in English and Maths improved by 3% from 26.8.% to 29.8% reducing the gap from 4.9% to 3.0%</p> <p>4 or above in English and Maths improved by 5% from 39.3.% to 44.7% reducing the gap from 13.2.% to 12..0%</p> <p>5+ 5 or above GCSE or Equivalent improved by 4% from 60.6% to 65.0%</p>	<p>Appointment of a coordinator for more able students to monitor progress and coordinate interventions after each assessment point across all subjects</p> <p>Regular training delivered through CPD sessions on stretch and challenge for more able students</p> <p>Identification of disadvantaged more able students on seating plans for targeted support</p> <p>Provision of enrichment opportunities to raise aspiration which are tracked and students targeted for provision</p>	<p>After school revision</p> <p>Saturday revision</p> <p>Holiday revision</p> <p>During examinations breakfast provided</p> <p>Food provided during revision sessions</p> <p>Part time coordinator of Pupil premium</p> <p>£57,152</p>
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>		<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>

<p>Increase levels of aspiration from some families who have pupils who are eligible for disadvantaged funding</p> <p>Increase parental engagement at parental evenings and support meetings for families who have pupils who are eligible for disadvantaged student funding</p>	<p>Students provided with extracurricular opportunities and trips to raise aspiration</p> <p>Breakfast club during examination periods</p> <p>Targeted careers guidance support</p> <p>Transition summer school</p> <p>Parent information evenings at the start of the academic year raised parental awareness of academic expectations. Strategies for achieving these aspirations through home Academy partnership shared</p> <p>Regular progress meetings with parents throughout the academic year reinforced high aspirations and provided advice on how the Academy and parents would work together to achieve these aspirations, for example attendance at after school and Saturday revision classes</p> <p>Progress meetings times were adjusted to suit parent working patterns</p>	<p>All disadvantaged students received careers guidance in Autumn1</p> <p>Attendance at breakfast club increased</p>	<p>Addressing aspiration will continue into the next academic year and be a focus for the coordinator for the most able and the Ethos Team</p> <p>A tracked programme of opportunities will ensure that all disadvantaged students access experiences which raise levels of aspiration</p> <p>Home support with learning through Critical Content sheets for each subject which will enable parents to support with homework and exam preparation</p> <p>Following assessment points target students for attendance at revision classes</p> <p>Provide careers support for disadvantaged students in Autumn term</p> <p>Inform parents via letter, text and website of parent meetings</p> <p>Appointment of Parental Engagement coordinator to promote parental engagement</p> <p>Increase number of open mornings for year 6 parents</p>	<p>Dance and Drama clubs</p> <p>Behaviour support club</p> <p>Summer school</p> <p>Transition support</p> <p>Careers guidance</p> <p>Dof E, Trips, Hospitality</p> <p>£ 21,085</p>
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	<p>Regular reporting after assessment points improved Home/Academy communication</p> <p>Parents invited to 1:1 meetings with the Principal</p> <p>Open mornings increased for year 6</p> <p>Pastoral Mangers supported families with attendance, behaviour support and financial assistance</p>		<p>Increase number of parent information evenings for year 11</p> <p>Ensure parents of disadvantaged students are part of the Parent Ambassador Group</p>	
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### iii. Other approaches

Desired outcome	Actions	Impact:	Next Steps	Cost
<p>Improve attendance rates for pupils who are eligible for disadvantaged funding.</p>	<p>Use of the school mini bus supported students to arrive at school punctually</p> <p>Attendance Officer and Pastoral Mangers monitored attendance daily</p> <p>Pastoral Managers made first day absence phone call every morning</p> <p>Family Support Worker supported families with attendance</p> <p>Regular feedback to governors on attendance</p>	<p>Attendance for disadvantaged students improved from 92.26% to 93.30%</p>	<p>Addressing attendance issues will continue into the next academic year</p> <p>Pastoral Mangers to make first day absence phone calls every morning</p> <p>Regular monitoring of attendance and patterns of absence by the Attendance Officer</p> <p>ALT responsible for attendance and Pastoral Mangers to meet parents to support attendance</p> <p>More robust academic mentoring and attendance staff support to explore and eradicate all barriers to attendance</p> <p>Admin support for sixth form to monitor attendance and Head of sixth to address attendance issues</p>	<p>Mini bus and collection</p> <p>Attendance Officer</p> <p>Safeguarding Officer</p> <p>Pastoral Managers</p> <p>Bus passes Taxis</p> <p>Truancy Call System</p> <p>£63,022</p>

