



Co-op Academy  
Failsworth

## Pupil Premium Strategy

1. Summary information					
<b>School</b>	Failsworth School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£485,985	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	1463	<b>Number of pupils eligible for PP</b>	631 Included 2 x Service & adopted from Care & 6 LAC	<b>Date for next internal review of this strategy</b>	April 2018

2. Current attainment				
	<b>ALL</b>	<b>PP</b>	<b>NPP</b>	<b>Proposed Target 2018</b>
5 x L4 incl English and Maths	51%	25%	65%	60%
L4+ in English and Maths	53%	27%	66%	60%
L5+ in English and Maths	29%	10%	38%	38%
Pot 1 Maths A8 grade	3.77	2.77	4.29	4.2
Pot 1 English A8 grade	4.47	3.69	4.88	4.8
Pot 2 EBacc A8 grade	3.37	2.49	3.82	4.0
Pot 3 Open A8 grade	5.21	4.66	5.49	5.5

3. Barriers to future attainment	
<b>In-school barriers:</b>	
<b>A.</b>	To improve the outcomes of ALL pupils by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.
<b>B.</b>	To improve Literacy skills for pupils in KS3. The lack of extended writing and poor presentation in the books of Pupil Premium (PP) pupils compared to non PP has a significant impact on the outcomes of these pupils. Pupils are prevented from making good progress in Year 7 and 8 which leads to underperformance in KS4.
<b>C.</b>	To improve Numeracy skills for pupils in KS3. Pupils eligible for PP are prevented from making good progress in Year 7 and 8 which leads to underperformance in KS4.
<b>D.</b>	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across the 5 years due to a combination of low expectations and historically low aspirations.
<b>E.</b>	To raise aspirations amongst the staff and school community for pupils eligible for PP to those of non PP pupils.

External barriers		
<b>F.</b>	Poor attendance rates for pupils eligible for PP were 89.8% (2015/16) (below the target for all children of 95%) is preventing access to the curriculum, dislocating learning and conspiring PP students to fall behind. This rate rose to 91.8% in 2016/17 and at the time of writing is 93%+	
<b>G.</b>	To raise aspirations of families/carers of pupils eligible for PP to those of non PP pupils.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the outcomes of ALL pupils by ensuring the delivery of high quality Teaching and Learning to address issues of attendance and engagement.	By improving the quality of teaching and learning in the school overall this disproportionately affects the outcomes off PP pupils. Pp pupils will have less resilience to poor teaching.
<b>B.</b>	High levels of progress in literacy for Year 7 and 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using a number of assessments in December, March and June.
<b>C.</b>	High levels of progress in numeracy for Year 7 and 8 pupils eligible for PP.	Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils so that at least 20% exceed progress targets and 90% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using the Progress review in December, March and June.
<b>D.</b>	Improved rates of progress across all 5 years for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / standardized scores make as much progress as 'other' pupils identified as high attaining, across all years, so that 20% or above are on track to achieve a progress 8 score greater than 0.
<b>E.</b>	Boys eligible for PP make the same progress of the girls eligible for PP.	Boys eligible for PP make as much progress as girls eligible for PP.
<b>F.</b>	Aspirations for Pupils eligible for PP will be the same as those of non PP pupils.	Pupils will have a wider understanding of the careers available to them and will see these as achievable outcomes from their school career. Evidence will be used form Connections/Positive Steps to track staying on rates post 16 and enrolment to pre university courses.
<b>G.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 90% to 95% in line with 'other' pupils. 2016/17 ended up 2% and PA went down.
<b>H.</b>	The aspirations of families/carers of PP pupils will be the same as non PP pupils.	The families/carers of PP pupils will have the knowledge and understanding of how to prepare/facilitate their child with regards to their future career. They will have guidance of what is appropriate and achievable for their child and clear guidance on next steps.

## 5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b> To improve the quality of Teaching and Learning in school</p>	<p>All teaching staff to deliver quality first teaching in the classroom to ensure engagement and progress of ALL.</p> <p>All school planning documentation has this as a central theme.</p> <p>Trios on the staff can bid for funds to be used on intensive work with PP students. (£2,800)</p> <p>Investment in Video Experience Online (VEO) to aid lesson observations (£5,000)</p>	<p>In order to diminish the difference for PP pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within the school plan.</p> <p>This ensures that critical PP pupils receive consistently high levels of teacher feedback, focused and targeted questions and access to the highest levels of curriculum content in all subjects they study.</p> <p>Sharing good practice and bespoke CPD will provide all staff an opportunity to see strategies to promote QFT of PP pupils. This will be facilitated by learning trios, whereby staff within the trio share good practice in the spirit of professional development and improving practice.</p> <p>Smart Marking techniques- more focused feedback for PP pupils through PP book being prioritised when marking.</p> <p>Increased verbal feedback for PP pupils and insisting on high order responses in the classroom.</p>	<p>Continued professional development will be provided.</p> <p>Rigorous scrutiny of progress review data to assess progress.</p> <p>Use of Doodle or Assessment grids to assess diminishing gaps in knowledge and skills in all subject areas.</p>	<p>RSW + Team</p>	<p>PP teach meet on effective strategies (ongoing)</p> <p>The heavily centralised work scrutiny which took place at SLG level in 2016/17 will be rolled out at faculty/departmental level over the Autumn term 2017. Emphasis will change from ‘marking’ towards ‘progress and challenge’ for PP students especially. SLT will scrutinise minutes of findings. (December 2017)</p> <p>To focus on CPD will shift to staff new to Co-op Academy Failsworth in Autumn term 2017 as part of induction.</p> <p>Feedback policy to be rewritten by December 2017. This will emphasise Progress and Challenge for PP students.</p> <p>Focused departmental CPD on PP LP specialists on PP progress/T+L – delivered CPD session to all departments.</p>



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<p><b>B</b> Improved Year 7 and 8 literacy progress</p>	<p>Marking for literacy in all subjects specified (English, Citizenship/Humanities/Science).</p> <p>Whole staff CPD on the importance of extended writing.</p> <p>Quality of written communication (QWC) mark</p> <p>Investment in accelerated Reader schemes for Years 7/8 (also Numeracy Ninjas for parallel work on numeracy) £3,100</p> <p>Reading Recovery programme (lead by TAs) works with specific high needs students £3k per week</p>	<p>Much of the research suggests that high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose and will include:</p> <ul style="list-style-type: none"> <li>Smart marking techniques- more focused feedback for PP pupils through PP book being prioritised when marking</li> </ul> <p>PP focused SLG and departmental book scrutiny PP HAPs PP MAPs PP Low Ability</p> <ul style="list-style-type: none"> <li>Increased verbal feedback for PP emphasising challenge and progress</li> </ul> <p>Staff in literacy based subjects (English, Citizenship/Humanities/Science) will aid the development of extended writing to develop good literacy skills and in some cases assist in catch-up literacy.</p> <p>Extended writing opportunities embedded into SOW – T&amp;L reviews within 2017/18 CPD will ensure the SOW and opportunity for extended writing are regularly reviewed</p> <p>Numeracy and Literacy intervention is intensified in Year 7/8 to ensure a higher percentage of students can access the curriculum in Years 9-10</p> <p>Costs include: KBA/NBR _____ Numeracy Ninjas _____ YIP/YAP _____</p>	<p>Cycle of ‘assessment of impact’ will be implemented in order to assess success, improvements in specific areas of literacy.</p> <p>Quality of written communication indicator (QWC, 1-4) in key subjects for Y7&amp;8 to support delivery of appropriate intervention.</p> <p>Internal and where appropriate external support and training to ensure interventions are delivered effectively. Peer observation of colleagues, to embed learning.</p> <p>Staff training on high quality feedback to be delivered by T&amp;L team / English specific (KGR).</p> <p>Appropriate training selected using evidence of effectiveness and discussed with T&amp;L lead. Use INSET sessions to deliver training to ensure feedback is insightful, constructive and informative and enables children to take the next steps in their learning.</p> <p>Peer observation of classes after the sessions, to embed learning.</p> <p>Best practice to be sought from statistically similar schools. Comparison to be made with Literacy/Inset approaches.</p>	<p>KGR RSW/RDA</p>	<p>Skeleton SMART marking sheet developed for departments inputting QWC scores – ensuring data input mirrors standards in books. Effective marking techniques shared in T&amp;L resource area on the staff portal. (All Staff by October 2017)</p> <p>All E-Bacc subjects are identifying how well the students are communicating with their written literacy and will give this a mark from 1 to 4 (1 being very good and 4 being weak). This has helped us to intervene with students who have weak writing skills across the curriculum and provide intervention accordingly. (All staff October 2017)</p>

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<p><b>C</b> Improved Year 7 and 8 numeracy progress</p>	<p>Delivery of PP Numeracy intervention from a specific team.</p> <p>Weekly small group intervention sessions in math. 2, 1 hour sessions per week to diminish the gaps in skills and knowledge for pupils identified through baseline assessments and prior learning.</p> <p>Targeted sessions delivered by maths specialists.</p> <p>Supported numeracy delivery through the Key Stage 3/4 Study Zone and Gateway provision.</p> <p>Numeracy Ninja scheme rolled out from Year 7 into Year 8 One third funded by PP</p>	<p>We want to offer high quality teaching to all these pupils to drive up results. Peer support and training offered to support a combination of pedagogical and subject knowledge. These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Internal and where appropriate external support and training to ensure interventions are delivered effectively.</p> <p>Peer observation of colleagues, to embed learning.</p> <p>Pre and post testing to ensure measureable impact is seen.</p> <p>Pupil voice activity at the end of each cycle.</p>	<p>ADI/KDO</p>	<p>December 2017</p> <p><u>Improved Y7 &amp; Y8 Numeracy progress</u></p> <p>Y7 &amp; Y8 Curriculum withdrawal :</p> <ul style="list-style-type: none"> <li>o Different cohorts identified each term based on PR data.</li> <li>o Autumn &amp; Spring term data (pre- and post-intervention assessments):</li> <li>o Autumn Y8 32/40 – 80% making progress / good progress</li> <li>o Spring Y7 11/17 – 65% making progress / good progress</li> <li>o Spring Y8 17/20 – 85% making progress / good progress</li> </ul> <p><u>Y7 Family Time – Numeracy Ninjas</u></p> <p>Half termly analysis – vast majority making progress / good progress. All data– 70% making progress / good progress.</p> <p><u>Y8 Family Time – Maths / Numeracy Family</u></p> <ul style="list-style-type: none"> <li>• Maths / Numeracy Family in Autumn &amp; Spring Terms. Reviewed Easter – PBR, ABE, LKE.</li> <li>• Summer Term Family Time for Corbett Maths Numeracy programme.</li> </ul>

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<p><b>D</b> Improved rates of progress across all 5 years for high attaining pupils eligible for PP</p>	<p>All PP high ability pupils to be placed on Good to Great (Y7 &amp; 8) and High Ability Pupil Initiative (Y9 &amp; 10).</p> <p>Alongside the programmes there will be: Focus on marking and feedback, high quality diagnostic feedback.</p> <p>Progress meeting where class teachers focus on High PP progress as a priority.</p> <p>Academic and pastoral mentoring through Progress Leaders (PL) and Pupil Premium Coordinators (PPC). Also by deploying 4 Graduates and 2 PHDs in E-Bacc subject.s</p> <p>Assertive mentoring used to intervene with underachieving students</p>	<p>As part of the programme all PP High Ability Pupil Initiative (HAPI) will have access to:</p> <ul style="list-style-type: none"> <li>• A dedicated mentor to assess progress</li> <li>• University visits</li> <li>• A minimum of 1 independent cultural experience every 2/3 weeks</li> <li>• Targeted for instrumental tuition</li> <li>• Encourage participation in DoE and Girl Guides</li> <li>• Tracking of academic progress and impacts of the programme</li> <li>• Half termly theatre, museum, gallery visits</li> <li>• Debate and critical thinking sessions</li> </ul> <p>Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, verbal feedback and peer feedback. It should aim to (and be capable of) producing improvement in pupils' learning. Feedback redirects or refocuses learning</p> <p>Planned and focused activities are more beneficial than homework which is more regular but routine or not linked with what is being learned in class. It should not be used as a punishment or penalty for poor performance. A variety of tasks with different levels of challenge is likely to be beneficial. The quality of homework is more important than the quantity. Pupils should receive specific and timely feedback on homework. Quality of teaching is an important driver of pupil attainment and a range of other outcomes.</p> <p>To raise aspirations for all PP pupils and allow them to have access to content above and beyond their target grade. This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential. Assessments to mimic GCSE exam and focus on exam technique to ensure success.</p>	<p>Internal and where appropriate external support and training to ensure interventions are delivered effectively. Peer observation of colleagues, to embed learning.</p> <p>A pilot in English to be undertaken regarding the standard practice of the redrafting of pupil work.</p> <p>Assertive mentoring is a system which allows us to track childrens' progress on a half-termly basis. They work 1 to 1 with a member of staff and have weekly meetings about their progress.</p>	<p>RSW/RDA / KGR</p>	<p>December 2016 / June 2017</p> <p>G2G / HAPI attendance, progress and ATL data reported at each PR window (see PR data)</p> <p>G2G / HAPI PP outperforming non G2G / HAPI pupils in above measures (see PR data)</p> <p>Identifying the students through data analysis. Staff training on assertive mentoring. Consistent feedback to all involved.</p>

	<p>Teaching a challenging curriculum. Filling gaps in knowledge and skill via quality first teaching (QFT) and in class intervention</p> <p>To look at curriculum setting for all PP pupils</p> <p>Curriculum bid fund (Max £500 each) established for cutting edge approaches to PP issues £5,000</p> <p>Also 5 x Bids from Year teams at £200 each</p> <p>Doddle - Independent learning and homework. Doddle allows for personalised learning. Doddle enables us to support students in mastering core skills and knowledge in line with the new challenging specifications. It allows for the glass ceiling to be removed, providing challenge for all.</p>	<p>To ensure that PP pupils are distributed evenly within the timetable of departments. This will ensure that newly qualified teachers are not teaching PP heavy groups and to provide support where required</p> <p>Action research project PP mixed ability English Year 7 class taught by LP Accelerated progress seen</p> <p>To embed the culture of independent learning and consolidating the days learning. PP pupils to take ownership of learning and complete this effectively. Homework planner to be used on Doddle to ensure all homework is completed. LPs have PP heavy classes</p> <p>What the school has done in the curriculum historically has only met with partial success. This new fund will be used to explore more appropriate curriculum approaches and content.</p>	<p>Curriculum meets to address pace and challenge at KS3 and KS4. 5 year journey planned within the curriculum to address pupil's gaps in knowledge and skills. Assessments to allow for challenge and repetition of previous work to allow for building upon all skills. Doddle will allow gaps analysis to take place at teacher and HoD level and for this to be addressed via effective intervention.</p> <p>PP staffing audit to take place for all subjects and setting to be looked at in detail.</p> <p>Homework log to focus on PP pupils with family tutor and progress leaders. Focus on missed homework's. Additional information for these pupils on independent learning and guidance for families/carers. Additional Families/carers meetings.</p>	<p>ZAL</p> <p>ZAL</p> <p>ZAL Family tutors Progress leaders</p>	<p>Taking place. Focus on resilience. Learning gaps identified this year and intervention provided that is accurate and timely. Next year focus has begun with assessment grids 9-1.</p> <p>11 class distribution looked at. Staff/PH moved to key groups</p> <p>Doddle homework being completed by all. Staff setting in line with the frequency. Number of H3s demonstrate follow up of non-completion. No parental complaints on lack of homework this academic year.</p>
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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?
<p><b>F</b> To raise aspirations for Pupils eligible for PP to those of non PP pupils</p>	<p>Extended school day activities to develop that sense of belonging amongst pupils and improved school provision.</p> <p>PPC programme of events:</p> <ul style="list-style-type: none"> <li>Attend college visits that are best suited to the needs of each pp pupil. Strong careers advice and guidance through outside provider</li> <li>School based mentoring by a strategic approach actioned by PPCs</li> <li>Sports Coaches brought in to foster elite sport but also to provide extended school day for students who may not have adults at home £3,600</li> </ul> <p>Use of Growth Mind-set to develop a culture of praise within the school.</p> <p>To ensure that pupils of PP families/carers have the correct guidance and support to choose subjects to allow for challenge and success.</p> <p>Year 7-9 graduation scheme.</p> <p>To raise aspirations of HPA Pupil Premium students away from traditional destinations. These to include the Co-op and other 'Blue Chip' companies (Transport £1k, Business Links £1k and access to Graduates in school).</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income pupils in terms of attendance at school, behavior and relationships with peers.</p> <p>After school programmes that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment.</p> <p>Praising effort, reliance, challenge seeking, optimism rather than praising intelligence, talent, speed of completion or 'being the best', build resilience and a tendency to try learning strategies.</p> <p>To ensure all PP pupils have clear guidance on P8 and E-Bacc pathways and access to good guidance and 1:1 support when selecting options. This will allow for a personalised KS4 programme of study for each PP pupil. Meetings with families/carers, option booklets, families/carers forum and assemblies.</p> <p>To set a range of curriculum and extra-curricular tasks that will allow all pupils to build resilience, independence, time management and organisation skills. Focus and further support for PP pupils to achieve and succeed in time for the end of year graduation. To include the Co-operative Academies Trust values and embed these within the selected range of activities.</p>	<p>Identification of underachieving PP pupils through weak attendance and poor attitude to learning.</p> <p>Launch in assemblies Work with Progress Leaders to embed the culture. - Resilience programme</p> <p>Start the Options process for PP earlier and ensure all PP pupils meet with ZAL to talk through their option choices.</p> <p>Launch the graduation process in January 2017. Provide guidance on all areas and upload on to Doodle. To have a post holder/HoD responsible for each year group. PP pupils to be provided additional mentoring and guidance to allow for maximum impact. Families/carers</p>	<p>KGR Pastoral and progress leads</p> <p>NCA RSW</p> <p>ZAL</p> <p>ZAL</p> <p>ZAL Yr7 – NPA Yr8 – CST Yr9 - RBR</p>	<p>From December 2017</p> <p>To provide an extra layer of support and intervention out of the classroom to ensure they can follow the basic school expectations.</p> <p>Progress leaders will be solely responsible for these pupils and will monitor them throughout the term.</p> <p>June 2018 – ongoing evaluation</p> <p>Ongoing at SLT level All Year 8 student choices analysed in detail. PP meets with ZAL and parental involvement</p> <p>July 2017 – December 2017 This has been successful. Graduation assemblies for the end of year being planned. Students completing work books and activities. Building independence.</p>
<b>Total budgeted cost</b>					<b>273 000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>B</b> Improved Year 7+ 8 literacy progress	<p>121 and small group provision of Reading and Writing for Pupils in Year 7 and 8.</p> <p>Supported by the Key Stage 3/4 Study Zone and Gateway provision.</p>	Some of the pupils need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	<p>Implementation of the KS3 Study Zone. Targeted intervention through the time table. Staff lead by KGR to ensure appropriate material is delivered to support either the reading or the writing strand.</p> <p>Review the programme Dec 2016 to ensure any potential barriers are removed.</p> <p>Data tracking of these pupils to show impact of the intervention with a close analysis of the reading ages.</p> <p>Teaching Assistant CPD for TAs delivering Fresh Start.</p> <p>Pupil Premium and Intervention Co- ordinators to liaise with families/carers of targeted children.</p>	KGR	June 2017
<b>D</b> Improved progress for high attaining pupils	<p>Weekly small group intervention sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing family time and after school targeted sessions.</p> <p>Supported by the Key Stage 3/4 Study Zone and Gateway provision.</p> <p>Mentoring of High Needs PP students by Graduates and other AOTs (adults other than teachers)</p>	We will provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We will combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Engage with families/carers and pupils before intervention begins to address any concerns.</p> <p>Track data in English and maths at each of the 3 progress review windows, October, March and June.</p> <p>DHT / AHT / HODs to observe intervention sessions and provide feedback / support.to ensure impact is triangulated with the progress data.</p>	ADI / KDO / TEAM	December 2016
<b>Total budgeted cost</b>					<b>194 820</b>

### 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?
<p><b>G</b> Increased attendance rates</p>	<p>Attendance monitor attached to each year to monitor pupils and follow up quickly on truancies and attendance. First hour of the day response and follow up.</p> <p>Strategically identify key groups of pupils and measure impact of actions.</p> <p>An attendance panel to be established with local</p> <ul style="list-style-type: none"> <li>• Councillors</li> <li>• Police/PCSO</li> <li>• Educational Welfare</li> <li>• Governors</li> </ul> <p>Thorough weekly briefing meets of pastoral leaders about existing absence issues. PP coordinator, Pastoral Leader, AHT and DHT. Will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>The establishment of a uniform cupboard for students from disadvantaged backgrounds. To be stocked with new uniform/PE kit in an attempt to eradicate one excuse/no reason for non attendance. 30 in stock to date</p> <p>Same day calls about attendance for target pupils and consistent approach applied amongst all year groups. Letters about attendance to families/carers. Attendance officer to visit all PA at home to discuss attendance with families/carers and explore barriers.</p> <p>Challenge and hold both families/carers to account.</p> <p>Breakfast club established to ensure that pupils have a good start to the day and in some cases an incentive to come in. Some PP students targeted to be brought in for</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Attendance monitoring now priorities PP students</p> <ul style="list-style-type: none"> <li>- Priority list for phonecalls and home visits</li> <li>- Focus on PP persistently absent students</li> <li>- Mentoring – attendance pupil voice with Steve Baker</li> </ul>	<p>SLT monthly agenda item IEB agenda item</p>	<p>RSW + NCA/AHT</p>	<p>Ongoing at SLT/SLG from September 2017</p> <p>Attendance structure and systems reviewed and new one implemented</p> <p>Weekly school/staff briefing on attendance</p> <p>Afternoon follow up calls logged and recorded. Pastoral leaders / attendance team doing pm. Home visits</p>

	<p>gym and breakfast clubs. Key member of staff dedicated to vulnerable PP students with PA issues (JFA) and PP family liaison £33,444</p> <p>Mental Health issues to be addressed by training for "Champions" within subject areas.</p> <p>The establishment of a 'rewards' room in the academy by remodeling an existing area. This to encourage 'personal best' by PP students especially. This to include increases in attendance.</p>	<p>Mental Health is identified as being a prime cause of absence and underachievement</p>			
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<p><b>E</b> Boys eligible for PP make the same progress of the girls eligible for PP</p>	<p>Identify a targeted group of key marginal boys, mentored by key individuals / PPC. (This to include Period 6 provision and the team to include both recent Graduates and PHD's in school).</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs and can be effective, especially for older pupils.</p>	<p>Ensure identification of pupils is fair, transparent and properly recorded. Use intervention team to engage with families/carers before intervention begins. Monitor Progress towards targets through behaviour logs, attitude towards learning and attendance reports. Then triangulate to see whether improvements in behaviour translate into improved attainment. Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through form tutors.</p>	<p>KGR Pastoral and progress leads</p>	<p>Ongoing through Autumn Term 2017</p>
<p><b>F</b> Aspirations for Pupils eligible for PP will be the same as those of non PP pupils</p>	<p>Provide opportunities for pupils to experience:</p> <ul style="list-style-type: none"> <li>• Careers fair</li> <li>• University/college visits</li> <li>•</li> </ul> <p>To review the citizenship curriculum model for Years 7-9. Consider a careers booklet that is completed as a focus with specific mentoring to ensure appropriate pathways are explored for all pupils.</p> <p>To invest in cultural capital for PP students which in turn will enrich their lives eg. heavily discounted music tuition (£15 per term), funding for transport to Co-op opportunities (£1,000)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs and can be effective, especially for older pupils in fold improving their post 16 aspirations.</p>	<p>Pupil voice feedback through survey monkey.</p> <p>More engagement / attendance of PP pupils at parent's evenings and college taster events.</p> <p>Good news stories from local colleges and universities.</p> <p>Annual return from 6<sup>th</sup> Form colleges.</p>	<p>KGR Pastoral and progress leads</p>	<p>Ongoing from Autumn Term 2017</p>

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?
<p>H The aspirations of families/carers of PP pupils will be the same as non PP pupils</p>	<p>Work directly with families/carers and carers through one to one contact or group sessions.</p> <ul style="list-style-type: none"> <li>• Careers guidance booklets.</li> <li>• ‘Help your child learn’ evenings.</li> <li>• Give them an explicit ‘Your child could...’ document.</li> <li>• Invite them to the careers fair.</li> </ul> <p>Families/carers contacted prior to any families/carers evening and formally invited to accommodate attendance any alternative arrangements made.</p> <p>Provide literacy guidance to parents/carers to help support pupils at home and in school</p> <p>To signpost the importance of cultural experiences to some PP families. The investment in the cultural capital of this cohort eg. Subsidising music tuition to £15 per term and a vibrant subsidised programme of theatre and other experiences.</p>	<p>The EEF Toolkit suggests that targeted interventions focused specifically at families/carers over a sustained period improves aspirations both as a family and longer term a community.</p> <p>The EEF Toolkit suggests that targeted interventions focused specifically at families/carers over a sustained period improves aspirations both as a family and longer term a community.</p>	<p>Parent Voice feedback through survey monkey.</p> <p>More engagement / attendance of the families/carers of PP pupils at parent’s evenings and college taster events.</p> <p>Frequent activities and ideas will be made available through Doddle and in packs delivered to the families.</p> <p>Tracked through the access of Doddle.</p>	<p>KGR/ Pastoral and progress leads</p>	<p>Ongoing at SLT/SLG level from Autumn term 2017</p>
<b>Total budgeted cost</b>					<b>20 700</b>

### Measuring the Impact

The school will measure the impact of the above plan in the following manner.

1. By the use of quantative data which focusses on the progress of the PP cohort and the sub groups within it ie. by gender, prior attainment and ethnicity where this might

be an issue.

2. By the more intensive use of pupil voice which will have significant use of Pupil Premium students.
3. By the use of additional surveys at a whole school level or from selected cross sections eg. Pupil Attitude to Self and School (PASS) and Foretel.
4. By controlled sampling of work and the scrutiny thereof. This will seek to ensure that expectations of progress, challenge and support are as rigorous for PP students as their peers.

## **Pupil Premium Expenditure 2016/17**

### **Salaries**

#### **1. Pupil Progress Co-ordinators**

These 3 postholders have a sole purpose in tracking and deploying intervention on Pupil Premium students. They have a central function to both support and challenge the families of PP students. They are answerable to the Senior Leadership Team for the progress of PP students in their Year Groups

£13,140.83

#### **2. Lead Practitioners**

These are recruited externally chosen from the highest performing staff in school and assigned groups with the highest proportions of PP students. They also work intensively in both Period 6 and at other times with this cohort. There is a Senior Lead Practitioner (ADI) and others throughout all subjects. This team comprises 8 staff.

£287,783

#### **3. 1 x Pupil Premium Co-ordinator (ZAL)**

Good practice would point to this being allocated at a very senior level in school. This sits at Deputy Headteacher level at Failsworth and represents a notional 20% of time spent on PP issues in school.

£15,998.60

#### **4. Adults other than teachers**

Some of this team are recruited from suitable candidates on a rolling programme of one year contracts. Most are due to embark on a teaching career eg. PGCE in the following year. They are recruited via agencies to ensure no liability falls to the school at the end of their placement. Others work within the Gateway Centre with students at risk of exclusion. This team work intensively within the classroom setting and also with small withdrawal groups of students who are almost exclusively Pupil Premium and high needs/cause for concern in their subject area.

£191,370

#### **5. Attendance/Inclusion Team upgrades**

A significant barrier to PP outcomes has rightly been identified as poor attendance. Gaps in attendance over this period peaked at 4.2% between NPP and PP students. Extra staffing is deployed to make first day absence phonecalls and visits to PP households before any others take place.

JSM/DCL - £3,000

## 6. Assertive Mentors

These 4 postholders are line managed by an Assistant Headteacher. Each has a caseload of 5-7 students who share a common barrier to learning eg. Family breakdown, self esteem. They work intensively with this group. They receive one extra non class contact time and an allowance.

## 7. PP Attendance Officer (JFA)

This person works intensively getting vulnerable PP students into school. She makes sure that they have eaten and are properly equipped for their classes.

## Other Expenditure

### Subsidy of PP Cultural Capital Programme

As part of the school's drive to increase aspiration and in particular encourage non traditional post 16 routes in this cohort the school has spent the following:

8. Subsidised musical tuition	)
University visits	)
Subsidised academic visits and residentials	) £3,052.35
Uniform and other personal requirements	)
Visiting speakers on critical thinking, revision techniques etc.	)
9. 1:1 Reading Recovery	£64,703.97
10. Counselling	£7,575
11. Revision Sessions	£10,860

### The Impact of the Expenditure on Eligible and Other Students

There is still a lot to do to remove barriers to progress. Much of the academy's efforts were directed towards the Male Pupil Premium cohort in Year 11. This group of 41 outperformed the Female Pupil Premium cohort significantly on 5 measures.

	<b>MPP</b>	<b>FPP</b>
5+ Basics inc En + Ma	14.6%	3.2%
5+ En + Ma	14.6%	3.2%
5+ Mathematics	19.5%	3.2%
4+ Basics inc En + Ma	29.3%	19.4%
4+ En + Ma	31.7%	22.6%

These were all reflected in every case for all PP boys and girls also.

In the interests of impartiality it is fair to say that casual factors are both improvements in Male PP outcomes and regression in the Female PP outcomes.

Because the starting points of PP girls were weaker than those of the PP boys they still had a better progress score.

WPP Boys	-0.980	WPP Girls	-0.908
All PP Boys	-0.990	All PP Girls	-0.728

### **Preamble**

The Academy will not be guilty of making excuses for poor performance or depressed outcomes. However, the following factors had a direct impact on the performance of PP students.

1. In previous years much of the Pupil Premium grant had been mainstreamed into the whole school budget. As a result it was difficult to assess what worked well and what did not.
2. There have been two changes of Headteacher and three changes of Pupil Premium Co-ordinator in a relatively short timescale. It is fair to say that as a result of this and changes of direction arising out of this progress has been hampered.
3. Much work has recently gone on to learn from the work of the Educational Endowment Foundation and historical funding by the PP Grant on Teaching Assistants has been pared back because of national data that questions its effectiveness.