

# Pupil premium strategy statement: Tollbar Academy



1. Summary information					
<b>School</b>	Tollbar Academy				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£290,785	<b>Date of most recent PP Review</b>	September 2018
<b>Total Number of Pupils</b>	1999	<b>Number of pupils eligible for PP</b>	311	<b>Date for next internal review of this strategy</b>	April 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>Progress 8 score average (2017/18)</b>			0.03	Awaiting National Statistics	
<b>Attainment 8 score average (2017/18)</b>			43.63		
<b>% Grade 5 or above in English &amp; Maths GCSEs</b>			32.61%		
<b>% Achieving EBacc at grade 5/C or above</b>			23.91%		
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
<b>A.</b>	On entry, Pupil Premium students have lower levels of attainment at KS2 which can impact on progress and attainment at GCSE.				
<b>B.</b>	Lower literacy levels of Pupil Premium students on entry may prevent them making good progress in Year 7.				
<b>C.</b>	Cohort of high ability Pupil Premium students, may need additional support to reach their expected progress.				
<b>D.</b>	A small number of Pupil Premium students may have behavioural issues which could prevent their learning and impact negatively on their academic progress.				
<b>E.</b>	Pupil Premium students can present as having additional needs which may impact on their ability to access education. Without personalised support, progress and attainment is affected.				

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Attendance rates for Pupil Premium students are below Academy and national figures for non-Pupil Premium students. This can have a serious impact on progress and outcomes.
<b>F.</b>	Some Pupil Premium students present as having low aspirations which can be as a result of a lack of positive role models or other external factors.

**4. Outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Academic progress in English and Maths for Pupil Premium students to be closer in line with non-Pupil Premium students.	Closing the gap between the English and Maths scores of pupils that are Pupil Premium with the scores of non-Pupil Premium in line with national results.
<b>B.</b>	The gap between literacy rates in English for Year 7 students eligible for Pupil Premium, to be closing with non-Pupil Premium in order for the students to be making good progress.	100% of Pupil Premium students in Y7 to be “on target” in English. Evidenced with Progress Point data.
<b>C.</b>	Raise the attainment of high ability Pupil Premium students with suitably targeted intervention.	The gap between Progress 8 scores for high ability Pupil Premium students and non-Pupil Premium students to be narrowed.
<b>D.</b>	Good attitude to learning and improved behaviour in the Academy enabling Pupil Premium students to learn and impact positively on their academic progress.	Reduction in disruptive incidents in classrooms. Evidence of targeted intervention and support for identified students. Learning walks focusing on Pupil Premium students’ progress and attitudes to learning.
<b>E.</b>	Raise Pupil Premium attendance to national average for all students so that they make positive academic progress.	The gap between attendance percentages of Pupil Premium students and non-Pupil Premium students to be narrowed. The attendance percentage of Pupil Premium students will be 95% or higher.
<b>F.</b>	Raise the aspirations of students so they can achieve their full potential and engage in a suitable course post 16.	Increased Progress 8 and Attainment 8 scores for Pupil premium students which will give more opportunities. Enrichment opportunities focusing on aspirations to be evidenced. Academy’s NEET figures to remain low.

5. Planned expenditure						
Academic year		2018-19				
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?
<b>A.</b>	Academic progress in English and Maths for Pupil Premium students to be closer in line with non-Pupil Premium students.	Targeted intervention at registration in English and Maths. Rearranging curriculum time to maximise opportunities for additional intervention in English and Maths. Specialists to deliver targeted intervention to middle and higher ability students and all teachers incorporate Pupil Premium data and targeted support in lessons/planning.	The level of academic progress in English and Maths for Pupil Premium students is below that of non-Pupil Premium students.	Ensure all elements highlighted in the action/approach column are actioned at the Academy and constantly reviewed as to their suitability.  Curriculum Leaders for English and Maths to have regular line manager meetings and governor Review Meetings to evaluate progress of Pupil Premium students.	VJW SJH JMR JHL HEN CMH	September 2019
<b>B.</b>	The gap between literacy rates in English for Year 7 students eligible for Pupil Premium, to be closing with non-Pupil Premium in order for the students to be making good progress.	Teaching supports students to achieve. Class data identifies students not performing. Identified students with low literacy levels to have curriculum time for reading tutorials. Reading and spelling levels to be regularly assessed and interventions put in where necessary. Small group literacy support for identified students.	Timetabled reading periods will provide focussed and structured time to develop literacy.  Small group intervention provides high teacher/student ratios for the students most in need of support.  Regular testing demonstrates progress and identifies areas for further intervention.	Lesson observations and drop-ins will review if progress is taking place. Qualified teachers will lead the reading interventions. Assessment is monitored and appropriate action taken.	DPP SJH CMH	September 2019
<b>Total budgeted cost</b>						£133,580

<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>C.</b> Raise the attainment of high ability Pupil Premium students with suitably targeted intervention.	Additional sessions in Maths and English replacing tutor time. Targeted revision sessions for all subjects offered throughout the year including Academy holidays, weekends, after the Academy day and lunchtimes. Tailored revision sessions organised to target the higher ability cohort with an experienced English specialist. Rearranging curriculum periods to incorporate additional time to maximise opportunities for additional intervention in all subjects. Individual academic tutorial support provided to all Pupil Premium students.	The level of academic progress of Pupil Premium students is below that of non-Pupil Premium students. Revision sessions offer students structured time to develop their English skills. Additional periods offer students structured time to develop their knowledge and skills. Detail programme followed by mentors helps students with all aspects of learning.	Ensure all elements highlighted in the action/approach column are actioned at the Academy and constantly reviewed as to their suitability.	SRR VJW SJH HEN JHL CMH	September 2019
<b>D.</b> Good attitude to learning and improved behaviour in the Academy enabling Pupil Premium students to learn and impact positively on their academic progress.	All staff at the Academy including Curriculum Leaders and Heads of House to respond to behaviour issues and liaise with parents. When necessary, targeted behaviour modification sessions will be put in for students. Positive referrals and merits are issued to promote positive behaviour and progress. Pastoral Support Programme and various Academy reports are implemented to monitor and track individuals' behaviour.	Progress for all students is maximised when behaviour is good. Regular home school communication supports and reinforces the required behaviour standards. Individual support for behaviour is effective. Learning walk evidence looking at attitudes for learning and behaviour.	Behaviour is regularly monitored. The pastoral team are proactive in ensuring they have a good knowledge of the students in their Houses.	VJW SJH CLs	September 2019

<b>E.</b>	Raise Pupil Premium attendance to national average for all students so that they make positive academic progress	Attendance team to identify, monitor and support students with attendance concerns. Early pastoral intervention and parental involvement. Full time EWO works with both students and parents within the Academy and at students' homes. EWO and Academy lead for attendance meet weekly to identify concerns and plan actions. Employ additional specialist teacher time to support the learning of those Pupil Premium students who have significant attendance issues.	For students to make the expected levels of progress they need good attendance at the Academy.	EWO and the Academy lead for attendance to meet weekly to review all aspects. SAP meetings arranged to engage parental support.	SJH SKS	September 2019
<b>Total budgeted cost</b>						£169,139

<b>iii. Other approaches</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>
Pupil Premium students will have access to wider/extra-curricular activities.	Free music tuition and instrument loan offered to Pupil Premium students. The Academy will use Pupil Premium funding to support these students in attending educational visits.	Financial constraints can limit pupils' ability to engage in extracurricular activities.	Correspondence with all eligible parents regarding financial support available.	SJH DPP VJW	September 2019
<b>Total budgeted cost</b>					£55,595

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Levels of academic progress in English and Maths for Pupil Premium students to be in line with non-Pupil Premium.	Targeted intervention at registration in English and Maths. Rearranging curriculum time to maximise opportunities for additional intervention in English and Maths. Specialists to deliver targeted intervention to middle and higher ability students. All teachers incorporate Pupil Premium data and targeted support in lessons/planning.	Progress 8 Score for disadvantaged pupils in English was below that of the pupils not eligible for PP national average of 0.11. Progress remains a target area. However, attainment was strong with 80% of the PP cohort attaining a standard pass and 67% achieving a strong pass. Progress 8 score for Maths disadvantaged was below that of national non-disadvantaged of 0.1. Attainment for standard pass was 68% and good pass 52%.	Targeted interventions worked to secure attainment at national standards. Focus needs to continue on the more able PP learners. Approach to continue.	
B. Lower literacy levels of Pupil Premium students on entry does not prevent them making good progress in y7.	Teaching supports students to achieve. Class data identifies students not performing. Identified students with low literacy levels to have curriculum time for reading tutorials. Reading and spelling levels to be regularly assessed and interventions put in where necessary. Small group literacy support for identified students.	Interventions were in place for targeted students. 70% of students receiving individual support made more than 6 months progress in reading age in 6 months. 65% of students receiving individual support made more than 6 months progress in 6 months in spelling age.	Early targeting of specific students proved effective. Where students have made slower progress, intervention programmes have been reviewed and targeted intervention has continued into Year 8. Most lesson plans identify students who are underachieving so individuals can be targeted in lessons. Approach to continue for new Y7 cohort.	Cost of A and B = £133,580

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C. Cohort of high ability students need additional support to reach their expected progress.	Additional sessions in Maths and English replacing tutor time. Targeted revision sessions for all subjects offered throughout the year including Academy holidays, weekends, after the Academy day and lunchtimes. Tailored revision sessions organised to target the higher ability cohort with an experienced English specialist. Rearranging curriculum periods to incorporate additional time to maximise opportunities for additional intervention in all subjects. Individual academic tutorial support provided to all Pupil Premium students.	Morning sessions in place throughout Year 11 and targeted sessions ran in all holidays. Of 60 high prior attaining PP pupils, 25 achieved positive P8 scores. Overall, the P8 average for the HPA PP students was -0.087, the average Attainment score was 45.69. Of this cohort, 80% achieved a standard pass in English and 65% achieved a standard pass in Maths. 66.7% achieved a strong pass in English and 48.3% in Maths.	Continue to offer additional support and specifically target students at risk of not making expected progress. This was the first year of the new English and Maths specifications and there is increased confidence in these for the following year (particularly with some teachers having marked for exam boards in summer 2018). Issues with tiers of entry in Maths are reflected in this data.	
D. Improvement in behaviour enables Pupil Premium students and their peers to make better progress.	All staff at the Academy including Curriculum Leaders and Heads of House to respond to behaviour issues and liaise with parents. When necessary, targeted behaviour modification sessions will be put in for students. Positive referrals and merits are issued to promote positive behaviour and progress. Pastoral Support Programme and various Academy reports are implemented to monitor and track individuals' behaviour.	For the Pupil Premium group (2017-18) fixed term inclusions as a percentage of the student group were above the non-Pupil Premium students as the Academy looks to internally include rather than exclude. Fixed term exclusions as a percentage of the FSM student group were slightly above non-FSM students. However, there were only 2 permanent exclusions for the FSM cohort (5 for non-FSM). This suggests that in school measures are working effectively to prevent permanent exclusions and support student behaviour.	Ongoing.	Cost of C and D = £172,766

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Attendance rates for Pupil Premium students are below academy and national figures for non-Pupil Premium students. This can have a serious impact on progress and outcomes.	Attendance team to identify, monitor and support students with attendance concerns. Early pastoral intervention and parental involvement. Full time EWO works with both students and parents within the Academy and at students' homes. EWO and Academy lead for attendance meet weekly to identify concerns and plan actions. Employ additional English specialist teacher time to support the learning of those Year 11 students who have attendance issues.	Overall attendance was at 95%. For the FSM group this was 93.45% (non-FSM was 95.59%). PA for all pupils was at 10.67%. For FSM pupils PA was 19.03% (for non-FSM 8.64%).	Continue with approach including regular attendance meetings.	
Pupil Premium students will have access to wider/ extra-curricular activities.	Free music tuition and instrument loan offered to Pupil premium students. The Academy will use Pupil premium funding to support these students in attending educational visits.	All PP students are offered music tuition and instrumental loan with 31 students taking this up. Support is given for educational visits on an individual basis.	Continue with approach.	Cost of E and F = £52,604



## 7. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.