



Pupil Premium Spend Evaluation

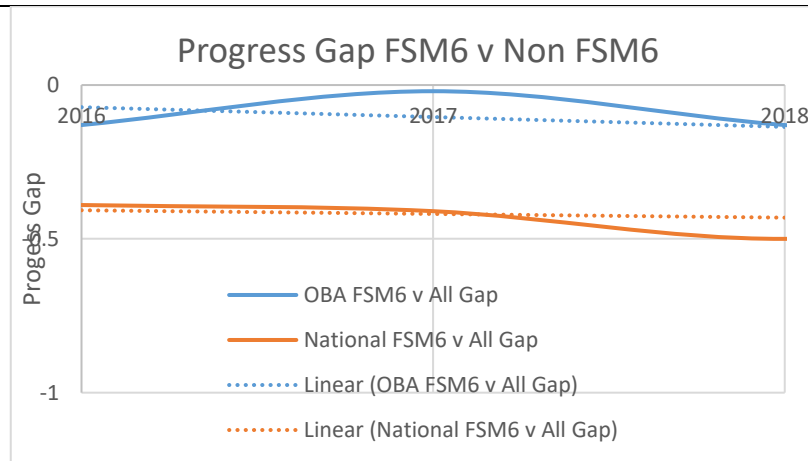
2018-19

2018-2019 Pupil Premium Grant Evaluation

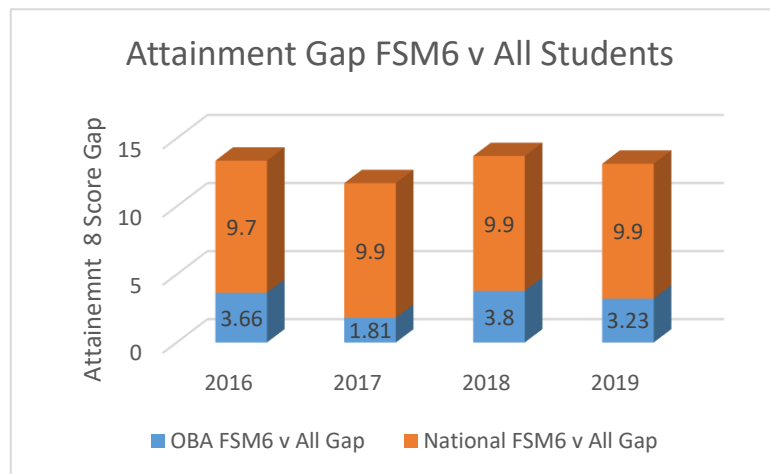
Desired Outcome	Action/Approach	Resources/Cost	Evaluation	Further Development Points																																			
<p>Improved outcomes for all PP students</p>	<p>Additional staffing in core subjects (English, Maths and Science) with leadership roles focused on raising attainment and improving Teaching & Learning within departments.</p> <p>Staff to have an oversight of PP attainment/intervention within their departments.</p> <p>Focus on PP students progress and attainment to feature in departmental data reviews and progress meetings.</p> <p>Raise the awareness of the DP cohort to</p>	<p>Additional staffing & leadership costs within departments.</p> <p>Mint class subscription</p> <p>PP Lead leadership role within the Academy</p> <p>£157,931</p>	<p>Disadvantaged students within the Academy have again achieved a higher progress 8 score than the predicted national score. Disadvantaged students are significantly exceeding the national standard for progress 8 and attainment 8.</p> <div data-bbox="913 603 1765 1166"> <table border="1"> <caption>Progress of Disadvantaged Students</caption> <thead> <tr> <th>Year</th> <th>OBA Disadvantaged</th> <th>National Disadvantaged</th> <th>OBA All Students</th> <th>National All Students</th> <th>OBA Other students</th> <th>National other students</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>-0.34</td> <td>-0.38</td> <td>-0.16</td> <td>0.01</td> <td>-0.01</td> <td>0.01</td> </tr> <tr> <td>2017</td> <td>0.06</td> <td>-0.4</td> <td>0.08</td> <td>0.01</td> <td>0.1</td> <td>0.1</td> </tr> <tr> <td>2018</td> <td>-0.03</td> <td>-0.44</td> <td>0.08</td> <td>0.01</td> <td>0.3</td> <td>0.1</td> </tr> <tr> <td>2019</td> <td>-0.24</td> <td>-0.44</td> <td>-0.01</td> <td>0.01</td> <td>0.3</td> <td>0.1</td> </tr> </tbody> </table> </div> <p>The Gap between OBA disadvantaged and OBA All students is better than national.</p>	Year	OBA Disadvantaged	National Disadvantaged	OBA All Students	National All Students	OBA Other students	National other students	2016	-0.34	-0.38	-0.16	0.01	-0.01	0.01	2017	0.06	-0.4	0.08	0.01	0.1	0.1	2018	-0.03	-0.44	0.08	0.01	0.3	0.1	2019	-0.24	-0.44	-0.01	0.01	0.3	0.1	<p>Further development of departmental tracking of PP students. With a focus on discovering any trends of misconceptions or underperformance from subject QLA trackers.</p> <p>Further development of disadvantage focus within OBA reflection documents and procedures to raise standards.</p> <p>Stretch and challenge to continue to be a priority focus within T&L across the academy.</p>
Year	OBA Disadvantaged	National Disadvantaged	OBA All Students	National All Students	OBA Other students	National other students																																	
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ensure for effective planning, differentiation and in class inceptive support.

Continuation of use of Mint Class seating plan software for every member of teaching staff in order to ensure strategic seating plans with clear identification of pupil premium pupils



The average expected attainment 8 score for disadvantaged students in the 2018-19 GCSE examinations is 40.57 this is significantly better than the 2017-18 national disadvantaged score of 36.7. The attainment 8 score gap between disadvantaged and all students has reduced by 0.57.



Increase in pupil outcomes within the EBACC subjects for disadvantaged students.

			<p>Quality first teaching is of a high standard and has been supported via a renewed focus on Teaching & Learning particularly stretch and challenge within lessons. Disadvantaged students are a specific focus within subject progress meetings.</p> <p>Disadvantaged students attend destinations in line with their non-disadvantaged peers. 97% of disadvantaged year 11 students went on to further education or training. With 55% of PP students staying on at the Academy's sixth form compared to 76% of non-disadvantaged students. An increase of PP students had destinations of College & Apprenticeships. 6.5% of PP students went into apprenticeships in comparison to 4% in 2018 and 29% of PP students attended college in comparison to 16% in 2018. The Academy has maintained its high levels of positive destinations for disadvantaged students with a higher than national number of students progressing into further education, training or apprenticeships.</p> <p>All staff utilise mint class to ensure they are effectively planning and are aware of the characteristics of their class.</p> <p>All staff are aware of which students are PP. The Academy uses MintClass system to provide teachers with information and seating charts. Mint class sheets are regularly reviewed and are used in conjunction with the OBA lesson planning procedures to ensure that lessons are well planned and differentiated to support students learning.</p> <p>PP students have an identifying symbol within this system. There are also student icons to highlight students who are FSM and DHAP to provide teachers with greater knowledge of their students.</p>	
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			<p>Teachers analyse PP students' progress within class forensics Quixote sheets highlighting under performance, interventions in place and progress made.</p> <p>PP is part of the OBA CPD and Reflection processes within the Academy. CPD training sessions are used to refresh staff knowledge on PP students, Academy strategy, effective classroom practices and interventions within the Academy. The OBA reflection process includes PP students as a focus for book scoops, data analysis and class intervention analysis to ensure teachers are monitoring PP students' progress.</p>							
Improved outcomes for High Ability PP students	<p>Target Y11 most able disadvantaged students for 1-1 intervention sessions.</p> <p>Target Year 11 Most able students via departmental priority lists for enrichment/intervention</p> <p>Use of student profiles to provide staff with increased information re DHAP students, their aspirations & barriers to allow them to tailor teaching &</p>	1-1 Tuition Cost: English - £11,540	<p>The 9 disadvantaged high ability students who participated within the intervention tutoring sessions achieved a progress 8 score of +1.42 higher in the 2018 GCSE exams than their achievement in the September mock examinations. In comparison the DHAP students who did not receive tuition improved their progress in English language by +0.57 showing that the tuition intervention contributed towards a +0.85 progress improvement.</p> <div data-bbox="913 842 1711 1318" data-label="Figure"> <p>The bar chart displays the progress scores for two groups of students. The Y-axis is labeled 'Progress' and ranges from 0 to 1.6 in increments of 0.2. The X-axis has two categories: 'Tuition Cohort' and 'Non Tuition Cohort'. The bar for the Tuition Cohort reaches a value of 1.42, and the bar for the Non Tuition Cohort reaches a value of 0.57.</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Progress Score</th> </tr> </thead> <tbody> <tr> <td>Tuition Cohort</td> <td>1.42</td> </tr> <tr> <td>Non Tuition Cohort</td> <td>0.57</td> </tr> </tbody> </table> </div>	Cohort	Progress Score	Tuition Cohort	1.42	Non Tuition Cohort	0.57	<p>Focus on DHAP students within each departmental development plan to raise progress across the Academy.</p> <p>Restructuring of mentoring system to allow DHAP students to have one mentor for the whole academic year with the aim to improve the impact of DHAP mentoring.</p>
Cohort	Progress Score									
Tuition Cohort	1.42									
Non Tuition Cohort	0.57									

	<p>interventions more appropriately.</p>		<p>91% of the DHAP students who received 1-1 tuition achieved a grade 4+ in English Language compared to 73% of DHAP students who did not receive tuition. From the September mocks only 11% of the tuition cohort achieved a grade 5+ compared to 55% achieving this in the GCSE exam.</p> <p>25% of DHAP students achieved 5 grade 7-9's which is an increase of 22.3% from the previous GCSE results.</p> <p>DHAP students receive a gift bag including materials to support their progress within Maths including revision materials and equipment they may not otherwise have access to.</p>	
<p>Saturday & holiday enrichment intervention sessions</p>	<p>Saturday Academy intervention sessions available weekly for students to provide targeted intervention & support.</p> <p>Holiday revision and intervention classes for DP to improve teaching and learning and outcomes</p> <p>Overview logs of interventions to be monitored at a departmental level.</p>	<p>Staffing of Saturday and Holiday intervention sessions.</p> <p>£32,000</p>	<p>A regular Saturday enrichment programme ran throughout the academic year. Subjects were able to target specific pupil groups for these sessions to provide more personalised support.</p> <p>Additional intervention/enrichment sessions assisted students to consolidate their understanding of key content and develop their examination skills.</p> <p>28 Saturday intervention/enrichment sessions were attended by Year 11 students over the year. Year 11 students attended a total of 1612 enrichments throughout 2018-19 with the average number of enrichments attended by a student being 28 which is an increase from the average of 24 in 2017-18.</p> <p>There were 352 attendances at Easter school 2018 from 101 students meaning that 70% of students attended at least one Easter school session.</p> <p>There were 264 attendances at May Half term school 2018 from 85 students meaning 60% of students attended at least one may half term session.</p>	<p>Improved tracking of year 11's attendance to enrichment, holiday & Saturday sessions to better inform impact evaluation.</p> <p>Improved tracking at departmental level of students receiving targeted intervention based on weaknesses and the impact on QLA trackers</p>

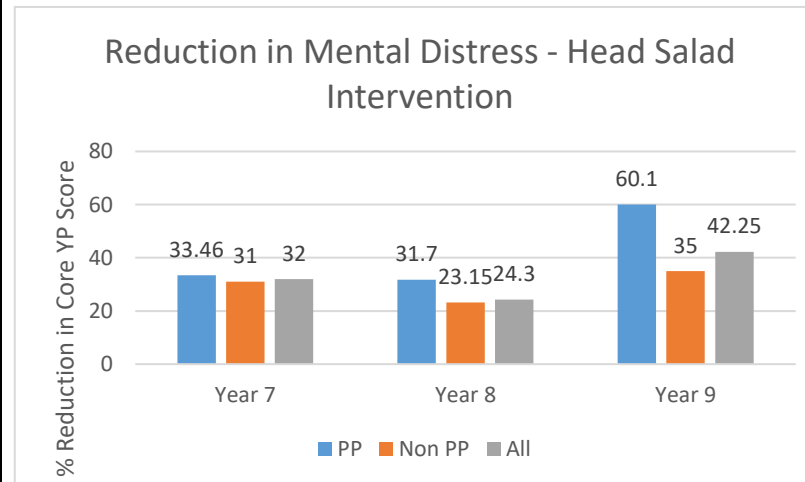
			50% of disadvantaged students attend enrichment which is an increase of 7% from the previous academic year.																									
Study Camp Residential	<p>Targeted year 11 PP students to be invited to a weekend study camp prior to their GCSE Examinations</p> <p>Targeted English & Maths sessions to be planned for small groups of students.</p>	£6,400 Trip cost & resources	<p>61 Year 11 students attended a weekend long residential to boost their English & Maths skills as well as preparing for their examinations.90% of attendees were Pupil Premium students.</p> <p>Students received targeted group and 1-1 support based upon their strengths and weaknesses across a variety of topics within English & Maths.</p> <p>97% of students rated the residential good or better. Following the residential 97% of students felt confident about their upcoming exams in comparison to before.</p> <p>100% of students found the English sessions very good or better and 95% of students for maths, this is a big improvement from 2018 in which only 80% of students rated Maths sessions good or better.</p> <p>Students who attended the residential had an overall average progress score of 0.11 and achieved a higher progress 8 score and basic measures in English and grade 4+ in Maths.</p> <p>Summary of Students Progress for 2018-19</p> <table border="1"> <thead> <tr> <th></th> <th>Attended Residential</th> <th>Didn't Attend</th> </tr> </thead> <tbody> <tr> <td>Overall P8</td> <td>0.11</td> <td>-0.14</td> </tr> <tr> <td>Eng Lang P8</td> <td>-0.81</td> <td>-1.07</td> </tr> <tr> <td>Eng Lit P8</td> <td>-0.84</td> <td>-1.45</td> </tr> <tr> <td>Ma P8</td> <td>-1.01</td> <td>-1.02</td> </tr> <tr> <td>Eng 4+</td> <td>72%</td> <td>50%</td> </tr> <tr> <td>Eng 5+</td> <td>41%</td> <td>37%</td> </tr> <tr> <td>Ma 4+</td> <td>44%</td> <td>37%</td> </tr> </tbody> </table>		Attended Residential	Didn't Attend	Overall P8	0.11	-0.14	Eng Lang P8	-0.81	-1.07	Eng Lit P8	-0.84	-1.45	Ma P8	-1.01	-1.02	Eng 4+	72%	50%	Eng 5+	41%	37%	Ma 4+	44%	37%	<p>Focus on raising 5+ levels and overall progress within Maths of attendees.</p> <p>Consideration of smaller grouped residential throughout the year</p> <p>Consideration of possibly moving date earlier to allow students to further consolidate revision before the exam.</p>
	Attended Residential	Didn't Attend																										
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			Ma 5+	16%	19%	
Students to have positive emotional & social well being to allow them to access the curriculum & achieve their potential	<p>Employment of an in school counsellor 2 days per week.</p> <p>Head Salad intervention 1 day per week targeted sessions.</p> <p>Inclusion Zone space within the academy with a full time member of staff to support students who are unable to access their full curriculum for short periods of time.</p>	<p>£4,900 Head Salad Provision</p> <p>£13,795 iZone Teaching Assistant</p> <p>£14,400 Ready to Learn support</p> <p>£12,846 Student well being services</p>	<p>The head salad intervention programme had displayed a reduction in the CORE YP scores for all cohorts showing an improvement in the mental wellbeing of students who participated within the programme.</p> <ul style="list-style-type: none"> Mental wellbeing for all students improved by 17.4% with disadvantaged students experiencing an increase of 21% in their mental wellbeing. Overall disadvantaged students within the Head Salad cohort experience a 42% reduction in their mental distress compared to 29.7% of non-disadvantaged students showing that Head Salad is an effective intervention for all students but especially disadvantaged students. <p>Year 7:</p> <ul style="list-style-type: none"> 70% of students participating in the intervention are Pupil Premium. Disadvantaged students show a 33.46% decrease in mental distress compared to 31% of non-disadvantaged students and 31% of all students participating. 76% of disadvantaged students experienced a reduction in mental stress in comparison to 50% of non-disadvantaged students. <p>Year 8:</p> <ul style="list-style-type: none"> 67% of students participating in the intervention are Pupil Premium. 	<p>Development of more Head Salad cohorts within KS4 to include year 10.</p> <p>Track attainment of students accessing iZone more closely at regular data drops.</p> <p>Tracking of behaviour data for disadvantaged students over time using new systems.</p>		

- Disadvantaged students show a 31.7% decrease in mental distress compared to 23.15% of non-disadvantaged students and 24.3% of all students participating.
- 69% of disadvantaged students experienced a reduction in mental stress.

Year 9:

- 64% of students participating in the intervention are Pupil Premium.
- Disadvantaged students show a 60.1% decrease in mental distress compared to 35% of non-disadvantaged students and 42.25% of all students participating.
- 100% of disadvantaged students experienced a reduction in mental stress.



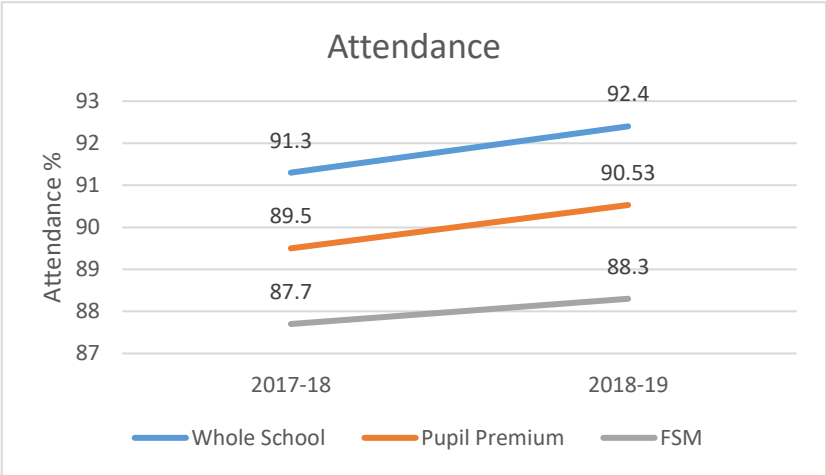
			<p>The school inclusion zone (iZone) is well established and provides a wide range of support to students. The iZone is staffed with a full time member of support staff. The iZone offers support to students for a range of concerns such as:</p> <p>Supporting transition for IYT, provide coursework/subject support for students on personalised timetables, Supporting school refuses to transition back into school. 75% of students who accessed the iZone in 2017-18 were disadvantaged.</p> <p>Disadvantaged students received 56% of all grade 5's and 57% of all grade 4's achieved in the Academy within the academic year. Fixed term exclusion data has shown reduction in both the number and percentage of FTE's received by Pupil premium students. Pupil Premium students received 7.65% of FTE's given showing a 1.46% reduction from the previous academic year. Pupil Premium students received less FTE than all students within the Academy for the first time since 2014.</p>	
Students to attend school alert each day	<p>Free Breakfast available each morning before school for students arriving before 8:15am</p> <p>Promotion of breakfast club to parents to encourage participation</p>	£18,860 Breakfast club staffing and resources	<p>Breakfast Club is well attended by students throughout the academy. All students have the opportunity to access a nutritious breakfast if they wish to.</p> <p>There is a 14% reduction in negative behaviour grades and a 2% improvement in positive behaviour grades during the morning sessions which may be positively influenced by students having eaten breakfast which is proven to improve concentration levels.</p>	Log of students who attend breakfast club each day to analyse PP students attendance from new canteen computer system.
To improve the life experiences	PP students will be subsidised to attend whole academy	Year 7 Residential - £3,782	100% of Year 10 students accessed a work experience placement in which they developed their knowledge of the working environment & gained valuable experience to assist them in their aspirations.	Improved tracking of students access

<p>of disadvantaged cohort to provide equity in comparison to their non-DP counterparts</p>	<p>curriculum enrichment trips/visits and activities.</p> <p>PP students will be first priority for careers guidance at key points in their school life (year 8 – options, year 10&11 further education).</p> <p>OBA outdoor education programme provides O&A opportunities within curriculum time for years 7-10</p> <p>Re launch of the OBA Pledge</p>	<p>Educational Trips/Visits – £18,000</p> <p>Work Experience/Careers provision - £23,810</p>	<p>All of year 10 students received a 1-1 Careers guidance session alongside a careers interview within the year. Disadvantaged year 10 students received priority access to their careers guidance sessions and also received the opportunity for additional sessions as requested (16% of disadvantaged students requested additional sessions).</p> <p>Students have participated within educational visits to higher education institutions such as Liverpool JMU, Chester University, Lancaster University, Liverpool Hope & Manchester Universities. These opportunities have provided disadvantaged students the opportunity to experience a higher educational setting including aa Russel Group university. This has continued to raise the aspirations of students across the school. Destination data shows that 22% of disadvantaged students have gone on to attend University to further their studies compared to 17% of non-disadvantaged students. Equal numbers of disadvantaged and non-disadvantaged students have progressed onto apprenticeships from year 13. This shows that the CEIAG programme is having a positive effect on the aspirations of disadvantaged students.</p> <p>The Academy’s outdoor educational programme allows students the opportunity to experience skills in adventurous circumstances. The outdoor & adventurous programme provided students in year’s 7-10 opportunities to participate in a range of new activities such as rock climbing & kayaking.</p> <p>The Duke of Edinburgh Award is offered for all students free of charge across the academy to develop a range of transferable skills and provide students with the opportunity to achieve a certificate to assist them with their employability. 54% of students who attended were PP. These students have achieved an additional qualification whilst experiencing a new opportunity and socialising with other students.</p>	<p>to CEIAG opportunities.</p>
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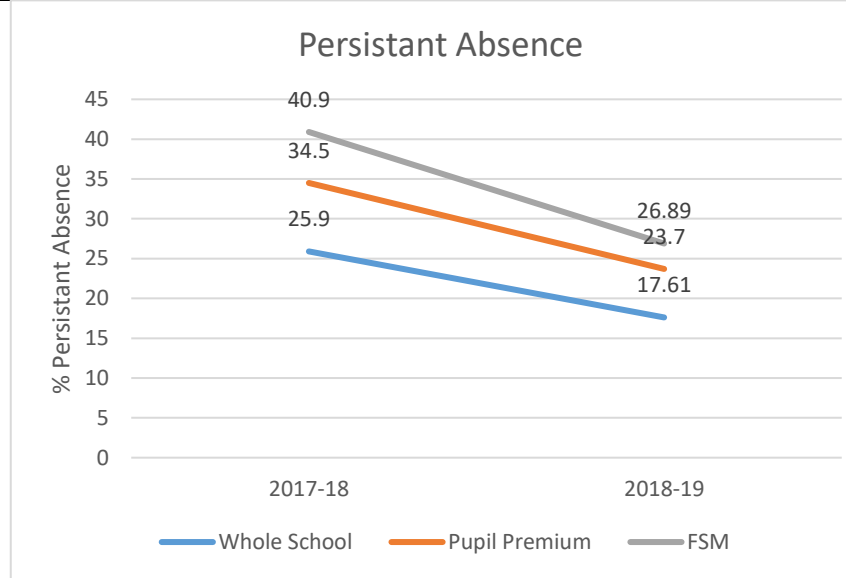
			Disadvantaged students have received subsidies to participate in a range of exciting educational visits expanding their cultural awareness to new countries such as; Sicily, Malaga, Iceland & skiing in France.	
Students will transition into the academy effectively	<p>A one week summer school was held. All PP students were invited.</p> <p>All Year 7 PP students will have the opportunity to take part in a year 7 residential.</p> <p>Year 7 induction days, evenings and welcome breakfast aim to engage parents with the academy alongside supporting students' transition</p> <p>Saturday Academy provides the opportunity for students to extend their transition through weekly sessions within the school.</p>	<p>Summer school staffing & resources: £6,025</p> <p>Primary Liaison: £6905</p> <p>Saturday Academy staffing and resources: £ 7739</p>	<p>The year 7 intake for 2019-20 is again above the pupil admission number for the Academy with year 7 being oversubscribed at 219 students in the new intake. This is an increase of 19 students from the previous academic year. 46.3% of the attendees to Saturday Academy are Pupil Premium eligible. 45% of the new year 7 intake attended Saturday Academy throughout the academic year 2018-19 allowing them to get to know new staff, students and the Academy. 36% of Pupil premium eligible students within year 7 attended Saturday Academy.</p> <p>57% of year 7 students attended the Academy's week long summer school programme. 49% of students who attended the summer school are Pupil Premium eligible. 50% of Pupil Premium students attended summer school.</p> <p>Year 7 have made an excellent start to Academy life with extremely high levels of behaviour recorded so far only recording 32 negative behaviour points (0.26%) within the Autumn 1 term.</p>	Further development of the impact of summer school on literacy and numeracy levels.

<p>Improved outcomes for SEN PP students</p> <p>To raise literacy & numeracy levels within students</p>	<p>Teaching Assistants to focus on raising attainment of PP SEN students.</p> <p>TLRs for leaders of Reading, Writing and Numeracy across the Academy.</p> <p>Core skills group to support students in KS3 with the lowest literacy & numeracy levels. Support of a teaching assistant within core lessons.</p>	<p>Additional TA support - £28,244</p>	<p>SEN students' progress continues to be broadly in line with the national average for SEN students.</p> <p>As part of the Appraisal process support staff are reminded of their role in helping students achieve.</p> <p>Support staff champion specific areas of need and share knowledge to help better support individual students. Weekly SEN and Inclusion briefings provide forums to share information to better support students.</p> <p>Termly reviews of interventions as recorded in the provision maps help monitor impact and where appropriate look at next step actions. TA logs allow staff to share how in class support impacting on student progress as is identified in Academy data trawls. They also identify areas of concern and highlight where improvements with engagement and behaviour have been seen. TA are able to identify where teaching styles / activities have been particularly successful with individuals and this information can then be shared across teaching staff.</p> <p>Year 7 Maths catch up data</p>	<p>Improvement of SEND students attainment and progress towards 0.</p> <p>Improved tracking of impact from TA logs.</p> <p>Further monitoring of TA's via the SEND development plan.</p> <p>Development of Reading Champion and Reading leadership roles to develop and improve reading across the Academy.</p>
<p>Students to have the correct uniform</p>	<p>All Year 7 FSM students will be given a free academy blazer and tie.</p> <p>Subsidy available for uniform costs as applicable.</p>	<p>Uniform subsidies including Year 7 blazer: £6,053</p>	<p>All Year 7s joining the Academy received a free tie and blazer. Students received their tie during the tie giving ceremony & breakfast to celebrate their transition with their family.</p> <p>OBA students have high standards of uniform wearing it with pride. The Academy's ties also promote which house the students are in strengthening the OBA community.</p>	<p>Monitoring of individual student bids via bidding system/provision map.</p>
<p>Improved outcomes for students</p>	<p>Learning Support Centre available as on site alternative</p>	<p>LCS Manager £25,759</p>	<p>The alternative provision programme consists of 13 students with 62% of students accessing alternative provision being Pupil Premium eligible. There has been a yearly reduction in the number of students</p>	<p>Continued improved progress of Alternative</p>

<p>accessing alternative provision</p>	<p>provision with a full time member of staff.</p> <p>Alternative provision manager to oversee effectiveness of alternative provisions & ensure all students have suitable placements.</p> <p>Use of external providers as required to support student's attainment</p>	<p>Alternative Provision programme including travel: £70,909</p>	<p>accessing the alternative provision programme since 2016 (33) showing the success the onsite and intervention programmes are having to reduce students accessing alternative provision. Strengths of the alternative provision programme include:</p> <ul style="list-style-type: none"> • The average attendance of students on alternative provision has risen from 62.12% in 2018 to 73.65% in 2019. • Reduction in the number of AP pupils from 33 to 13 over 3 years. • All AP provisions are quality assured and visited regularly to ensure they continue to be suitable for each student and that academic progress is being made. • Alternative Provision now includes temporary short term placements, where pupils are set clear smart targets that they need to achieve, before re-integrating back into OBA, In line with the CARE Schedule procedure. This is helping to reduce the number of students on AP. • Detailed records of individual pupil's journeys through alternative provision, including, academic/behaviour/attendance trackers and AP exit plans/re-integration plans, are produced by Alternative Provision Manager. Each student holds an individual record of information about their AP journey to date. <p>The 2019 GCSE results for the year 11 cohort have improved significantly to -2.08. 25% of students achieved a grade 4+ in English and 25% of students achieved a grade 4+ in Maths. 100% of students received a grade in English & Maths alongside at least 5 qualifications from the AP placement including; Music technology, sport, business and health & safety allowing students access to further education, employment or training.</p> <p>The Learning Centre Support classroom has been created at OBA, to help support students entering and exiting AP. The classroom has a</p>	<p>Provision students towards 0.</p> <p>Continued improvement in the use of short term placements to reintegrate students back into school and further reduce the number of students on AP.</p>
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			designated teacher, who is able to work with students on personalised timetables, to ensure that they are ready to re-integrate into mainstream circulation without incident'. 9 students attend the on site LCS provision with 89% of these students being Pupil Premium eligible.													
To improve attendance of disadvantaged students.	<p>Education Welfare Officer employed to support with home visits, attendance Surgeries, meetings and support for school in addressing students with poor attendance.</p> <p>Attendance officer to conduct same day absence calls and home visits for continued absences.</p> <p>Attendance Rewards used to encourage targeted students</p> <p>Use of home learning software to assist with long term absences</p>	£19,574	<p>Pupil Premium attendance increased by over 1% during the academic year 2018-19 with an improvement of +0.6 seen within FSM students also. Although this is below our target attendance of 98% it shows a positive journey.</p>  <table border="1"> <caption>Attendance Data</caption> <thead> <tr> <th>Year</th> <th>Whole School</th> <th>Pupil Premium</th> <th>FSM</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>91.3</td> <td>89.5</td> <td>87.7</td> </tr> <tr> <td>2018-19</td> <td>92.4</td> <td>90.53</td> <td>88.3</td> </tr> </tbody> </table> <p>Persistent absence has also shown significant improvement over the past academic year with a 10.8% reduction in persistent absence for Pupil Premium students and 14% reduction for free school meal students.</p>	Year	Whole School	Pupil Premium	FSM	2017-18	91.3	89.5	87.7	2018-19	92.4	90.53	88.3	<p>Focused target within Pupil Premium development plan to raise attendance levels and reduce persistent absence within the cohort.</p> <p>Monitor student engagement with home learning to ensure impact is evident.</p>
Year	Whole School	Pupil Premium	FSM													
2017-18	91.3	89.5	87.7													
2018-19	92.4	90.53	88.3													

Improved parental engagement for attendance with regular postcards/letters home alongside rewards



The Academy employs two full time attendance officers who conduct same day absence calls with disadvantaged students as a high priority within the call list. They are also prioritised with home visits on the first day absence so any issues can be addressed asap and support can be individualised

EWO officer has directed time within the school for 1 day per week supporting the attendance team with home visits and attendance surgeries. Also the more complex cases are discussed and visited and a plan of action is put in place for the coming week

Students are rewarded for positive attendance via praise home from their form tutor, draws for vouchers for students with good attendance and rewards during attendance focus months. They are also rewarded with free trips and prom tickets.

Purchase a Provision Mapping system to monitor interventions	Trial of provision map software's Implementation & set up of Edukey Provision Map system. Use	£880	A variety of Provision Mapping systems were trialled and evaluated. EduKey Provision Map system training has been completed with key staff. Provision Map software has been integrated within the school network system/SIMS. The Provision Map tool is used on a termly basis to review the impact of interventions and adjust PPG spending if required.	Embed the use of the Provision Mapping system. All interventions/initiatives to be inputted, tracked and monitored half termly for impact.						
Creation of a student/project focussed grant bidding system	Continuation of a system of requests through which departments can submit proposals for additional funding in order to support the academic or holistic needs of PP students. Creation of bidding process to allow staff to bid for PPG funds to: - Support a project Support a specific student	£10,000	A range of bids were received from subjects. Individual bidding forms are held showing specific information and outcomes. English Manley Mere Activity Revision day: <table border="1"> <thead> <tr> <th>Intended Outcomes</th> <th>Actual Outcomes</th> </tr> </thead> <tbody> <tr> <td>Improve knowledge of key quotes and context across exam texts.</td> <td>Students took part in activities designed to improve knowledge of extract based questions for Merchant of Venice as it had been highlighted as an area of weakness. In comparison to 2018 GCSE exams, for 2019, we had a reduced gap (national mean score) by 0.6 for boys / 0.3 for girls on extract question for Shakespeare extract based question.</td> </tr> <tr> <td>To close gaps in knowledge of the key texts in preparation for GCSE exam.</td> <td>Students took part in activities designed to improve knowledge of extract-based questions for Merchant of Venice as it had been highlighted as an area of weakness. In comparison to 2018 GCSE exams,</td> </tr> </tbody> </table>	Intended Outcomes	Actual Outcomes	Improve knowledge of key quotes and context across exam texts.	Students took part in activities designed to improve knowledge of extract based questions for Merchant of Venice as it had been highlighted as an area of weakness. In comparison to 2018 GCSE exams, for 2019, we had a reduced gap (national mean score) by 0.6 for boys / 0.3 for girls on extract question for Shakespeare extract based question.	To close gaps in knowledge of the key texts in preparation for GCSE exam.	Students took part in activities designed to improve knowledge of extract-based questions for Merchant of Venice as it had been highlighted as an area of weakness. In comparison to 2018 GCSE exams,	Further promote the bidding pot to encourage a range of subject specific and impact driven interventions across the Academy.
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			To increase engagement through competitive activities.	When attending the trip, 68% of pupils attended and all took part in either a revision session on the Adventure Trail or Aqua Park. The remaining 32% of students remained in school and were given a workshop of intensive revision on Merchant of Venice. All students engaged with the tasks.	
			To promote independent revision of more challenging texts.	Students all were issued with a booklet and were guided through different tasks for their revision. The marked increase of 0.6 for boys/ 0.3 for girls demonstrates that students felt more confident with the texts.	
			To ensure that students are 'ready' for their GCSE exam.	Students completed an extract-based question before and after the trip. There was a marked increase in scores gained on the assessment. Students gained between 2-7 extra marks on their post Manley Mere assessment which was taken 3 weeks before the GCSE exam.	
			To promote mental energy, physical activity and positive mental health.	A survey was taken on the journey home and it concluded that 82% of students believed that the activities were engaging and 73% said it relieved exam stress.	

			<p>To remove negative attitudes towards revision and focus on a more positive outlook towards Shakespeare.</p>	<p>During the survey that was taken, 79% of students stated that they felt confident or very confident with the Shakespeare question post Manley Mere. This was demonstrated through the increase in scores on the extract-based question assessments pre and post Manley Mere.</p>	
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