

BRANSTON COMMUNITY ACADEMY

PUPIL PREMIUM PLAN 2016-17

Provision: Continue developing the quality of monitoring of progress of disadvantaged students				
<p>Action: Maintain increased managing learning conversations – embed formal SLT ‘tier’ Half termly reports on attendance, behaviour and exclusions are incorporated into audit Trail Assessment point information includes analysis of disadvantaged students by group Half termly academic reports from English and Maths teachers are integrated into ‘managing learning’ conversations with SSOs/SLT. Introduce pastoral meeting between tutor and disadvantaged student at each assessment point. Followed by a review between Pastoral/PP/SENCO.</p> <p>Evaluation reports include section on progress of disadvantaged students. Executive Reports monitor and summarise progress across curriculum</p>				
Action Plus: Intervention programmes maintained in accordance with assessment point information				
Rationale: Earlier and more systematic intervention for students not making sufficient progress				
Date	Person Responsible	Monitoring & Evaluation	COST	Success Criteria
2016-17	JT/PB/Team Leaders/Heads of School/Govs	<p>Evaluation reports</p> <p>Assessment point information</p> <p>English/Maths half termly reports</p> <p>SLT/SSO managing learning conversations</p> <p>Working Team/SLT meetings</p> <p>Tutor/Head of School/Additional Needs</p> <p>Governing body meetings</p> <p>Dept/P & P meetings</p>	<p>Time Working team staff costs (approx. £12k per annum)</p>	<p>Students’ lack of progress identified earlier</p> <p>More effective intervention programme</p>

Provision: Continue to Provide Two FTE Specialist Pupil Premium Student Support Officers**Action: Continue to employ two student support officers with an overview of all pupil premium and service students.**

Lead Pupil Premium Student Support Officer appointed to oversee the work of the team and liaise with SLT, SENCO, pastoral staff and teaching staff.

Provide managing learning meetings with students at regular intervals and following progress checks.

Provide additional parental meetings. Identify and allocate resources. Review pledges on a regular basis.

Rationale:

EEF Toolkit: Meta-cognition and self-regulation - High impact +8 months

Parental involvement - Moderate impact +3 months

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2016	JT (SLT) JR (Lead SSO) KM (SSO) SE (SSO)	Tracking and monitoring data of PP cohort via progress checks, attendance data, reports, parents' evening attendance, feedback (student and parent).	2 fte SSO staff £49,100	Good evaluations of practice by both students and parents. Maintain the frequency of managing learning meetings – leading to an improvement in attendance, reduction in areas for development.

Provision: Improve Transition**Action: Summer School Y6**

Replicate DfE Y6 Summer School

Main purposes:

Build up good working relationships with parents of Pupil Premium students

Ease transition in Y7

Introduce the emphasis on Branston's reading for pleasure philosophy and provide individualised reading materials.

Identify key students and build up an early picture.

Assess swimming ability and provide additional input if required.

Rationale: Government initiative to help disadvantaged students make a successful transition from primary to secondary school.

EEF Toolkit: Summer schools - Moderate impact +3 month
Parental involvement - Moderate impact +3 months

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
July 2017	JT – Funding JR (Lead SSO) – Summer School schedule	Y7 progress checks – effort and areas for development	£1000 staffing 3 members of staff per day. 3 student helpers per day. Resources: £300 Amazon Books £80 Lunch & snacks £80 In-house activities	Further increase in uptake for 2017. Use of previous summer school students to assist. Booklet of past experiences produced to demonstrate activities on offer. Students and their parents complete a feedback form with positive comments. Transition is smoother. Students and parents more aware of Branston provision and pledges.

Provision: Improve Achievement in English and Mathematics**Action: Small group teaching and additional tuition**

1. Contribute to cost of additional English and Mathematics groups in Y7 – 11.
2. Contribute to the cost of additional literacy (previously reading recovery), spelling, dyslexia and numeracy groups.
3. Contribute to costs of student support groups in Y10 and 11 (IMPS – improving progress groups)
4. Expand number of student support groups from Y10 into Y11, CI groups identified and separate PP group where appropriate.
5. Provide small group/1 to 1 GCSE tuition
6. Explore tuition plans to increase capacity, particularly at KS3.
7. Embed use of 6th form English and Maths mentors on Saturday morning slots.

Rationale:

EEF Toolkit: Small group tuition - Moderate impact +4 months
 One-to-one tuition - Moderate impact +5 months
 Reading Comprehension Strategies - Moderate impact +5 months

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JT	Continue Sat morning tuition for KS3 and year 10 students.	£5000	Continued good uptake of Sat morning offer. Recruit new tutors if required.
2016-17	JT/DR/LP	Progress Check analyses at both cohort and student level throughout KS3 and 4.	£20,000 Based on current PP ratios in E/M support groups.	65% of cohort achieve 3LoP in at the end of each key stage.
2016-17	JT/ABG	Reading ages analysis. Maths Levels.	£3000 Based on current PP ratios in literacy support groups.	Reading ages and Maths levels increased.
2016-17	JT/LS	Y10 students: Y10/1, Y10/2, 10/3, 10/4 Progress Checks – predicted grades, effort grades and areas for development. Y11 students: Y11/1, 11/2, 11/3 Progress Check GCSE Results	£4000 Based on current PP ratios in IMPS groups.	Y10: 65% of PP students involved achieve 3 LP at Y10/1 and Y10/2 Progress Checks. Improve average effort grades from Y9. Y11: 65% of PP students involved achieve 3 LP at GCSE in English and Maths.
2016-17	JT/AW/BT/LS	Y11 Progress Checks GCSE Results	£4000 Based on current PP ratios in IMPS groups.	65% of PP students involved achieve 3 LP at GCSE in English and Maths.

2016-17	JT/DR/LP/JR	Y11 Progress Checks	£4575 on specialist English and Maths staffing for small group and 1to1 tuition. Completed weekly or in holiday times.	65% of PP students involved achieve 3 LP at GCSE in English and Maths.
2016-17	JT/DR/LP	KS3 Progress Checks	£5000 on trained KS3 tutors. Delivered at weekends and before/after school	Increase % of students making expected progress in Y7-9.

Provision: Access to Digital resources

Action: Establish current digital resources, assess need and allocate resources

Complete reading survey on entry and allocate kindle and books where appropriate. Books offered on demand.

Assess ICT provision at home and allocate resources eg netbook, laptop, dongle, ICT repairs, wifi accessibility.

Ensure e-safety issues are discussed with parents and appropriate security is placed on hardware.

Rationale:

BCA places great emphasis on accessing our rich resources on our school intranet from home. Hence, accessibility is a potential key barrier to progress.

EEF Toolkit: Digital Technology - Moderate impact +4 months

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JT/JR/KM/SE/GMc	Kindles – monitor number of books read (reading passport) and review regularly. Reading ages monitored for those in literacy support. Monitor areas for development and effort grades at each progress check.	£12500 Based on uptake from previous years.	Increase number of books read and engagement with reading. Reading ages increased for those identified for literacy support Areas for development decreased (ease of homework completion, presentation)

Provision: Outdoor Adventure Learning				
Action: Open access to all residential trips. Introduce further trip for students in Y9 and 10.				
Ensure all students know that they have free access to the new Y7 Buxton and Y8 Snowden equivalent trips, including any equipment required. Encourage students to take part and share previous students' experiences. Monitor student surveys after each activity.				
Rationale: The Y7 and Y8 trips have run for several years and have proven popular. Hence, all pupil premium students are offered free places on these trips.				
EEF Toolkit: Outdoor Adventure Learning - Moderate impact +3 months				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JT/JR/SH	Participation rates. Student surveys	Y7 - £5500 Y8 - £7250 Y10 – 4 Y11 -4	Source new provider for 2016-17 Maintain current participation rates. Positive student survey results.

Provision: School Uniform				
Action: Provide uniform in an efficient and confidential manner				
Continue established direct link with local uniform manufacturer.				
Rationale: This is something that parents value greatly. Our rigorous approach to uniform also means that in-school issues around school uniform are reduced.				
EEF Toolkit: School Uniform – no impact +0months				
<i>'Wearing a uniform is not, on its own, going to improve learning, but where it is combined with the development of a school ethos and the improvement of behaviour and discipline, it can be successfully included as part of this process.'</i> EEF Toolkit October 2014				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JT/JR/KM/SE	Uptake of uniform provision. Parental feedback Uniform issues within BCA	Approx £135 per student allocated = £17500 pa	Maintain 100% uptake Include provision as part of annual parental feedback Standard of uniform maintained during the year.

Provision: Improving Reading Strategies and Engagement**Action: Literacy co-ordinator works with PP students. Provision of reading materials.**

Introduce reading for pleasure element to mentoring conversations.
Establish reading preferences and provide appropriate materials.
Review use of kindle.
Compile subject specific reading list and stock books accordingly.
Record student meetings and liaise with Pupil Premium team.
Review student feedback in the summer term

Rationale:

Reading for pleasure is a key focus at BCA for all students, hence our increased emphasis for our pupil premium students.

EEF Toolkit: Reading Comprehension Strategies - Moderate impact +5 months

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JR/KM/SE	Mentoring meetings	£3400	Student feedback is positive Range and number of texts read by the end of each year increased

Provision: Improve evaluation of impact of successful strategies

Action:

- 1) English/Maths progress check information is received each half term
- 2) Progress check spreadsheet links directly to SLT/disadvantaged students monitoring documentation
- 3) SSO and SLT managing learning conversations and monitoring records include clearly defined analysis of impact of strategies
- 4) Individual analyses from '3' are aggregated to give overall evaluations of impact – matched against national research

Rationale: Analysis of value for money/efficiency/effectiveness of existing strategies to justify provision map

Dates	Person Responsible	Monitoring and Evaluation	COST	Success Criteria
2016-17	JT/PB/DR/LP/JR/KM/SE	English/Maths progress checks each half term Student Managing learning meetings Working team/SLT overview analyses	Working team staffing costs - £12k Time	1. Strategies employed have 'track record' of success 2. Established evidence base for impact of strategies