

# Pupil Premium Strategy Statement 2018/19

Summary Information					
School		Priory Ruskin Academy			
Academic Year	2018 19	Total PP Budget	£243,365	Date of most recent PP Review	Nov 18
Total number of Pupils	1353	Number of pupils eligible for PP	292	Date of next internal review of this strategy	Sept 19

Current Attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% Achieving basics measure	55%	69%
Progress 8 Score average	-0.54	-0.07
Attainment 8 score average	37.16	46.16

Barriers to future attainment (for pupils eligible for PP)	
A	Standards of literacy
B	Engagement in the wider life of the academy
C	Aspirations
External barriers	
D	Attendance

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Students in receipt of the Pupil Premium leave the Academy with good standards of literacy and numeracy and outcomes are in line with their NPP peers. In year 7-8, this will be measured through PP performance against flightpath targets, and the level of security in which they operate within these flightpaths. Reading ages will also be measured. In both English and Mathematics, formal assessments will also be reviewed and monitored. In KS4, PP performance will be monitored via 4Matrix across all departments, at least 4 times a year.	Mathematics and English outcomes are above that of PP students nationally. The gap between PP and NPP students are closed.
<b>B.</b>	All Pupil Premium students will engage in the wider cultural, social and moral experiences offered by the Academy. This will be monitored through the House system and captured in student engagement and awards in the "Ruskin Respects" scheme. In year 7, this will be measured by Year 7 Assistant Heads of House. In years 8-10 this will be measured by Heads of House using SIMS data captures of extra-curricular involvement and the achievement of Ruskin Respects awards in the areas of community, creative and health.	All pupil premium students have secured a Ruskin Respect award in one of the areas of: Health, community, Culture.
<b>C.</b>	All students will be aspirational for their future. They will have clear pathways and destinations post 16 and Pupil Premium students will be proportionally represented in the sixth form and, post study, University and Higher Education. This will be measured using 4matrix, ensuring that students are meeting and exceeding their targets, the PP HLTA and Heads of House.	The number of students entering sixth form and Level 3 study is proportionally represented.
<b>D.</b>	Pupil Premium attendance is in line with Non Pupil Premium attendance. This will be monitored by the Deputy Headteacher, Associate Assistant Headteacher, Heads of House, Pastoral Managers and Attendance Officer.	There are no gaps in attendance between PP and non PP students. Attendance for all students is above the national average.

## 2. Planned expenditure

<b>Academic year</b>	<b>2018/19</b>
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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?
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PP Students achieve standards of literacy and mathematics line with NPP students.	Recruitment of English and mathematics teachers to facilitate smaller class size	Smaller group size has led to an increase in performance in both English and mathematics, as evidenced by 2016 and 17 for PP students	Via rigorous appointment process, Line management meeting with HODs, review of progress and teaching QA	RW/MP	Throughout the year further to progress checks
All staff are fully cognisant of successful pedagogy rooted in outcomes.	CPD focus on literacy, numeracy and learning, feedback; targeted CPD support	Sutton Trust research and internal reviews highlight the latter as central to improving outcomes for all and are particularly effective with PP students	CPD provision will be moderated by AHT Learning and the Federation STIG	MP	Termly review of quality of CPD provision
PP students acquire key skills in all subject areas to secure good outcomes	Mastery Learning in all core and foundation subjects at KS3	Documented evidence on the impact. Improved standards within the Academy via this approach	Via QA systems within the Academy; HOF forums; across trust appraisal of mastery concepts in subjects	BK / SF	STIG review
Students have a broad and balanced curriculum designed to maximise their outcomes	Continue to offer bespoke subjects which caters for diverse needs	Excellent outcomes within the "other" basket for PP students	Via progress checks and progress meetings	BK / SF	Per progress check

**Total budgeted cost** £150,000+

## ii. Targeted support

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?
PP Students attain in line with all NPP students across the curriculum	All staff use 4matrix.	Close analysis of data by all staff has reduced gaps across the curriculum. 4matrix and close scrutiny central to	Via line management meetings where standards are explored. Via LP with a specific focus on English achievement	BK	Following each progress check in years 9-11
PP Students attain in line with all NPP students across the curriculum	revision programme	Historic evidence shows the revision programme supports attainment of identified students	SLT intervention to monitor and track targeted pupils	BK	Yearly, further to trips
PP Students attain in line with all NPP students across the curriculum	Mentoring sessions with HLTA / SLT. Appoint full time PP HLTA.	Positive parent and students feedback. Good levels of behaviour and progress of identified students	Line management meetings	SF	Twice per year, as per appraisal
PP Students attain in line with all NPP students across the curriculum	RAP meetings with PP focus and resulting personalised intervention	Improving standards across the Academy for PP students as a result of this established process.	HT to monitor established and successful process	BK	As per progress check

PP students attain in line with non PP students across the curriculum	Enhance the curriculum offer to cater for specialist interest	Results in construction, hair and beauty have been good and provided pathways for PP students post 16	QA of provision, data analysis	BK / MO	Per progress checks
Outcomes in English and Mathematics for PP students matches NPP	121/ small group tuition session in English and Maths	Tuition analysis of outcomes supports expenditure as outcomes are improving.	Tutors to liaise with HODs. HODs involved in appointment of tutors. Student feedback.	LP	Twice per year
Outcomes in English for PP students matches NPP students.	Year 7 accelerate group x 6 lessons a week	All accelerate students have achieved a level 1 FLQ at A*-C grades.	Via outcomes of the FLQ, line management meetings and QA cycle.	KS	As per QA cycle
Outcomes for PP students matches NPP students.	TLR 3 appointment : Reading across the Academy  TLR : Language for learning	Documented evidence of the centrality of reading to improving student outcomes	Via line management meetings and scrutiny of reading age data	AA	Twice per year
Attendance of PP students matches NPP students.	Associate assistant head appointment : Strategies to narrow gaps in attendance  Attendance officer	AO appointment has reduced attendance gaps.	Line management	RG	As per appraisal cycle
PP Students who enter the academy below national expectations make rapid progress	Train and deliver year 7 catch up numeracy and literacy	Shaped from CPD work resulting from the maximising learning project which demonstrated the catch up programme as making a positive impact on students and making effective use of TA deployment.	Via scrutiny of data	KS/ KB/ GO	Line management meetings and module reviews
Outcomes for PP students matches NPP students.	Academy focus on metacognition and language for learning : AHT / researcher in residence – HAPPs	Sutton trust review – centrality this approach to improving outcomes	SLT discussion / SIP and STIG input	MP	STIG and SIP visits

PP students can access the same experiences as NPP students	Resources funds TLR : Cultural experiences	Students have access to the wider curriculum experiences offered at Ruskin	Student Voice Monitoring of cultural aspects of RR and achievement of the baccalaureate	VR, RG	Financial reviews
PP Students who enter the academy below national expectations make rapid progress	Develop a range of catch up programmes for lower school to support emotional, behavioural and academic improvements	Offer of a bespoke curriculum to suit the needs of the students	Line management meetings	KS	As per appraisal targets
PP Students who enter the academy below national expectations make rapid progress	Develop the use of Pearsons tablets with a group of HAPPs	Providing access to range of reading material – trialling impact	Line management meetings	KS, MP, RIR	As per appraisal cycle
Attendance of PP students matches NPP students.	Create a PP intervention and reward system	Student voice – students are motivated by the rewards system	SLT meetings / HOH meetings	RG	As per appraisal targets
<b>Total budgeted cost</b>					£150,000 +

### 3. Review of expenditure

Previous Academic Year 2017 - 18

#### 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)
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PP Students reach standards of literacy in line with NPP cohort.	Recruitment of English teachers to facilitate smaller class size	Standards in attainment has risen in 2018.	A clear and systematic year on year improvement in standards and good progress from given start points is largely due to specialist and experienced teaching and learning, adept to catering for varying needs.	£40,000
All staff are fully cognisant of successful pedagogy rooted in outcomes	CPD focus on literacy, and targeted CPD support	Standards of teaching and learning across the Academy is very good. Standards of literacy is very good and evidenced across a range of subjects	Clear and focussed CPD raises standards consistently across the curriculum. Costs are relatively cheap for a high return. TLR 3 to be issued next year to maximise best practise.	£40,000 +
Students acquire key skills in all subject areas to secure good outcomes	Mastery Learning in all core and foundation subjects at KS3. LAC supported by Literacy Department	GCSE success improving across curriculum.	Focussing on mastery of skills informed by KS4 assessment objectives has focussed learning and enabled progress to rise; forecasts show positive progress	

## ii. Targeted support

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
PP Students attain in line with all NPP students across the curriculum	All staff use 4matrix.	4 matrix has been instrumental in targeting, monitoring and intervention. All staff are fully versed in its use.	Continue to update and refresh staff through CPD sessions,	£15,000 +
PP Students attain in line with all NPP students across the curriculum	French Centre Week Revision Programme	Most targeted French centre PP students attained a grade 4 /5 in English and Mathematics. This has supported some sixth form retention	High cost with medium return; this is an area to review to consider how we could better use intervention money	£7,000
PP Students attain in line with all NPP students across the curriculum	HLTA and SLT i/c PP	PP students in each year group narrow gaps in performance and are engaged in all aspects of academy life	Earlier intervention to support PP students at KS3 has been effective. SLT work with KS4 has supported a focus on progress. Need to review approach to consider if still having the same impact.	
PP Students attain in line with all NPP students across the curriculum	Accelerate Group in Year 7.	All year 7 students achieved a level 1 award in 2017, with the majority at A* / A	This is a high cost strategy, but used in conjunction with Catch up funding is providing a foundation for students future learning and involvement in the life of the academy.	£10,000

PP Students attain in line with all NPP students across the curriculum	Enhance the curriculum offer to cater for specialist interests	PP P8 figure is above that of NPP students nationally	The academy has secured high P8 figures for PP students with particular success in the open basket	£80,000
Outcomes in English and Maths for PP matches NPP students	121 tuition	Tuition expenditure analysis has shown that students make progress	High cost; yearly this is refined and selection of tutors improved	£12,000
PP Students attain in line with all NPP students across the curriculum	Renaissance Reading and Reading Passports initiated to encourage wider reading	Renaissance reading is now part of the wider curriculum via the baccalaureate; clear research evidences the links between reading and attainment and progress.	Renaissance reading continues next academic year as does the promotion of reading and tracking PP engagement with RR.	£1,000
Attendance of PP students in line with NPP students	Discreet attendance officer	Targeted support has assisted improvements in PP attendance	Continued next academic year	
Attendance of PP students in line with NPP students	HOH, pastoral managers and AHOH	Targeted pastoral interventions have supported student inclusion	A further year of AHOH project supported by TLR 3s	
PP students are aspirational for their futures	TLR to develop cultural experiences	Most PP students are engaging in the wider cultural aspects of the school, including year 8 lectures	To develop further through the Ruskin Respects initiatives	£4000
PP students are aspirational for their futures	Financial support for cultural trips and experiences	PP students can access all extra curricular events	Funding remains available to support curriculum opportunities	£4 000
PP students are aspirational for their futures	SSA appointment to support SEAL	PP students have access to SEAL support	Continued approach for next academic year.	£1750
PP Students attain in line with all NPP students across the curriculum	TLR 3 appointment : Reading across the Academy	Staff have access to CPD and working party focussing on strategies that support language for learning, metacognition	Continue to develop language for learning and metacognition as key tool in next academic year.	£5000

Attendance of PP students matches NPP students.	Associate assistant head appointment : Strategies to narrow gaps in attendance	AAHT appointed to focus on strategies to raise attendance for PP students	Significant reduction in gaps in attendance; still an area to reduce further. Strategies to be continued next year.	£10K
PP Students who enter the academy below national expectations make rapid progress	Train and deliver year 7 catch up numeracy and literacy	Training for TAs in place. TAs now delivering to identified students	This will be developed further next academic year to explore social, emotional and behavioural interventions.	£7k