

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Outwood Academy Bydales				
Academic Year	2018-2019	Total PP budget	£140,718	Date of most recent PP Review	September 2018
Total number of pupils	843	Number of pupils eligible for PP	162 as of 04/05/2019	Date for next internal review of this strategy	July 2019

2. Current attainment		
	Pupils eligible for PP (your school)	ASP Difference with National
Progress 8 score average	0.43	n/a
Attainment 8 score average	51.0	2.02

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
B.	Numeracy skills entering Year 7 are lower for students who are eligible for PP than for other students, which prevents them from making good progress.
C.	Attendance rates for students who are PP are below the 95% benchmark in all year groups, which reduces their number of school hours and as such impedes their progress.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Raise parental engagement through information and parent evenings.

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Students improve their literacy skills during KS3 to achieve 5+ or better in English in Year 11.	Pupils eligible for PP in Year 7 and 8 will make equal progress by the end of the year compared with Non PP pupils. All students will make at least the expected progress. This will be evidenced using Accelerated Reader assessments and Praising Stars © English assessments every half term.
B.	Students improve their numeracy skills during KS3 to achieve 5+ or better in maths in Year 11.	Pupils eligible for PP in Year 7 and 8 will make equal progress by the end of the year compared with Non PP pupils. All students will make at least the expected progress. This will be evidenced using Numicon math assessments and Praising Stars © maths assessments every half term.
C.	Increased attendance for all students that are eligible for PP.	To increase the attendance of our PP cohort, which is currently at 91%, by 4% to meet the national benchmark of 95%.
D.	Number of parents attending information evenings increases measured through completion of evaluation forms.	Parental engagement increases and they become knowledgeable about how to support their children at home. Parent questionnaire shows a good 95 % of parents are happy with the academy

5. Planned expenditure

Academic year

2018-2019

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

i. Quality of teaching for all

Objective	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve on Teaching & Learning across the academy	<p>CPD on quality first teaching based on the strategies that work with PP students taken from the EEF toolkit.</p> <p>SLT and SENCO will lead on the implementation of the above strategies in L and P through two hour interactive training session.</p>	The Academy wants to offer high quality teaching to all students. These strategies have been proven to improve the amount of progress by +7 months over a shorter time period at low cost. These methods have also been proven to be successful with students from poor backgrounds (PP).	<p>SLT members and SENCO will deliver training. Learning walks and observations will demonstrate implementation of PP strategies in practice across the academy.</p> <p>The whole academy staff will be given Performance Management targets, which require that all teaching staff narrow the gaps between PP and Non PP students.</p> <p>Evaluation form will be handed out for all staff to reflect and review about how confident they feel implementing strategies specifically aimed at PP students.</p>	SLT member s SR JF GP VSW MB LDE NH KG- SENCO	July 2019

<p>Impact on literacy Y7 & Y8</p>	<p>Consistent use of Accelerated Reader in the classroom.</p>	<p>Accelerated Reader is a programme which is used with all KS3 students in school time. It focuses on reading comprehension skills whereby students read books from a level identified through STAR testing which challenges them to improve their reading skills. A comprehension test is taken at the end of every book with the aim of students increasing the level of books they are reading as well their reading age.</p> <p>Additionally, VMG tutors support reading through the regular checking of a 'Reading Log Book' which encourages students to read for a minimum of 20 minutes 5 times per week, signed by parents/guardians.</p>	<p>SLT will check that AR is implemented consistently on learning walks. The LRC manager will track and monitor the progress of students closely and the quizzes they complete.</p> <p>HOD and Second in English currently oversee that AR scores/interventions are monitored by classroom teachers using a data collection sheet. This is updated every lesson to ensure all students are maximising reading time. Strategic interventions are implemented with students following each half-termly STAR test.</p> <p>Postcards to be sent home for 100% quiz score and 'Top 5' and '5 Most Improved' per class, per STAR</p>	<p>NH DG/SW HTD/E G</p> <p>All English teachers</p>	<p>July 2019</p>
---------------------------------------	---	---	--	---	------------------

<p>Impact on numeracy Y7 & Y8</p>	<p>Consistent use of Hegarty Maths and Maths Masters and numeracy VMGs</p>	<p>Hegarty Maths enables students to access maths lessons at home that will then help with revision and homework. This also levels the 'playing field' between students who have parents/guardians at home that are maths confident and those that aren't as they are not reliant on parents for support, therefore helping to close the gap.</p> <p>Maths Masters - identifies a cohort of students who have the ability to get a grade 8/9 by the end of Year 11 and provides extra opportunities to engage and challenge them with maths. This is offered to all students. There are trust-wide maths master days to allow students to compete against one another also.</p> <p>Y7 and Y8 are selected on a termly basis to join a VMG which focuses on improving numeracy skills.</p>	<p>All teachers set Hegarty Maths weekly. This is monitored by the HoD and Maths Directors. The numeracy VMG is run by specialist maths staff and monitored on a termly basis.</p>	<p>DCN and directors</p>	<p>July 2019</p>
---------------------------------------	--	---	--	--------------------------	------------------

<p>To ensure Y10 and Y11 make the required progress within individual subject areas</p>	<p>Director support from OGAT to be made available to departments to ensure PP students make the required progress.</p>	<p>Guidance and support from directors within the trust have been proven to improve standards across OGAT academies. This support will enable Heads of Departments to accurately predict student progress for PP students.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings for Y10 and Y11.</p>	<p>HoDs, SLT, Principal, Deep Support Lead, Directors.</p>	<p>RAG meetings have taken place for both year groups. Pupil premium students are discussed at length and interv</p>
---	---	--	---	--	--

<p>To ensure students in Y11 make the required progress within English</p>	<p>All students in Y11 have access to 5 Core Lessons and a once a week Enrichment session.</p> <p>Students are always able to access revision materials. These are made available on the website and through dispersal by classroom teacher.</p>	<p>Students are provided with an extra English lesson within the curriculum in Year 11. This enables them to consolidate their understanding further.</p> <p>Students also gain access to extra English in a range of additional ways to ensure their potential is maximised. The Academy offers:</p> <p>Option 5 English: for students who need extra support to achieve a grade 5 (additional three hours of per week).</p> <p>Option 8 English: for students with the potential to achieve a grade 8/9 (additional two/three hours per week).</p> <p>1:1 tutors are available for English. Heads of Department identify students who would benefit from some 1:1 tuition in their subject areas in order to secure progress. 1:1 tutors are able to tailor their intervention to individual students in order to fill any gaps in knowledge or to focus on any areas of weakness such as technical accuracy in English for examples.</p> <p>VMG support: Additional 20 minutes per day of English teaching per week in place of their usual Vertical Mentoring Group. This is available to Y11 students who require this level of intervention.</p> <p>Revision: Revision for exams can be daunting for students therefore we try to ensure they are as prepared as possible for their exams. Relevant revision guides and materials are provided by departments to support students in their revision at home.</p> <p>Enrichment: The school day finishes at 2:30 however from 2:30 - 3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support from their teachers.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.</p>	<p>HTD/E GD</p>	<p>Weekly (RAG)</p>
--	--	--	---	---------------------	---------------------

--	--	--	--	--	--

<p>To ensure students in Y11 make the required progress in maths.</p>	<p>All students in Y11 have access to 5 hours of Core maths and one hour of enrichment.</p> <p>Students are always able to access revision materials. These are made available through specific learning platforms and through dispersal by classroom teacher.</p>	<p>1:1 tutors are available for maths. Heads of Department identify students who would benefit from some 1:1 tuition in their subject areas in order to secure progress. 1:1 tutors are able to tailor their intervention to individual students in order to fill any gaps in knowledge or to focus on any areas of weakness in mathematical knowledge.</p> <p>VMG support: Additional 20 minutes per day of maths teaching per week in place of their usual Vertical Mentoring Group. This is available to Y11 students who require this level of intervention.</p> <p>Revision: Revision for exams can be daunting for students therefore we try to ensure they are as prepared as possible for their exams. Relevant revision guides and materials are provided by departments to support students in their revision at home.</p> <p>Enrichment: The school day finishes at 2:30 however from 2:30 - 3:30 enrichment sessions are provided by teaching staff and support staff for any students who may be struggling and require more focused support from their teachers.</p>	<p>Regular feedback to the Principal and Vice Principal in the weekly RAG meetings.</p>	<p>DCN and RCN.</p>	<p>Weekly (RAG)</p>
---	--	--	---	---------------------	---------------------

Intervention with students in Y9, Y10 and Y11	All students to have access to Option English, Option Maths and Option Science.	We want to provide students with extra support if they are not making the required progress to give them time to consolidate their knowledge.	<p>This is provided through the curriculum and measured by the academy reporting system Praising Stars©</p> <p>At weekly meetings any student who is not making progress in core subjects have been allocated to Option groups. This intervention will continue throughout the year.</p>	HTD DCN SET	July for Y9 and Y10 and weekly for Y11
---	---	---	--	-------------------	--

Total budgeted cost

ii. Targeted support

Action	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>Impact Y7 & Y8 numeracy and literacy</p>	<p>To implement small group work that focuses on Phonics, Spellings, handwriting and fundamental numeracy skills.</p>	<p>We want to ensure that any student that is eligible for PP funding have access to further support. The EEF Sutton Trust Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame. The resources that will be included are phonics, Lexia, Toe by Toe for dyslexia, Accelerated Reader and handwriting support for literacy. Hegarty maths, Maths Mastery, Numicon and Numeracy Ninja for numeracy. All of these resources have been proven to add at least +4 months' progress.</p>	<p>All students will be base line tested in Y7 and Y8 to identify which students need support. All interventions will take place in The PLC, The Bridge, LRC or in subject specific VMG classrooms. All students will be retested every Praising Stars © cycle to identify the progress made. The mathematics and English leads will identify the cohort that need further intervention and support using KS2 and Praising Stars assessments. These students will receive intervention on the areas requiring improvement.</p>	<p>NHL, DGR, SWG, NPS, RHD, AJL, KGS, VSW.</p>	<p>July 2019</p>
---	---	---	--	--	----------------------

Intervention for Y7 & Y8 literacy	To intervene using a 'Reciprocal Reading programme,' (AR Reading Buddies) and 'Learning Leaders' to improve literacy levels.	<p>Extra reading is said to accelerate student progress by +5 months. Using peer mentors to support this process will enable students to work with older students to develop their reading abilities.</p> <p>Additionally, a small group AR reading Enrichment group meet once a week after school, during Enrichment time to develop students' reading and literacy skills.</p> <p>Learning Leaders is a programme whereby Y10 students provide personalised literacy intervention to Year 7 students in order to raise attainment in literacy.</p>	<p>Older students will be allocated to students and regular reports on progress will be given. This will be reviewed after each Praising Stars © cycle STAR test. The sessions are monitored by the LRC staff.</p> <p>Rewards and prizes are given to students who make good progress and demonstrate dedication.</p> <p>Regular, termly surveys are distributed to the Y7 students based on the interventions provided and how confident they now feel regarding their progress in literacy.</p>	DCN, SWG, EGL, NHL, LDE, VSW.	July 2019
Total budgeted cost					
iii. Other approaches					

Objective	Intended outcome	What interventions will be implemented?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>English:</p> <ol style="list-style-type: none"> 1. Enrichment for Y11: this is targeted at ALL students, and ALL students are chased up 2. English VMG - Targets Year 7 Catch Up students (writing Term 1), but in future terms, we will have a Y8 (Term 2) and Y10 (Term 3) group. 3. Y11 English VMG: targets underachieving students, and includes under-performing PP students 4. Y11 revision evening - students and parents are ALL invited, 'Goodie bags' with revision information is given to ALL. This is chased up and distributed to students who did not attend 5. Reciprocal Reading and Accelerated Reader intervention (for Y7 Catch Up, but this can also be PP if appropriate) 6. Learning Leaders Enrichment, which targets underachieving Y7s, which is frequently PP-also includes older PP student 7. Breakfast revision sessions - for ALL students- PP students are included, for mocks and actual GCSE exams. 	<ul style="list-style-type: none"> • Weekly RAG meetings and English report to SLT to identify non-attenders/interventions to encourage attendance; • PS reports and departmental meetings to identify and monitor students requiring intervention in VMG; • Liaising with SLT and HoDs to ensure all families receive information and are kept updated with relevant information and resources; • EGL (2nd in Department) to co-ordinate and report Y7 catch Up information to NHL (SLT Y7 Catch Up lead); • Learning Leaders co-ordinated by LDE (PP SLT Lead); 	HTD, EGL, SRE, LDE	Sept 2019

<p>To provide subject specific intervention for PP students across the academy</p>	<p>PP students make equal progress in line with their Non PP peers across the curriculum.</p>	<p>Maths:</p> <ol style="list-style-type: none"> 1. Year 11- Enrichment is provided for all year 11 students which also includes PP. We ensure that we target all students and follow up non-attendees to encourage all students to access extra maths lessons. This means that students who struggle to get help at home, have access to a maths teacher outside of normal lessons. 2. Hegarty Maths- this enables students to access maths lessons at home that will then help with revision and homework. This also levels the playing field between students who have parents/guardians at home that are maths confident and those that aren't as they are not reliant on parents for support, therefore helping to close the gap. 3. Hegarty Catch up Enrichment - On a Monday we have a Hegarty maths enrichment which mean that any student that cannot gain access to a PC at home for whatever reason or just needs more support, can come to this enrichment to get help with their homework, therefore not disadvantaging anyone who does not have IT access at home. 4. Revision Guides and Workbooks - All year 11s are provided with revision guides and workbooks to support their revision towards the exam. Students do not have to buy their own meaning all students are provided for regardless of their financial background. 	<ul style="list-style-type: none"> • Weekly RAG meetings and Maths report to SLT to identify non-attenders/interventions to encourage attendance; • NPS (numeracy co-ordinator) to co-ordinate numeracy VMG and students identified for this, using PS reports and departmental discussions with staff; • 1 to 1 intervention coordinated and monitored by HoD using PS data; • Maths Masters intervention identified and monitored by HoD/Department staff. 	<p>DCN, RCS, NPS, SRE, LDE</p>	<p>Sept 2019</p>
--	---	--	--	--	----------------------

- | | | | | | |
|--|--|--|--|--|--|
| | | <ol style="list-style-type: none">5. Numeracy VMG - We have a numeracy VMG lead by a qualified maths teacher. The focus of this changes from term to term.6. Numeracy Co-ordinator - We have a member of staff that has a responsibility for numeracy. Roles include organising the VMG topics for numeracy catch up, starting a maths enrichment for students in year 7 and 8 that have entered below expected progress for maths, rolling out TT Rockstars to increase the fluency of all year groups and all students (after Christmas).7. I to I/Option Maths/Year 11 VMG - Targeted students who are at risk of not getting a 4/5, although previous data suggests they should, are placed in option maths/ I to I and/or VMG. Here they get the opportunity with a maths specialist to cover more of the topics they are struggling with based on gap analysis from previous exams.8. Breakfast Club Maths - Closer to the exams we provide breakfast club maths which provides students with a breakfast in return for them coming into school before school starts to revise further for their maths exams.9. Maths Masters - We identify a cohort of students that have the ability to get a grade 8/9 by the end of year 11 and provide extra opportunities to engage and challenge them with maths. This is offered to all students. There are trust-wide maths master days to allow students to compete against one another. | | | |
|--|--|--|--|--|--|

To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Science:</p> <ol style="list-style-type: none"> In both Y10 and Y11, PP students form aspects of the targeted enrichment groups, however they are never segregated as a separate group - instead we ensure they are part of the targeted groups when formed. All PP students can claim free revision guides for their course in Y10/11. All PP students are invited to all holiday and breakfast revision sessions in the lead up to GCSE exams. Taxis have been arranged in the past to allow students who struggle with transport to attend regardless of this. 	<ul style="list-style-type: none"> HoD to identify and monitor student intervention; Weekly RAG meeting to identify non-attenders and discuss interventions; Taxi requirements identified by HoD/SLT link and discussed in weekly RAG meetings when appropriate. 	SET, RHE, JFS, LDE	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Creative Arts:</p> <ol style="list-style-type: none"> In Creative Arts we put on enrichment intervention for all students. One to one time with the Teacher in class. Regular phone calls/contact home with parents. Extra resources for lessons, this could be in the form of a demonstration/ visual aids. Recently we have purchased special grip pencils for some of our year 7 students-some of whom are PP 	<ul style="list-style-type: none"> HoD to identify and monitor students requiring intervention through PS analysis and departmental meeting discussions; 	KSH, VSW, LDE	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>Life/Humanities:</p> <ol style="list-style-type: none"> Y7- Support and guidance from the charity EVA (a workshop aimed at healthy relationships) All Year groups - Support and guidance around risk taking behaviour and sexual health delivered by the Targeted Youth Support Team Y9 - Holocaust survivor presentation. Halo Project ** This will be new for 2019. Workshops on Honour violence and FGM. Y10 ESH careers project. 	<ul style="list-style-type: none"> HoD to liaise with external agencies to organise ongoing support for identified students/cohorts; 	GGN, VSW, LDE	Sept 2019

To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>MFL:</p> <ol style="list-style-type: none"> 1. Revision guides purchased and loaned to all students in Y11 - students may choose to buy and keep, or just borrow. If PP students want to keep, they don't need to purchase. 2. Enrichment open to all students in Y9, 10 and 11. Certain PP as well as non-PP students are targeted, but all are welcome in the interests of equality. PP is a factor when monitoring attendance and attainment. 3. Dictionaries are provided in school for all students, again so that all students have equal access. 	<ul style="list-style-type: none"> • HoD to ensure the loaning of revision guides to students and to liaise with PP students/parents to discuss potential to keep free of charge; • HoD to identify and monitor targeted students through PS analysis and departmental Meeting discussions; • HoD to ensure appropriate resources are purchased and distributed. 	CHD, JFS, LDE	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>ICT:</p> <ol style="list-style-type: none"> 1. Set online homework every week and allow access to computers every night of the week for 20 minutes for students without computers at home or tablets that work, which is usually be our PP students. 2. We also target low performing PP KS4 students to attend our subject enrichments and contact home if they do not attend, or if they don't complete homework. 3. Finally, we also buy revision guides and workbooks for all GCSE students so PP are not disadvantaged if they cannot afford to purchase one. 	<ul style="list-style-type: none"> • HoD to coordinate computer usage to ensure PP students are able to access this as/when required; • HoD to identify and monitor targeted students using PS data analysis and Department Meeting discussions; • HoD to ensure appropriate resources are purchased and distributed. 	CED, GPK (?) LDE	Sept 2019
To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>PE:</p> <ol style="list-style-type: none"> 1. We provide high quality teaching to ensure all students access the intervention they need, and they all have opportunities for theory and practical enrichments. This also includes fixtures and school competitions. 2. Furthermore, we ask only for voluntary contributions for Sports Leader's hoodies and trips. 	<ul style="list-style-type: none"> • HoD to identify and monitor students who require intervention using PS data analysis; 	NHL, GPK, LDE	Sept 2019

To provide subject specific intervention for PP students across the academy	PP students make equal progress in line with their Non PP peers across the curriculum.	<p>DT:</p> <ol style="list-style-type: none"> 1. We target PP students and offer extra support in lessons where necessary. 2. We offer clubs in all areas for DT where students can either come and build confidence or learn new skills or receive support with homework/classwork. 3. There is additional Y9&10 enrichment to support with progress. PP students (among any others that are under performing) are targeted. 4. Currently, all students are asked to bring in a contribution when they complete practical. This will be more regular in food as they complete practical more often. 	<ul style="list-style-type: none"> • HoD to identify and monitor students who require interventions using PS data analysis; • HoD to identify and monitor students who are identified for intervention through PS data analysis and Department Meeting discussions; 	ABN, GPK(?) LDE	Sept 2019
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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

<p>Option Maths, VMG Maths and maths 1 to 1 tuition and Director support.</p>	<p>PP students to make positive progress, and for the gap between PP and Non PP students to be narrowed.</p>	<p>For the whole Y11 cohort, the students' average progress contribution for maths was +0.92. The PP students achieved an average positive progress contribution of +0.36 for all subjects and 80.8% of them achieved EBacc Maths C/4+. These are positive results. However, in comparison to Non PP students, there is still an area to improve. PP students' average progress contribution was +0.36, whilst Non PP students' average progress contribution was +0.74 (gap of -0.38 still to close).</p>	<p>These approaches of specific, targeted intervention for students who need to receive further intervention (in the form of either: 20 minutes per day in VMG; 1 hour sessions, as required, with a 1 to 1 specialist or subject Director; 2-3 hours a week timetabled Option lessons; and/or 1 hour per week targeted Enrichment</p>	<p>See PP tracker</p>
<p>Option English, VMG English and English 1 to 1 tuition and Director support.</p>	<p>PP students to make positive progress, and for the gap between PP and Non PP students to be narrowed.</p>	<p>For the whole Y11 cohort, the students' average progress contribution for English Language was +0.82. The PP students achieved an average positive progress contribution of +0.36 for all subjects and 80.8% of them achieved EBacc English C/4+. These are positive results. However, in comparison to Non PP students, there is still an area to improve. PP students' average progress contribution was +0.36, whilst Non PP students' average progress contribution was +0.74 (gap of -0.38 still to close).</p>	<p>These approaches of specific, targeted intervention for students who need to receive further intervention (in the form of either: 20 minutes per day in VMG; 1 hour sessions, as required, with a 1 to 1 specialist or subject Director; 2-3 hours a week timetabled Option lessons; and/or 1 hour per</p>	<p>See PP tracker</p>
<p>ii. Targeted support</p>				

Action	Intended outcome	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
Careers Inc	All students to have secure post-16 plans	<p>Careers advice is an important part of school in order to ensure we foster ambition in all students. We employ careers advisors through Careers Inc to meet with students to work out their post-16 plans as well as to support with applications and interview preparation. This is available to all students at lunchtimes or in enrichments. Y11 and Y10 students receive appointments during school time.</p> <p>Please see additional section at end of document to view post-16 destinations of students.</p>	This will continue next year, as we need to ensure that we are preparing our students for post-16 destinations and are ensuring that they secure their best possible life chances.	See PP tracker.
Y8 Outwood Bound Residential and Graduation	All students to be prepared for continuing their education into KS4 and developing their social and team building skills to ensure that we are	<p>At the end of Y8, students who have demonstrated excellent effort levels in their studies are rewarded with a Graduation ceremony to celebrate their achievements so far and to ready them for KS4 study. Following Graduation, students are also invited to take part in a weekend residential Outwood Bound programme as a reward.</p> <p>In the 2017-18 GCSE results, for the whole Y11 cohort, the students' average progress contribution was +0.77 and 86.9% achieved 5 Passes (C+/4+) including English and Maths.</p>	This will continue next year, as we need to ensure that we are preparing our students for initially their GCSEs and KS4, but more significantly, for their post-16 destinations and are ensuring that they secure their best possible life chances.	See PP tracker.

iii. Other approaches				
Aim	Intended outcome	Success Criteria:	Success Stories:	Cost

<p>To improve attendance across the academy.</p> <p>Improving attendance was the academy's only area for improvement following the January 2018 Ofsted inspection: <i>'What does the school need to do to improve further? Continue to work with families and pupils to decrease persistent absenteeism for pupils who are disadvantaged.'</i> Attendance therefore needs to be everyone's priority.</p>	<p>Increase attendance of persistent absentees.</p> <p>Promote resilience in our students and praise students with good attendance through a range of whole school strategies.</p>	<p>Since the start of this academic year in her role as a Developing Leader with attendance being one of her responsibilities, Ruth Horsefield has worked extremely hard to introduce many attendance incentives/rewards for students. These include:</p> <ul style="list-style-type: none"> • Dry wipe boards have been introduced into VMGs rooms. RHD collates figures and decides 'Top Student' (based on students who continually achieve 100% every week, or have improved significantly which is good for their situation) and 'Most Improved' (have to have improved by 40% one week to the next); • 2 types of Attendance postcards have been designed - postcard for students who have been awarded 'Top Student' or 'Most Improved' in their VMG and 100% postcards which are awarded to students who have had 100% for a half term; • 100% rosettes given to VMGs when they achieve 100%. RHD hand delivers these to VMGs on Mondays to congratulate them and give them a round of applause as well as a motivational message; • Most improved rosettes to be awarded to VMGs if they have managed to improve their attendance by at least 2% one week to the next (we want them to know that we realise they are trying to achieve great attendance). This will be launched after half term and will be back dated; • Launching prizes for VMGs linked to 100% rosettes - Bronze/silver & gold for VMGs who have achieved a rosette. This will be done by continents (e.g. Malaysia will be winners of Asia as they have 5 rosettes); • Prizes have been launched this half term for the Rosette Race. First, second and third place in Continents. First place is an 'Attendance Party', second place is cookies and third place is sweets. SRE, RHD and VSW hand these out to students during their VMG. Winners for this half term were: Americas was Mexico – 1st, Chile – 2nd, Ecuador – 3rd. Asia was Malaysia – 1st, Vietnam – 2nd, Georgia – 3rd. Africa was Ivory Coast – 1st, Kenya – 2nd, Ethiopia – 3rd. Oceania was Fiji – 1st, Cook Islands – 2nd, Kiribati – 3rd; 	<ul style="list-style-type: none"> • RHD in her assembly (12/2/19 to 15/2/19) told the students that 12 out of 35 VMGs had not achieved 100% attendance since September. • RHD gave these VMGs the goal that 6 of them need to achieve 100% • These VMGs are: Australia, Brazil, Ethiopia, India, Maldives, Morocco, New Zealand, Thailand, Tonga, Tunisia, Tuvalu and USA • Since the assembly the following VMGs have achieved 100%: Australia, Ethiopia (twice!), New Zealand, Tonga (twice!), Tunisia and Maldives • India, Morocco, Thailand and Tuvalu still need to achieve 100%
--	--	---	--

- Choc'n'Chill for students who have had 100% for a half term - given a chocolate bar (was previously juice and called Juice with SLT) and their postcard during VMG time in the main hall. This was revised following student voice input – as students requested chocolate bars and sessions shared between continents who usually share break times;
- Weekly posts created for social media and notices to show percentages of year groups, whole school and continents (and which continent is winner). This also shows which VMGs have 100% and who is winning the 'Rosette Race';
- These social media posts are then included in the notices which are read out in VMG on a Monday and displayed on the screen in the dining hall and reception;
- Attendance snake poster has been put up around the school for students to see;
- The attendance poster has also been given to VMG tutors to put on their wall by their attendance board or on their VMG board;
- Arrows placed on the snake poster for VMGs and VMG tutor has conversation about where they should be/how well they are doing;
- RHD has lead 2 attendance assemblies. First - to show the students that their attendance needs improving, why they need good attendance and how to improve their attendance. Second - reflection from the first assembly and showed students that some year groups have improved and how many students achieved 100% for a full term;
- Prizes have been awarded to students and VMGs in Christmas assembly to reward good attendance - e.g. VMG whose average percentage was higher than 96% and a student in each continent who achieved 100% in a term.

- Mexico have achieved all 5 of their rosettes in Term 2. HTD had Year 7 in Term 1 who didn't achieve 100%, however her Year 8s have done this 5 times. They have achieved nearly a half term's worth of 100%
- We have massively increased the amount of times a VMG has achieved 100%. At week 5 of Half Term 4, we had 44 with 100%
- Whole school attendance for the past 4 weeks has been averaging over 96%

7. Additional detail

Attendance Information Spring Term 2019:

		2018-2019 % Attendance	2017-2018 % Attendance	2018-2019 % Lates	2017-2018 % Lates	2018-2019 Persistent Absence % (<90%)	2017-2018 Persistent Absence % (<90%)
		4 September to 29 March 2019	5 September to 29 March 2018	4 September to 29 March 2019	5 September to 29 March 2018	4 September to 29 March 2019	5 September to 29 March 2018
Year 7		97.4	97.0	0.20	0.13	4.37	5.49
Year 8		96.6	95.8	0.22	0.20	5.95	10.62
Year 9		95.0	95.8	0.52	0.30	12.20	11.37
Year 10		95.4	95.4	0.62	0.40	9.20	11.80
Year 11		93.4	95.3	0.77	0.32	17.26	10.40
Whole Academy		95.6	95.9	0.46	0.26	9.62	9.81

Impact of attendance strategies:

VMG	Continent	Half Term 1	Half Term 2	Half Term 3	Half Term 4 (week5)
Argentina	Americas	96.4%	92.3%	97.8%	98.1%
Australia	Oceania	97.2%	94%	95.2%	95.8%
Bolivia	Americas	97.6%	97.3%	96.7%	98%
Brazil	Americas	95.8%	95.6%	95.5%	98.2%
Cameroon	Africa	97.6%	97.6%	98.6%	98%
Canada	Americas	96.3%	96.4%	97.5%	98.8%
Chile	Americas	94.1%	96.9%	95.5%	99.3%
Cook Islands	Oceania	97%	98.1%	93.3%	98.9%
Ecuador	Americas	96.1%	96.3%	95.7%	97.8%

Ethiopia	Africa	95.8%	96.3%	96.1%	97.6%
Fiji	Oceania	97.5%	96.4%	96%	98.3%
Gabon	Africa	94.1%	91.7%	97.8%	98%
Georgia	Asia	97.5%	96.2%	96.8%	98%
Ghana	Africa	92.2%	94%	97.2%	98.1%
India	Asia	97.3%	97.6%	96.5%	97%
Indonesia	Asia	97.5%	94.4%	98.4%	98.7%
Ivory Coast	Africa	98.8%	97.3%	98.1%	98.5%
Japan	Asia	95.4%	96.3%	97.4%	96.8%
Kenya	Africa	98%	97.1%	96.6%	98.7%
Kiribati	Oceania	96.4%	95.9%	97.3%	99.2%
Malaysia	Asia	97.3%	98.3%	95.7%	99%
Maldives	Asia	95.9%	98.5%	96.6%	98%
Mexico	Americas	94.5%	95.6%	96.5%	98.8%
Morocco	Africa	96.7%	96.2%	93%	96%
New Zealand	Oceania	94.4%	95.2%	96.4%	98.1%
Papua New Guinea	Oceania	97.8%	96.9%	96.7%	97.8%
Samoa	Oceania	96.2%	98.1%	95.6%	96.7%
Tanzania	Africa	97.9%	97.2%	96.5%	98.1%
Thailand	Asia	96.6%	95.7%	94.2%	97.4%
Tonga	Oceania	98.5%	97.6%	96%	98.4%
Tunisia	Africa	96.2%	94.8%	95.1%	98%
Tuvalu	Oceania	95.2%	95.1%	94.2%	95.3%
Uruguay	Americas	91.9%	93.4%	94.7%	96.2%
USA	Americas	91.3%	94.1%	97.7%	97.9%
Vietnam	Asia	97.7%	96.9%	96.1%	97.4%

Impact on Continents

Average percentage of Continents

Continent	Half Term 1	Half Term 2	Half Term 3
Africa	96.5%	95.4%	96.6%
Americas	94.8%	94.3%	94.9%
Asia	96.3%	95.8%	95.1%

Oceania	96.4%	95.5%	95.4%
---------	-------	-------	-------

Impact on Students

Number of students who achieved 100% in a half term

Half term 1 had 432 students, half term 2 had 406 students and half term 3 had 446 students.

Destinations of Pupil Premium Students Post-16

Name	PP	Attending?	Destinations	Provider	Course
Student 1	Y	yes	FE College	Middlesbrough College	Mechanical Engineering I3
Student 2	Y	yes	Sixth Form College	Prior	Alevels
Student 3	Y	yes	apprenticeship	Middlesbrough	Hospitality and Catering, placement, Railways Ca
Student 4	Y	yes	Sixth Form College	Prior	Alevels
Student 5	Y	yes	Sixth Form College	Prior	Alevels
Student 6	Y	yes	FE College	Middlesbrough College	IT L3
Student 7	Y	yes	FE College	Middlesbrough College	Art and Design II
Student 8	Y	yes	FE College	Redcar and Cleveland College	Lv 3 Childcare
Student 9	Y	yes	FE College	Northern School of Art	Interactive Design I3
Student 10	Y	yes	Sixth Form College	Prior	Alevels
Student 11	Y	yes	Sixth Form College	Prior	Alevels
Student 12	Y	yes	Sixth Form College	Prior	Alevels
Student 13	Y	yes	FE College	Redcar and Cleveland College	beauty eI3
Student 14	Y	yes	Sixth Form College	Prior	Alevels
Student 15	Y	yes	Sixth Form College	Prior	Alevels
Student 16	Y	yes	FE College	Middlesbrough College	construction eI3

Student 17	Y	yes	FE College	Middlesbrough College	Alevels
Student 18	Y	yes	Sixth Form College	Prior	Alevels
Student 19	Y	yes	other	MPC Army Reserve	Military Prep
Student 20	Y	yes	FE College	Middlesbrough College	games design I3
Student 21	Y	yes	Sixth Form College	Prior	Alevels
Student 22	Y	yes	apprenticeship	TTE	electrical engineering



