



Pupil premium strategy statement

1. Summary information					
School	The Samuel Lister Academy				
Academic Year	2016/17	Total PP budget	£262,735	Date of most recent P.P. Review	n/a
Total number of pupils	596	Number of pupils eligible for PP	288	Date for next internal review of this strategy	October 2016

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving A* - C EM	29%	45%
% achieving expected progress in English / Maths	78% / 28%	73% / 48%
Progress 8 score average (from 2016/17)	-0.20	0
Attainment 8 score average (from 2016/17)	39.06	44.6

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	In-school variation in the performance of PP pupils is too broad, specifically PP girls in maths and PP pupils in science. Intervention in these subjects requires focus on areas of need for PP pupils.
B.	Setting and curriculum choices are not always appropriate for HA PP pupils. For instance, no HA PP pupils were entered for single sciences.

C.	PP pupils average almost twice the number of behaviour points as NPP pupils, leading to a number of internal and fixed-term exclusions. Engagement and attitudes to learning are weaker amongst PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The percentage attendance of the PP is lower than the NPP cohort.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Reduce in-school variation in the outcomes of PP pupils, including those with higher ability, focused upon maths, science and ebacc subjects.	The difference between the performance of PP pupils across subjects is significantly diminished.
B.	Pupil premium students are entered for appropriate courses and placed in appropriate sets.	All pupil premium pupils have access to a suitably personalised and appropriate curriculum. No pupil premium pupils are misplaced in setting.
C.	Improve the behaviour of PP pupils, in order to reduce fixed-term and internal exclusions with this group.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Improve attendance rates for pupils eligible for PP, which are currently around 3% lower than NPP across all year groups. Development of parental involvement.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 88% to 95% in line with national expectations.

5. Planned expenditure					
Academic year		2016/17			
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?
Reduce in-school variation in the outcomes of PP pupils, including those with higher ability, focused upon maths, science and ebacc subjects.	Quality first teaching through TEEP training.	Quality of first teaching is vital and has a disproportionate impact on PP pupils. The Sutton Trust suggests, both groups (PPG and non-PPG) make 1.5 year's progress with the best teachers. With poorer teaching, disadvantaged students make 0.4 years progress as opposed to 1 year's progress for non-disadvantaged. The TEEP programme is designed to ensure all teaching is good.	Recruitment of high quality teaching staff using Hays especially after the turbulent year in maths and science. regular learning walks, work scrutiny and analysis of assessment data. Staff training in TEEP delivered. New staff induction programme is robust.	Janet Wilson	September and on-going
	Quality marking through CPD with a particular emphasis on provision of high quality formative assessment and feedback.	Both EFF and Sutton Trust suggest quality of feedback has a huge impact on pupil progress, with up to 8 months impact.	Academy to be part of EFA project run by the SSAT and Dylan William. Regular staff training on marking expectations and formative assessment, regular work scrutiny, staff to mark PPG students work/books first.	Janet Wilson	Dec
Recruitment and retention of high-quality staff.	Pupil premium budget used to create TLR responsibilities to retain and recruit staff.	Quality of first teaching is the biggest factor in the success of pupils, as clearly demonstrated by GCSE results 2015/16. Therefore, recruitment and retention is of vital importance.	TLR holders have responsibility for the progress of PP students in their area and a focus on tracking the progress of PPG students through work scrutiny, learning walks, assessment data and planning interventions in response to this.	Lisa Barker	July
Total budgeted cost					Recruitment consultancy, cost of TLRs in maths, English and science to support development in these curriculum areas. Costs £51589. Percentage of AP and VP salary costs.

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?
Improve behaviour of PP pupils.	<p>Targeted behaviour intervention for identified students.</p> <p>The introduction of Positive Discipline across the Academy with support from Rodillian MAT</p> <p>Counselling to be provided for students to support their emotional wellbeing.</p> <p>Commando Joes for KS3 students - 42% of the cohort are PP.</p> <p>Bespoke provision to support students with classwork and to ensure that they have access to a full range of qualifications.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour, including aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>The selected students are being assisted to access their education. These students present a variety of challenges which can include behaviour, attendance and progress. All students in bespoke were at risk of exclusion and/or disengaging with school.</p> <p>A programme designed to teach students about resilience and exploring their potential. Inspiring and engaging programme, with a positive male role model to help nurture self belief and help young people on their path to success.</p> <p>Small group teaching focussed on Business, ASDAN, Art and ECDL</p>	<p>Reduced behaviour points for these students, reduced time in isolation and reduced FTE</p> <p>Improved outcomes as less lesson time missed</p> <p>Learning walks, planner checks, student and staff voice.</p> <p>Behaviour intervention strategies put in place to address issues.</p> <p>Evaluation of impact of PD on behaviour in class and around the site. Behaviour data analysed. Learning walks, drop ins. Rewards data.</p> <p>Monitoring of bespoke provision, learning walks, pupil assessment data, behaviour data. Presently, all the above students have good attendance, improved behaviour and are accessing their learning through a mixture of mainstream lessons and bespoke provision. Reduced behaviour points, isolation and FTE.</p>	<p>S Majid</p> <p>L Barker</p>	Dec

<p>Reduce in-school variation in the outcomes of PP pupils, including those with higher ability, focused upon maths, science and ebacc subjects.</p>	<p>After-school, small group tuition made available for those who fall behind in identified subjects.</p> <p>Revision guides provided for all.</p> <p>Assertive mentoring provided for core students in year 11.</p> <p>Challenging targets set for all pupils and ensure that curriculum opportunities and high aspiration are available to all students.</p>	<p>Targeted monitoring and intervention is reviewed and impact is evaluated regularly to ensure underachievement is tackled at the earliest opportunity.</p> <p>After school sessions are reviewed and monitored to ensure PP pupils attend.</p>	<p>Targeted intervention for students provided on coursework and examination techniques.</p> <p>Attendance so far:</p> <p>Maths Session 1: 21/09/16 - 73/97 = 75% Session 2: 28/09/16 - 80/97 = 82%</p> <p>English Session 1: 19/09/16 - = 85% Session 2: 26/09/16 - = 90%</p> <p>PIXL curve examinations have been taken in English and Maths and interventions have been planned arising from the results. The English results are below.</p> <p>GL assessments baseline testing for all Y7 students to inform early intervention with students who are not secondary ready. SOW developed for Y7 English and Maths to address the gaps in knowledge, skills and understanding</p> <p>Free revision guides in English, Maths and Science provided for all PPG students. There is an expectation that these guides will be used in lesson time and during P7 to encourage wider use.</p> <p>Compulsory P7 classes for Y11 students in English, Maths and Science this will widen to all subjects after ½ term.</p> <p>Targeted group of students in Y11 identified for one to one mentoring with members of SLT and the Y11 team.</p> <p>Look at groupings to ensure that the best teachers are on groups with high PP students</p>	<p>L Barker / H Khan</p>	<p>On-going.</p>
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	Budget CPD time and cover for subject teachers to work with teachers from high-performing subjects to share best practice.	Where teaching is good or better, PP pupils outperform their NPP peers.	Develop closer links between Maths and English in order to share good practice. Widen participation at RAP to include ML from Humanities, Vocational and Sport. CPD sessions focussed on T & L and TEEP.	J Wilson	On-going.
Purchase of SISRA to enable closer monitoring of PPG students and to enable more precise and timely intervention.	Targeted intervention for PP students Budget time to set up the system	Widely used data management system to allow effective monitoring of students progress and attainment	Staff training so that all colleagues know how to access and analyse the data of their groups. Use of SISRA in line management meetings and RAP meetings where attainment and target groups are discussed.	L Barker/H Khan	On-going and at each Assessment Point
Pupil premium students are entered for appropriate courses and placed in appropriate sets.	Review of setting and curriculum options.	No HA Pupil premium pupils were entered for single sciences in 2015. Not all PP pupils were entered into subjects that had the most successful outcomes.	LBa and HKh to review the curriculum provision for Y10 and Y11 to ensure courses offered enable PPG students to be successful and that all students are on the right pathway. Ensure Higher Ability PP students are given access to all courses on offer at the Academy and re-set as necessary.	L Baker	Oct.
"Bespoke" students provided with personalised curriculum.	Review the provision in "Bespoke" with emphasis on academic attainment of PPG pupils. KS3 Bespoke provision	Bespoke provision is currently used with a small number of PP pupils who are not in mainstream lessons. The academic provision for these students will be regularly monitored and reviewed to ensure access to a full curriculum.	Ensure that students on bespoke timetables attend all timetabled English, Maths and Science lessons and then offer bespoke provision to support in the completion of other qualifications - vocational and academic. Ensure there is a clear structure and timeline for completion of a range of qualifications in small group teaching - Art, Business, ECDL.	L Baker	Nov.
Total budgeted cost					Salary costs of teachers providing intervention (out of directed time budget). £12000 Cost of PD system from Rodillian Academy. £10000 cost of SISRA and support for setup and implementation. Salary of 3 HLTA in

	<p>Vivo rewards.</p> <p>We want students to be 'fit for learning' so we begin days by providing free breakfast in our dining room</p> <p>Safer schools' partnership in conjunction with the police.</p> <p>Music lessons</p>	<p>Motivation to attend will be improved through greater parental involvement and rewards.</p> <p>Free breakfasts make sure that all pupils have access to a healthy diet and are properly prepared for school.</p> <p>Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. Making music involves more than the voice or fingers playing an instrument; a child learning about music has to tap into multiple skill sets, often simultaneously. For instance, people use their ears and eyes, as well as large and small muscles.</p> <p>Smooth transition from Primary school to Secondary school will reduce any dip in progress from Y6 to Y7.</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months'</p>	<p>Attendance at P7 improves (VIVO rewards given on the passport for success).</p> <p>Teachers are consistently rewarding students, (the majority of students cash their vivos in for prizes)</p> <p>Attendance reward events are fully subscribed with students with 100% attendance and no behaviour points.</p> <p>Breakfasts provided each day, registers are taken in order to show the number of students who are benefitting from this provision. This amounts to between 30 and 50 students a day with 60% of these being PPG. A more focussed start to the day. Attendance has risen from 91% to 93% since magic breakfast began.</p> <p>Appropriate CP referrals are made for students at risk. Ensure appropriate referrals are made for students, particularly those at risk of disengaging with education and at risk of anti social behaviour, cse etc.</p> <p>Support the school in ensuring students are aware of criminal actions and consequences</p> <p>Safer schools partnership support in the delivery of theme days</p> <p>Clear programme of visits, ease of transition from primary to secondary school, effective sharing of student data. Monitoring through line management meetings</p> <p>Bursary for a member of teaching staff to plan and deliver the summer school summer 2017. Assessment of academic progress made by students and</p>	<p>S Majid</p> <p>J Wilson</p> <p>L Barker</p>	<p>July</p>
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		progress, compared to similar pupils who to do not.	attendance of students at the summer school. Evaluation data.		
Total budgeted cost					College provision £10000. Music lessons £2511. Summer school £2500. All trips £2500. Breakfast £7000. Staffing costs

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum.	Reading wise	The impact of measures to improve attainment across the curriculum has been mixed.	Where possible, measures to improve attainment across the curriculum should be focused upon developing the quality of first teaching, especially in maths and science. Good practice from subjects such as English, Performing Arts and Business Studies could prove valuable. Recruitment of quality teaching staff has been a priority for the Academy, especially in English and Maths - Hays have been used to recruit an outstanding head of Maths who is already having an impact in the department. Sharing of good practice in T & L. Appointment of SAz to support JWi with improvements in Teaching and Learning. Mirror the literacy intervention strategies in maths - Maths are developing a Y7 SOW to focus on the skills identified from the Maths baseline tests and SATs results to enable quicker catch up. Core subject revision guides were popular with pupils, but it is unclear which pupils made better use of them. Core subjects	Small group intervention in English: £33,311 Revision Class refreshments £2,441 Revision Class staffing £7,776 Revision Books £1,784 Reading Wise £1,500
	Accelerated Reader	The strengths were in the results for PP students in the following subjects:		
	Peer Reader Training	Best English was 54% A*-C, 3LOP 63%, 4LOP in Literature was 47%, ECDL A*-C 100%,3LOP 100%, and 88% 4LOP, Business 88% A*-C, 88% 3LOP, 52% 4LOP; RS 61% A*-C 3LOP 67%, 4LOP 53%, Citizenship 52% A*-C, 3LOP 64%, 4LOP 36%, Performing Arts 89% A*-C, 3LOP 78%, 4LOP 44%,		
	Year 7 literacy catch up SOW	The strengths are due to the consistency of teaching staff in these areas.		
	Holiday coaching classes	In English, PP pupils outperformed NPP in the P8 measure and achieved significantly higher than national levels of progress. In English		
	Core subject revision guides			
	GCSE POD			

	<p>Extended Academy enrichment</p> <p>School Trips</p>	<p>PPG outperform both NPPG in the school and all pupils nationally in terms of P8, with positive 0.17. In this subject, in terms of P8, the difference is entirely diminished. However, PP pupils, especially PP girls, did not make expected progress in maths. This appears to demonstrate impact of literacy strategies across the curriculum, accelerated reader and peer reading programmes. Reading wise has also been introduced this year (average improvement in 4 months of the programme was 13.4 months.</p> <p>In English in 2016 the Pupil Premium students outperformed both Non Pupil Premium students in the school and all pupils nationally in terms of Progress 8, with a positive figure of 0.17. Progress 8 for Pupil Premium students is positive. There is a very small difference between Non Pupil Premium and Pupil Premium students at only 0.03, In some of the higher performing subjects overall, there was little or no difference between the performance of Pupil Premium and Non Pupil Premium pupils. e.g. Citizenship, Business, RE, Food Technology, ECDL, English.</p> <p>Only 15.4% of PP pupils were entered for the Ebacc, with a only 4.6% of the cohort achieved the Ebacc. Languages proved a barrier for these pupils achieving the Ebacc qualification, while PP pupils underperformed compared to their peers in single sciences.</p> <p>Areas for development</p> <p>PE, Sport, Health and Social Care, Maths, ICT, Computing and Science.</p> <p>Maths A*-C 36%, P8 - 0.4, 3LOP 32%, 4LOP 12%. Science A*-C 18% 3LOP 23%, 4LOP 4%</p> <p>The turbulence in staffing in these areas has had a greater negative impact on PP students than on non PP students.</p>	<p>will therefore build their use into lessons, P7 and SOW to encourage students to use them more effectively.</p> <p>There has been a whole school literacy focus for the past 4 years, encompassing all of the strategies outlined in column one. This has had the impact of - results in English</p> <p>The Academy are already beginning to mirror this in Maths through the tutoring programme scheme of work.</p> <p>There was between a 40% and 60% attendance at holiday classes, depending on which subject was being delivered. 50% of these students were PPG.</p> <p>The reading wise programme showed an average improvement in reading ages of 13.4 months in 4 months.</p> <p>30 Year 7 pupils were involved in the RSC initiative - impact on attainment in English.50% of all pupils and 40% of PP students made more than 2 SLOP across all subject areas</p> <p>Y8 rising stars trip to London which has raised the aspirations of this cohort of students who are interested aspiring to careers in medicine, politics and law.</p> <p>The school trips we have offered to students lower down the school has had the effect of raising attainment by providing cultural capital for these students that they would usually have not been able to access</p> <p>The impact of the Year 7 catch up cohort is below:</p> <table border="1" data-bbox="1220 1002 1886 1157"> <thead> <tr> <th>English</th> <th>Start</th> <th>End</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>% L4</td> <td>0%</td> <td>45%</td> <td>45%</td> </tr> <tr> <td>% L3</td> <td>79%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>% L2</td> <td>21%</td> <td>3%</td> <td>17%</td> </tr> </tbody> </table> <table border="1" data-bbox="1220 1197 1886 1340"> <thead> <tr> <th>Maths</th> <th>Start</th> <th>End</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>% L4</td> <td>0%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>% L3</td> <td>78%</td> <td>22%</td> <td>57%</td> </tr> <tr> <td>% L2</td> <td>22%</td> <td>0%</td> <td>22%</td> </tr> </tbody> </table>	English	Start	End	Change	% L4	0%	45%	45%	% L3	79%	55%	24%	% L2	21%	3%	17%	Maths	Start	End	Change	% L4	0%	43%	43%	% L3	78%	22%	57%	% L2	22%	0%	22%	<p>Peer Reading £1,275</p> <p>Senior Medic Event for G & T students in Science £590</p> <p>Staffing costs Y7 SOW £380</p> <p>School trips - £2684</p>
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		<p>The main issues are the underperformance of PP pupils in maths, then in science (and French). For PPG pupils, the Ebacc slot does the worst, with -0.83, then maths with -0.53. Open bucket does better at -0.38 and English is positive at 0.17. This is quite a large in-school variation.</p> <p>In the majority of options subjects, PP pupils performed broadly in line with other pupils, with some of the largest differences being in subjects such as applied law which faired comparatively poorly overall. Conversely, in subjects that performed well, such as business studies, there was little or no difference. This suggests PP pupils are disproportionately affected by poor teaching.</p> <p>In some of the higher performing subjects overall, there was little or no difference between the performance of PPG and NPPG pupils. e.g. Citizenship, Business, English.</p> <p>Subject revision guides were welcomed by pupils, but appear to have little impact in maths and science.</p>		
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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
Improved attainment of PP pupils.	Intervention	<p>The results of PP students in subjects are identified above and in the attached appendix. P8 was negative overall for PPG students at -0.2</p> <p>P7 attendance 2015/2016 was patchy and so the impact was not as strong as intended. Some subjects areas benefitted from this these include</p> <p>Business, Performing Arts, ECDL, English, Triple Science</p>	<p>Share good practice between departments. What are Business, English, RS and Performing Arts doing well that other departments can learn from?</p> <p>Change the location of P7 lessons. Timetable tutor group at the end of the school day, deliver the teaching staff to tutor groups so reducing movement of students around the Academy. Start the P7 lessons in September rather than January.</p> <p>Move to a horizontal rather than vertical system of tutor groups where students are organised in Year groups to enable closer tracking and monitoring of students in Y11</p>	<p>EAL support: £32115</p> <p>Student Counselling £7,985</p> <p>Educational Psychologist £6,110</p> <p>HLTA support</p>
	Alternative Provision			
	Specialist staff salaries: EAL			

	Resources	<p>Alternative provision - some outcomes were achieved by the students on alternative provision</p> <p>3 PP students who all achieved a qualification ranging from GCSEs to vocational qualifications.</p> <p>EAL pupils performed well in 2015/16 when compared to non-EAL pupils.</p> <p>IELTS results for EAL students. One student achieved a grade C1, the other 6 a grade B1.</p>	<p>Intervention strategies in Maths and Science need to be more focussed. Complete ISA coursework in Science earlier. Review SOL in both curriculum areas to ensure time for exam preparation. PIXL curve examinations completed in Maths and English to identify areas of the scheme that are weak and amend SOW accordingly. New HOD in Maths and support from BCET team in Science to ensure that this is actioned. Reduce the number of students on full time bespoke placements and alternative provision and offer a more tailored approach to individuals - part time college and bespoke provision in school to ensure better academic outcomes for all. This will enable easier tracking and monitoring and intervention for these students.</p> <p>Deliver ESOL qualifications with the EAL new to English students with help from Bradford College.</p>	<p>£12,834</p> <p>Maths intervention £26053</p>
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iii. Other approaches

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
Improve attendance amongst pupil premium pupils.	Subsidised breakfasts	On balance, this is a strength of the academy, with PP pupils improving their attendance,	Continue to embed the good practice that is in place at the Academy.	Magic Breakfast £7,738
	Vivo rewards	Overall attendance at the Academy has improved from 91% to 93% last year.	A greater focus on parental engagement to encourage better attendance especially in terms of eastern european students. A member of staff to be given this as part of their responsibility for 2016-2017.	Attendance team, HLTA, year leaders: 50% of salaries £163953
	School-based Educational Social Worker/Counselling.	<u>Attendance for PP students during year 2015/16</u> Year 11 - 60% PP students improved compared to 2014/15 academic year. Year 10 - 59% PP students improved compared to 2014/15 academic year. Year 9 - 62% PP students improved compared to 2014/15 academic year. Year 8 - 47% PP students improved compared to 2014/15 academic year.	Offer the incentive of ½ day vocational provision at college for some hard to reach PA students.	Counselling costs: £7985
	Specialist staff salaries: PA		The impact of the Counselling Provision from Sept 15 to July 16 has been instrumental in supporting several extremely emotionally vulnerable students.	
			Students met with the male or female counsellor, discreetly to discuss their concerns/anxieties about their	

			<p>home life, school life, negatively impacting their learning in lessons or concerning behaviours around the within the school environment.</p> <p>Strategies advised assisted students with improving their attendance, stress management, anger management, raising self-esteem/confidence.</p> <p>Particular success was met with Yr 11 students, refraining from truanting, raising self awareness about their personal safety, communicating effectively in stressful situations and meeting degrees of success with their GCSE examinations.</p> <p>The addition of the Counselling Provision, complements ongoing pastoral support by a dedicated Team and the firm endorsement of SLA's commitment to ensure emotional stability for students to improve chances of academic and personal success.</p>			
Engaged, positive attitudes to learning amongst PP pupils.	Y7 Breakfast Club	On balance, this is a strength of the academy, with PP pupils improving their attendance,	Continue to provide breakfast for all students as this gives a focussed start to the day	School Trips £2,684		
	School Trips					
	Extended Academy enrichment	Attendance at the Academy has improved from 91% to 93% last year.			Continue to offer rewards and enrichment trips for PP students.	Music Provision £5,970
	Music lessons				This was very popular last year but due to the school fully subsidising the provision, disadvantaged students were given priority selection for lessons. Reports are available to show attainment.	Revision workshops £1000
	Inspirational speakers / coaches					

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
See file of supporting information