

## Pupil Premium Review of Expenditure 2017-18: Sirius Academy North

In the “To be continued into next year?” column, **RED** indicates discontinuation of that intervention completely, **YELLOW** continuation but with adjustments and **GREEN** if we are continuing or expanding the intervention.

<b>Review of Expenditure</b>	<b>Academic Year 2017-2018</b>
------------------------------	--------------------------------

Barrier Area	To develop an effective infrastructure that supports the raising of attainment and narrows the gap.				
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	To be continued next year?
A.To ensure the services of teaching consultant Maths teacher for 3 days a week	Teaching allows for smaller group sizes with year 11 intervention cohort.	Executive Principal and Head of School	In 2017 Maths PP progress 8 score was -0.94 In 2018 Maths PP progress score had improved to 0.32	The academy has been able to increase staffing and retain the staff that brought about the improvements.	More sustainable and financially effective ways are now in place to sustain improvements
A/B. Revision Conferences – prepare students for examinations and address low aspirations  (60% contribution)	Targeted students receive intensive revision and support.	Head of School  (Leader of English and Mathematics plus other targeted subjects)	This was delivered in alternative way as an intensive revision weekend led by the academy’s own staff. As above Student feedback was extremely positive.	Targeting of students for intensive weekend to be repeated. However, CD’s have also been asked to source relevant exam board conferences.	See notes
A.Oxbridge visit for year 11	Targeted students receive enrichment opportunity to raise aspirations	AVP – T&L	Allowed students the experience to: - Visit a university - Tour a city which none of the students had visited before	Time ‘lost’ travelling such a great distance to Cambridge could have been better used visiting a university closer (e.g Manchester/Nottingham) to complete further activities during a university that are more relevant	Source additional university visits

			<ul style="list-style-type: none"> <li>- Speak to external staff on historical aspects of Oxford and Cambridge</li> <li>- Complete an overnight stay, development of social and emotional skills</li> <li>- Improve self esteem and aspirations (student feedback)</li> </ul>	to practical application to university life.	
A-E.Year 11 High Fliers programme (including Sirius College activities)	Targeted students receive enrichment opportunity to raise aspirations	AVP – T&L More able coordinator	Students had the opportunities to experience 'lecture' sessions linking to university style learning. Development of independent skills needed for college Visits to Sirius College Independent revision mornings	Programme needs to start earlier in the year and offer a wider range of lectures and experiences. Some lectures were cancelled due to lack of interest so needed better promotion.  Students who attended revision sessions demonstrated a clear correlation with gaining the highest grades in August.	New coordinator for more able appointed and to attend more able conference on 29/9/18 to develop understanding of programme needs
A.Literacy & Numeracy withdrawal in place  4x 1 hour sessions per day bespoke support for identified students in  Years 7-10	Targeted students receive intensive revision and support	AVP Core Skills	Identified students benefited from intensive literacy support. On average the targeted students improved their NRSS score by +5. This is equivalent to +11 months' improvement in reading age, which indicates outstanding progress.  Numeracy focussed on supporting small groups at	Literacy withdrawal was effective and student literacy levels improved.  Numeracy will be able to replicate this success when staffing levels are stable.	

Employment of specific Numeracy and Literacy PSA  <i>(80% contribution)</i>			the beginning of the year, however due to staff absence and focus on Y11 outcomes, the remaining PSA was deployed to Y11 intervention primarily.		
A. Accelerated Reading Programme, Star Maths (Renaissance Learning)  <i>(64% contribution)</i>	All students can be accessed and relevant reading materials assigned that allow for progression	AVP Inclusion/ Literacy Team	The Accelerated Reading programme was replaced at the beginning of the year with the tutor reading programme. This change improved students' attitudes towards reading and student enjoyment levels.  The STAR reading and maths programme were used effectively to assess numeracy and literacy levels.	NRSS data was used as a measure from the STAR reading and maths programme. This was found to be more accurate than reading and numeracy ages.  The tutor reading programme will not continue as it has been replaced with Reading Response lessons.	Accelerated Reading – ceased  STAR just to be used.
A. Creation of a Literacy Team to close the gap between chronological age and reading age  (TLR 2B plus grade 5 staff)	The Team drives literacy and reading strategies across the academy encouraging reading and demonstrably improving reading ages to chronological ages including termly foci, campaigns and strategies shared with staff	AVP Inclusion	Five key strategies have been implemented across the academy focussing on: use of language; extending vocabulary; literacy marking; reading and writing. Whole staff training and departmental training was delivered throughout the year.	These strategies will continue to be developed and embedded into teaching and learning this academic year.  The literacy team will continue to share termly foci, campaigns and strategies.	
A. To extend the provision of Ruth	Key cohorts supported through	AVP Core Skills	Three members of staff received Ruth Miskin	Ruth Miskin's Read Write Inc. will continue to be delivered in nurture	

Miskin in order to develop the literacy levels of those with most need.	raising literacy standards through the targeted use of both packages.		training, including two members of the EAL team. Miskin is now used in nurture lessons and to support those students identified in EAL.	lessons and elsewhere where appropriate.	
C/D. Expansion of nurture group provision with nurture team of staff including trained primary teacher, assistant SENCo and one additional fulltime nurture teacher. To work with year 7-9 with cohort staying together beyond this for core subjects  <i>(50% contribution)</i>	Additional capacity for small group support created for those students with PP and specifically poor basic skills	AVP Inclusion	Nurture group provision supported the learning needs of an increased number of students with specific SEN. Students were able to access the curriculum through differentiated work and continue to learn in a safe supportive environment. The attendance of these students was supported through the nurture provision.	The nurture provision can provide a safe, productive learning environment for students who require a high level of support to access the curriculum. In offering this provision, students are given the opportunity to fulfil their potential. This also allows the teaching of higher level students to take place without teachers planning a wider range of differentiated tasks.	
C/D. Expansion of social/emotional group provision for students who are struggling. The focus is to be on literacy	Additional capacity for small group support created for those students with PP and specifically poor basic skills	AVP Inclusion	Withdrawal support group work supporting the social and emotional needs of students supported in providing a safe learning environment for the nurture classes in years 7 – 10.	An increase in the capacity of social and emotional education was possible in the last term of 17/18 due to the support from the Headstart programme. This will continue into the next academic year.	
C/D/E. One to one LAC tuition	Bespoke support in core subjects (alternate weeks) for the individual students	AVP Inclusion	Individual programmes to support the needs/ interests of LAC students provided by the academy were put in place throughout the	Individual plans for enrichment and intervention need to be further explored to provide extended educational opportunities for LAC students.	

(3 x student with 0 in Y11 – TBC with on roll information)	Targets to be shared in ePEP		academic year. Intervention programmes supported the Y11 LAC student in exam preparation.		
C/D. Incentive programme to support the development of positive student attitudes to learning including staff to mentor students  <i>(part contribution)</i>	Increase number of PP students judged to be expert or advanced learners each half term  (baseline 23 October 15)	AVP DfL	An 'adoption' programme was introduced. Tutors mentored 2 students each per half term. First 4 half terms the number of potential learners moving into higher categories continuously increased.	More in-depth analysis required into main reasons for barriers to moving from potential learner.	However, half term reports to include greater in depth analysis to barriers to moving from being a potential learner.
B.To create additional opportunities for students to make progress with the "option C"	AVP – Teaching & Learning to review the quality of teaching in the additional classes on a termly basis in-line with the QA process. HoS to track the progress of Year 9-11 pupils through fortnightly PR meetings	AVP – Curriculum & Data	An additional option C was created in order to raise the level of performance in the "open element" of attainment 8.  The progress 8 score in the open element for pupil premium students raised from -0.97 in progress cycle 1 to -0.01 after the exams.	The curriculum model for students in 2018.19 has been addressed to allow for more choice and creativity to allow better progress for students.	
C/D. To introduce an extra-curricular support programme which promotes independent learning to deepen pupils' knowledge and	DHoS to review the uptake of academic extra-curricular/enrichment programme on six-week cycle to evaluate the impact	Deputy Head of School	Bespoke programme of subject support created in addition to the extra-curricular offer and breakfast club. Display's updated with weekly propaganda led by	Students who attended sessions improved exam outcomes (results analysis)  The programme will run again, more specific targeting is needed as is increasing parental support to improve attendance at sessions	

<p>understanding (1.1 ADP)</p> <p>Create enrichment programme to give increased opportunities to students</p>	<p>on pupil progress. Pupil Premium students to be signposted to specific support.</p>		<p>departments to encourage attendance.</p> <p>Support is targeted at the students needed by specific invitation.</p>		
<p>A/B. To provide pupils with on-going training on the use of effective revision skills.</p>	<p>AVP - Teaching &amp; Learning will evaluate the 'conference' style activities provided to equipped pupils with independent learning skills.</p>	<p>AVP – Curriculum &amp; Data</p>	<p>Students attended sessions specifically designed at increasing their recall skills in preparation for the new style exams.</p> <p>Subject specific revision packages were obtained as well as the use of online collaborative tools</p> <p>The attainment 8 score of pupil premium students rose from 36.4 during progress cycle 1 to 38.4 after their exams.</p>	<p>Recall activities and step testing are being introduced across all year groups to provide students with the tools to allow them to succeed in new terminal exams.</p>	
<p>D.Appoint a careers assistant specifically for year 11 – (grade 6)</p>	<p>DHOS to evaluate activities and engagement from year 11</p>	<p>AVP – student support</p>	<p>Appointment was made internally and very positive outcomes. All students had received one to one support and all attended additional events run in house. 100% students applied for post 16. (awaiting destination data)</p>	<p>Targeting of specific students for particular in house and external events.</p> <p>Increased communication to Academy staff and awareness raising with parents/guardians.</p>	

<p>E. Parental engagement event to help parents engage with what is needed for students to be successful</p> <p>(Packs created around ATL, attainment, attendance)</p>	<p>Parent surveys to show parental understanding of support required</p>	<p>DHOS</p>	<p>Events arranged to combine a more social event with the academic event to encourage parental engagement (based on surveys)</p> <p>Specific requests made individually to key parents – not all attended</p>	<p>More work is needed on encouraging key students to attend, particularly the lower high attainers</p>	<p>Particular focus on the lower higher attainers</p>
<p>A/B. To purchase revision guides for pupils in Years 10 and 11 to support the development of their knowledge base for terminal examinations (need to consider which subjects here)</p>	<p>AVP – Teaching &amp; Learning to evaluate the impact of the investment in revision guides to support pupils' progress in Years 10 and 11.</p>	<p>AVP – Curriculum &amp; Data</p>	<p>All students in years 10 and 11 were provided with revision guides.</p> <p>Student voice feedback was extremely positive and revision guides were used thoroughly across all subjects, particularly in Maths and English. The % of pupil premium students getting grade 5 in Maths and English rose from 19.7% to 23.7% after the exams.</p>	<p>Students valued and used their revision guides that were provided for them. Had the school not purchased them, the majority would not have purchased them for themselves.</p>	
<p>A/B/D To provide additional intervention classes for Year 10 and 11 students and students who require additional needs support. Target</p>	<p>HoS to monitor and evaluate progress. Parents/carers to be provided with a weekly report.</p>	<p>AVP – Curriculum &amp; Data</p>	<p>Intervention sessions held on a Wednesday and Thursday after school were well attended by Pupil Premium students. The incentive of a pizza helped with motivation. Feedback from students was very positive.</p>	<p>Due to the success of last year's intervention the pizza nights and Saturday sessions will be continued.</p>	

attendance by Pupil Premium cohort. These are either after school Pizza evenings or Saturday morning sessions			The students that regularly attended interventions gained high progress scores. All of the top 10 attending Pupil Premium students gained a positive progress 8 score.		
---	--	--	--	--	--

<b>Barrier Area</b>					
<b>To improve attendance and reduce the impact of poor attendance on students' progress and achievement</b>					
<b>Chosen Action/Approach</b>	<b>Desired Outcome/Success Criteria</b>	<b>Owner</b>	<b>Impact</b>	<b>Lessons Learned</b>	<b>To be continued next year?</b>
D.To increase the capacity of the attendance team with an additional attendance liaison officer with a specific attendance improvement role of narrowing the gap.	Weekly attendance shows a narrowing of the gap between pp and non pp students.	HoS	The academy piloted the use of an engagement officer – The reduction in PP students who became PAs and overall increase in attendance.	The bar will now be required to be raised as the although there are fewer Pas the aim will now be to raise attendance for those students between 90- 94%	
D.Reinforce the importance of attendance by developing weekly attendance house prizes. To be presented in communal areas.  (64% pp contribution)	Improvements evident in comparisons of attendance each half term.	AO provide data to HoH	High impact celebrations in assembly. Overall improvement of 1.9% in attendance compared to the previous year and a reduction of 8% in PA figures for the whole school and a specific PP increase of 2.3% in attendance and 12.5% reduction in PA.	To be continued in the same format.	



D.Reinforce the importance of excellent attendance/punctuality by developing weekly attendance house prizes including 100% week and 100% fortnight competitions for Tutors, 100% term prize draw and Champions League/Attendance cup. To be presented in assemblies.  (64% pp contribution)	Improvements evident in comparisons of attendance/punctuality each half term.	DHoS	Propaganda evident around the academy and through the tutor programme. High impact celebrations in assembly. Overall improvement of 1.9% in attendance compared to the previous year and a reduction of 8% in PA figures for the whole school and a specific PP increase of 2.3% in attendance and 12.5% reduction in PA.	To be continued in the same format.	
D.Additional competitions on a termly basis around staff interventions, improvers and 100% students	Improvements in individual students and cohorts	DHOS	Significant gains made by students. 60% of the initial cohort were removed from the programme due to improvements made. 85% of groups were successful in improving their attendance	To be continued in the same format.	
D.Attendance guides to be created to support parental engagement	Increased parental engagement, lower absence rates including decreased	DHOS	Booklet created sharing the links between attendance, attitude to learning and	Ensure that the hard to reach students are more engaged through the role of key staff within the academy	Targeted use by key staff with key families

	PA totals and increased communication with parents		progress. These are used in meetings with key parents. Reduction in unauthorised absence evident. More communication with parents created via email, text and the new App (still being developed)		
D.Create support groups utilising key pastoral staff – to tie in to rewards regarding attendance	Increased attendance	DHOS	Attendance team, SLT, HOH and AHOH were responsible for supporting the attendance of almost 300 students. This involved weekly meetings, contact with parents, diagnosing issues and helping them resolve it.	This support resulted in the increases noted above. Positive building of relationships and reinforcement of importance.	
D.Create a Pupil Premium Attendance Discretionary Fund.  (e.g. to be used supporting with transport costs)	Removal of financial barriers to any individual's attendance.	DHoS	Budget created and used appropriately. Supporting the attendance of students for a variety of reasons including transport and uniform. Over 100 instances used over the course of the year.	To continue	

Barrier Area					
Actions focused on addressing the complex social, emotional and behavioural needs					
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	To be continued next year?
C.To confirm the contract with City Health Care	Academy is able to provide or signpost support required to	AVP Inclusion	The school nurse is available on site to provide one to one advice and whole group	The school nurse is able to deliver lessons to students in all year groups to provide up to date	

Partnership for 30 hours a week School Nurse.	individual students families.		education on a wide range of health issues. The school nurse is able to contact/meet parents and students to discuss health issues disclosed by students in the academy.	health care education and promote the availability of health advice in the academy.	
C.Listen up Programme (anger management support)	Students demonstrating greater ability to cope and learn. This is reflected by decrease of behavioural events.	AVP Inclusion	The listen up programme has provided a safe space in which students are able to express and explore their anger issues. The programme has been successful in supporting the needs of students who have difficulty in coping with the secondary school environment.	Although the programme has been successful, other providers are available to support the students in these types of need.	
C.To appoint two EAL Progress Support Assistant to support the work of the EAL coordinator and  to develop students use of English.  (focus on achievement but also integration and student well-being)  (10% pp contribution –reflecting number of	Cohort leader for EAL is able to track progress but also review necessary intervention and deploy support from the EAL PSA.	AVP Inclusion	New EAL co-ordinators appointed to support the needs of the increasing number of EAL students in the academy.  A EAL tutor group has been set up by the EAL co-ordinators to support the transition of non- English speaking students into the academy.	These strategies will continue to support the needs of EAL students in the academy	

EAL students that are also pp)					
C.2 x staff counsellor qualifications	Students can access appropriate support at the point of need but before crisis	AVP – inclusion	2 staff have received 10 days of intensive ELSA training from Applied Psychologies. They are part of a network of 15 staff within the Trust. This has added extra capacity to those ELSA trained staff already in place.	Applied Psychologies will be working alongside the Trust and school to ensure that the system of referral allows identification of students at the right time. Applied Psychologies will also deliver termly supervision of our staff and provide a network forum within the Trust.	
Pastoral support assistants to support each house and year 11	HOH to track progress and deploy support as necessary	DHOS	Assistants in place in all Houses and year 11. Improvements in most behaviour and attendance indicators are evident. Year 11 results show significant improvement	Additional training for year 11 to support IAG.	
C Focus on potential learners to highlight key issues and offer bespoke support	Cohort leader to track progress each half term (cohort subject to change)	AVP – Discipline for learning	An ‘adoption’ programme was introduced. Tutors mentored 2 students each per half term. First 4 half terms the number of potential learners moving into higher categories continuously increased. Bespoke support (outreach from Trust partners) was also made available	More in-depth analysis required into main reasons for barriers to moving from potential learner. Continue information sharing biweekly meetings with partners within Trust.	

<b>Barrier Area</b>	<b>To provide a safe environment that allows for extended learning opportunities.</b>
---------------------	---

Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	To be continued next year?
<p>A/C.EAL reading for fun programme</p> <p>(this will be staffed by additional EAL PSA therefore no additional staffing costs however –</p> <p>Training of staff and set up costs of appropriate material including use of data to support target setting and review of progress</p>	<p>Students improve their reading age (see AR tests) but also report that they feel happy and part of the academy.</p>	<p>AVP Inclusion</p>	<p>The individualised EAL support for students includes the reading of texts which engage and enthuse the EAL students. The EAL tutor programme includes fun reading activities to promote celebration of different cultures and understanding of the English language.</p>	<p>Students have engaged well, on the whole, with the reading programmes provided by the EAL department. The Ruth Miskin scheme of learning will be implemented to support EAL students with little or no understanding of English or the alphabet.</p>	
<p>A/B/C. Create a Pupil Premium Revision/ Booster Discretionary Fund.</p> <p>(e.g. departments able to bid for relevant funding to encourage the attendance of pp students to half term revision for example)</p>	<p>Analysis of students attending holiday booster/ intervention programmes increasing. Barriers to attendance by Pupil Premium students removed.</p>	<p>AVP Teaching and Learning</p>	<p>Students who attended revision sessions were publically praised and rewarded each week during Y11 assemblies through the intervention tracker. Students who accumulated the most revision sessions each half term were rewarded with prizes using PP funding.</p>	<p>PP students were targeted in the first wave to attend revisions sessions and intervention.</p> <p>To continue this PP first strategy in lessons</p> <p>Staff to continue to 'bid' for funding to run revision.</p>	

- year 11 invited as appropriate.					
-----------------------------------	--	--	--	--	--

Barrier Area					
To provide support to help parents/carers to better support their child/ children's' learning.					
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	To be continued next year?
E.Improve strategies to encourage and assist greater numbers of parents and carers to attend review meetings	100 % of parents/carers are contacted and progress communicated.  Parents give feedback on preferred methods of communication and frequency	AVP Inclusion	Review meetings involve the views of the students and parents which in turn enables parents to understand and support the needs of their children.	All parents invited to the review meetings in good time, allowing for any issues regarding attendance at the meetings to be addressed. In extreme circumstances where parents are unable to attend (e.g. medical issues) Parents can be given a verbal synopsis of the review meeting by telephone.	
E.Produce and disseminate 'Simply Sirius' guides for parents/carers on aspects of their child's education and wellbeing including supporting homework, attendance, attitude to learning, revision, bullying etc	100% of parents can access information guides	AVP Teaching and Learning	Parents/ carers access information via: <ul style="list-style-type: none"> <li>- PC information on progress which is sent home</li> <li>- Parents evenings</li> <li>- Pastoral evenings</li> <li>- RAG system which indicated if students are above or below expectations</li> </ul>	Parents, particularly KS4 have had additional evenings to communicate new changes to curriculum which have been positive. Use of mock exams evenings to liaise with parents have positively raised the profile of attitude, attendance and progress with parents/ carers	Increase process to accommodate communication regarding development at KS3

			<ul style="list-style-type: none"><li>- DFL system to indicate attitude to learning</li><li>- Communication via, phone, letter, website and twitter on progress</li></ul>		