

STATEMENT OF IMPACT OF DISADVANTAGED FUNDING AND POLICY 2017-18

Introduction and purpose

This statement and action plan sets out the approach of All Saints Academy, Dunstable, to diminishing the difference between disadvantaged and non-disadvantaged pupils through pupil interventions. It also outlines how the Academy plans to utilise the Pupil Premium Funding to effectively raise standards of attainment and achievement for all disadvantaged pupils.

We recognise the importance of ensuring all pupils, whatever their background or circumstances, are provided with a high quality, relevant education. This will ensure that all pupils are equipped with the knowledge and skills they need to succeed in life beyond school.

Diminishing the difference between disadvantaged and non-disadvantaged learners should be an integral part of every lesson and all areas of the Academy. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well-planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques. These will ensure the achievement gap is narrowed rapidly through the use of timely and appropriate interventions which show impact.

Percentage of our pupils supported by PP funding in Years 7-11.

Year 7	44%
Year 8	36%
Year 9	39%
Year 10	32%
Year 11	31%
School Total	37%

Numbers of pupils in Years 12 and 13 who were in receipt of PP funding in Year 11

Year 12	14
Year 13	11

We are mindful that we need to continue to support these students. Initially, they are provided with ICT equipment and a fixed donation towards their sixth form clothing.

What barriers to educational achievement do our disadvantaged students face?

All students are individuals, with their own set of skills and need of support. However, we have identified the following barriers for some of those students in receipt of the Pupil Premium:

- Access to required materials for lessons such as revision guides, ingredients for catering classes, stationary etc.
- Access to extra-curricular activities such as music lessons, PE activities, trips, enrichment activities
- Uniform

- Attendance issues
- Parental engagement with school
- Students in receipt of PP and also on the SEND register
- Low literacy and numeracy levels
- Challenging social, emotional and behavioural needs
- Low aspirations/expectations
- Lack of resilience
- Limited cultural/life experiences
- Lack of nutrition to sustain them in their learning
- Lack of free time as caring for siblings

Aims and Objectives

Key aims:

To overcome the barriers listed above which will in turn:-

1. Develop a clear direction and focus for diminishing the difference in achievement across all areas of the school.
2. Embed 'diminishing the difference' across the whole school curriculum, using a range of resources and strategies.
3. Raise levels of attainment and achievement and aim to close the gap between disadvantaged and non-disadvantaged pupils.
4. Improve knowledge and understanding of diminishing the difference strategies and interventions by staff which demonstrate impact.

Success criteria:

The disadvantaged pupils make 'good'/expected progress in all year groups and subjects (improving Progress 8 score by at least 0.1 between consecutive Assessments Points) so that the attainment gap between disadvantaged and non-disadvantaged pupils narrows. Specifically at the end of Key Stage 4, the Progress 8 gap for Year 11 disadvantaged pupils continues to diminish until it is in line with, or better than, that for non-disadvantaged pupils.

Rationale and Context

- *Gaps in attainment exist for disadvantaged and non-disadvantaged pupils*
- *PP funding must be used effectively to help narrow the achievement gaps identified*
- *PP funding should be used for pastoral support measures as well as in-class /out-of class interventions*

The table below outlines the expenditure for PP Funding 2017-18 academic year.

2017/18 PP Income	£272,384.00
Expenditure	
Staffing	
Intervention mentors/SSWs (30% of salaries)	£52,142.70
Inclusion/Attendance/Safeguarding staff (30% of salaries)	£37,893.90

Assistant Principal (50% of salary)	£26,202.50
Heads of Year (TLR)	£11,250
Key Stage Assistants (30% of salaries)	£11,892
Disadvantaged Administration (30% of salary)	£5,892.60
Staffing Total	£145,273.70
Other	
Year 11 intervention – holiday course and ‘5 in 5’	£56,995
Counselling/therapist	£11,680
Music tuition/equipment	£11,228
Uniform and resources support	£8,350
IT equipment and resources	£7,128
Rewards	£5,616
Revision Guides/textbooks	£5,072
Independent Careers Advice and Guidance (4YP)	£4,625
Coach Travel	£4,419
Enrichment and Electives	£4,168
Year Intervention and pre and post exam refreshments	£2,546
Raising Attainment Project	£1,500
Staff CPD	£1,500
Accelerated Reader	£1,367
School visits and Stretch and Challenge	£1,068
Inclusion	£972
Hardship	£715
Assistance with transport	£711
Workshops	£550
Access reading tests	£300
Other Total	£130,510
Total Expenditure	£275,783.70 (+£3,399.70)

PP 2018-2019 Projected Expenditure

The Academy needs to further utilise and effectively target the PP Funding in order to further diminish the achievement gaps. This year we will focus more on our Middle Attaining PP students as this was the biggest difference in the summer outcomes.

Our approach is to offer and implement a range of strategies which meet the needs of our disadvantaged pupils. They are a diverse range of pupils from different ages, backgrounds, abilities and needs. The essential point is to ensure that disadvantage does not hinder potential.

We will continue to monitor, evaluate and intervene as necessary, looking to improve our provision with the aim being to narrow the gap between those pupils eligible for PP Funding and those who are not.

The Education Endowment Trust, working with Durham University, has completed research on improving learning for disadvantaged pupils and the impact of disadvantaged. Effective Feedback and One to One Tuition are considered to be the highest impact activities. We also know that deprivation is the biggest influence on education. This research has influenced our choice of closing the gap activities.

2018/19 PP Income	£235,832
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Projected expenditure

Staffing	
Intervention mentors/SSWs (20% of salary)	£34,761.80
Inclusion/Attendance/Safeguarding staff (20% of salary)	£25,262.60
Assistant Principal (50% of salary)	£20,367.76
Heads of Year (TLR)	£11,250
Disadvantaged Administration (20% of salary)	£3,928.40
Staffing Total	£95,570.56
Other	
iPads for whole school roll out 96K x 37%	£35,520
Year 11 intervention	£30,000
Counselling/therapist	£11,680
Music tuition/equipment	£11,228
Uniform and resources support	£8,350
IT equipment and resources	£7,128
Rewards	£5,616
Revision Guides/textbooks	£5,072
Independent Careers Advice and Guidance (4YP)	£4,625
Coach Travel	£4,419
Enrichment and Electives	£4,168
Year 11 Intervention and pre and post exam refreshments	£2,546
Raising Attainment Project	£1,500
Staff CPD	£1,500
Accelerated Reader	£1,367
School visits and Stretch and Challenge	£1,068
Inclusion	£972
Hardship	£715

Assistance with transport	£711
Workshops	£550
Access reading tests	£300
Other Total	£139,515
Total Expenditure	£235,085.56 (-£746.44)

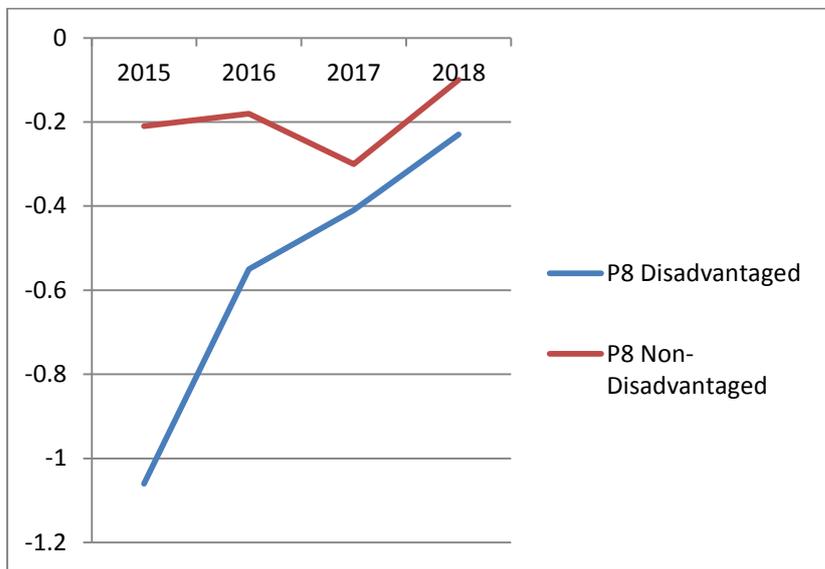
Teaching and learning need to ensure that effective and appropriate strategies and activities are in place on a daily basis to help narrow the achievement gap and meet the needs of all pupils.

The quality of teaching and learning has improved over the last year. The proportion of good and better teaching increased to 78% over the year when combining observations and outcomes which diminished the gap for all year groups. This is looking to be even higher this year but it is too early in the year to have undergone rigorous and robust assessments. In some year groups, as previously mentioned, the disadvantaged pupils outperformed their non-disadvantaged counterparts.

There needs to be a clear focus on closing the gap for disadvantaged pupils in the planning and delivery of all lessons to ensure that learning meets the needs and accelerates the progress of all pupils. Staff have had training on identifying all disadvantaged pupils and keeping this list on their 5 minute pre-populated lesson plan. MINTclass seating plans were introduced to ensure learner groups were clearly identifiable. The drop-down lesson plan allows immediate access by staff of intervention strategies to apply to disadvantaged pupils. Impact is measured at every Assessment Point and staff are asked to evaluate the strategies used, and their impact, as they fill in the context box on the pre-populated lesson plan. Interventions are reshaped to become more appropriate to further improve the impact on the pupils.

Year 11 Disadvantaged Progress 8 Compared to National

2015/2016	2016/2017	2017/2018
-0.67	-0.41	Not yet published
-0.38	-0.40	Not yet published



Clearly the difference in P8 has drastically been diminished, however the A8 gap fluctuates. To make a real difference to A8 for our disadvantaged students we need to work more closely with our feeder schools.

Roles and responsibilities for disadvantaged pupils

The Senior Leadership Team will:

- Accept overall responsibility for the delivery of the Academy's diminishing the difference policy and Action Plan
- Provide opportunities for staff training about diminishing the difference
- Support Curriculum Areas and Key Stages to diminish the difference and identify pupils for timely and appropriate interventions
- Be role models in using strategies, and using ipads, in their own teaching to narrow the achievement gap
- Ensure strategic deployment and utilisation of the PP Funding to enable identified achievement gaps to be narrowed rapidly
- Provide data dashboards after each Assessment Point, making explicit to staff the achievement, behaviour and attendance gaps for all pupil groups and individuals across year groups
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified within the diminishing the difference document who are not meeting their expected outcomes in attainment, attendance or behaviour
- Ensure timely and appropriate interventions are put in place and collated holistically across the Academy
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place
- Ensure all interventions are recorded, monitored and evaluated.

Governors will:

- Accept responsibility for challenging the Senior Leadership Team on the delivery of the Academy's diminishing the difference policy and Action Plan
- Undertake appropriate narrowing the gap training opportunities provided by the Academy and external providers
- Hold school leaders to account for effective spending of PP Funding and the monitoring of its impact upon the progress of disadvantaged pupils
- Appoint a PP Link Governor and ensure diminishing the difference is a standing agenda item on the Individualised Pathways Committee which meets termly
- Keep up to date with the Ofsted framework requirements for diminishing the difference and PP Funding.

The Student Support Team Will:

- Ensure that timely and appropriate pastoral interventions are in place, which support the academic achievement of target pupils and groups
- Ensure literacy is promoted in tutor time and at the start of every lesson using the new ipads
- Assess and support pupils on Education, Health and Care Plans, Statements, K1 and K2 with appropriate interventions to improve reading ages following CATs test analysis, using ipads and/or reading books as appropriate
- Identify and support pupils with specific needs, such as dyslexia and provide appropriate intervention
- Support pupils with EHCPs/statements with in-class Pupil Support Workers
- Provide intervention strategies such as accelerated reading, 1:1 reading support and small group reading to support pupils in their literacy across the curriculum
- Provide literacy and numeracy interventions for those students who are not making expected progress
- Provide in-class support where necessary and one-to-one out of class support for identified pupils
- Communicate with all staff regarding the SEND needs of pupils who have difficulties and provide strategies and guidance for supporting pupils in the classroom
- Identify pupils in need of additional support during transition and ensure appropriate intervention are in place before the start of Year 7, either in their feeder school or in the academy.
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is in place.

Curriculum Leaders will:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to track progress and attainment of pupils
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is in place.

Teaching staff will:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to plan effective lessons which enable all pupils to make good progress
- Ensure teaching is at least good on a daily basis and lessons are differentiated to meet the needs of all pupils

- Ensure opportunities are provided in all lessons for all pupils to make good progress
- Ensure literacy and numeracy are embedded in all lessons
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.

Intervention

Intervention is identified as the strategies and methods used to diminish the difference between disadvantaged and non-disadvantaged pupils to ensure all pupils attain well and make the expected progress. There are 3 levels of intervention, shown below:

Level 1 - the effective inclusion of all pupils in high quality teaching and learning

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning
- Opportunities for small group experience in a safe and secure space
- Extra time for responses to questions/contributions to group discussion
- Extra time for activities when necessarily
- Scaffolding of activities and modelling of exemplar work and responses
- Using practical activities and experiential learning
- Opportunities for pupils to transfer their learning in different contexts and between different subjects
- A clear focus on literacy and numeracy
- Opportunities for revision and consolidation of previous learning
- Access to groups where pupils are working with peers at the same level
- Access to grouping that enables pupils to work with peers who will provide good role model for language and communication skills
- Teaching and learning which is multi-sensory and well structured
- Changing direction and reshaping task to enhance pupil progress and understanding

Level 2 – additional time limited provision in the form of small group intervention outside the normal classroom

When considering pupils for Level 2, teachers should first consider whether the elements for Level 1 are in place. A pupil must be sufficiently behind their peers to merit additional support. Level 2 intervention should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

Level 3 – specific targeted interventions for identified pupils outside the classroom

- Additional time limited intervention and provision to enhance the progress of identified pupils when Levels 1 and 2 have not achieved the desired outcome
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1:1 basis where the teacher does not expect pupils to make the expected progress in a group situation

The next review will be September 2019

Key terms:

Diminishing the difference: narrowing the attainment gap between groups and individuals to ensure that all pupils attain well and make the expected level of progress

Intervention: the strategies and methods used to narrow the gap between identified target groups and individuals to ensure all pupils attain well and make their expected level of progress

Expected progress: pupils are assessed at different points during their schooling to ensure they are making progress in all subjects. The data that is sent to a secondary school from the end of the primary year (Year 6) gives us a baseline to work from and progress is measured from this point. At the end of each academic year, a pupil is measured from Key Stage 2 and a certain level of progress should be met in order to meet national standards. This is known as expected progress.

Progress 8: the performance measure for schools, from Year 7 to the end of Year 11. It is a type of value added score which compares a school's own pupil results to pupils with the same prior attainment nationally.