



1. Summary information					
School	The Brittons Academy				
Academic Year	18/19	Total PP budget	£382,990	Date of most recent PP Review	Nov 2017
Total number of pupils	721	Number of pupils eligible for PP	354	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017)
% achieving 9-4 in English & Maths	31.82	71.2
% achieving 9-5 in English & Maths	18.18	49.4
Progress 8 score	-0.83	0.11
Attainment 8 score	31.09	49.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low attainment of pupils eligible for PP, particularly those with high prior attainment
B.	Historically poor accuracy of data and assessments leading to improperly targeted interventions
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance rates significantly below the national average
D.	Low aspirations and a disproportionately high percentage of pupils eligible for PP who are classed as "vulnerable"
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria

A.	Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Pupils eligible for PP funding make at least expected progress by the end of the year. The gap between our PP student's attainment and progress and the figures for non-PP student's national attainment narrows. Measured in year 7-10 by moderated data collections and in Y11 by GCSE outcomes.
B.	More accurate assessment and data tracking allow more accurate targeting of interventions.	Subject leaders produce appropriate assessments and use moderation and marking activities to develop staff confidence and accuracy in assessment. Measured using accuracy of prediction data and staff voice. Middle and senior leaders use data to target and monitor interventions proactively rather than waiting until the end of a specific period. Measured using pupil progress data for identified groups and staff voice.
C.	The attendance of students eligible for pupil premium funding increases.	Overall attendance for pupils eligible for PP funding improves in line with non-PP students, from 92% to 94.6% (national average). Measured using overall absence figures for the academic year.
D.	Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Students will have had clear guidance through 1-to-1 careers meetings and mentoring and will have a clear plan for their future. Measured through IAG and student destinations data. Students classed as "vulnerable" will have received excellent support that enables them to engage with school. Measured through student attitude to learning scores and safeguarding data.

5. Planned expenditure																
Academic year		2018/19														
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	Review / Evidence											
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Literacy across the curriculum teacher and use of accelerated reader system in year 7 and 8 by the school librarian.	The EEF toolkit suggests that improving reading comprehension strategies can increase student progress by approximately 6 months. 10% fewer students in year 7 eligible for the pupil premium achieved the expected standard for reading in the KS2 tests than their non-PP counterparts.	Monitoring of reading age scores and tests taken. Analysis of progress in English.	J Dear H Handley	New Accelerated Reader schedule of analysis has been designed and will be introduced in September 2020 for monitoring and tracking of reading scores and ages.											
	Use of online maths program to support students in all year groups to work independently.	Evidence from the EEF toolkit suggests that effective use of homework can add an additional 5 months of progress. To catch up with their peers nationwide, students will need to make progress at accelerated rates which	Tracking of pupil usage, use by heads of year and maths teachers to anchor progress conversations with students and parents. Demonstrations and information at parents' evenings.	D Clarke E Rouse	<table border="1"> <thead> <tr> <th></th> <th>Number hours HM (PP only)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>404.4</td> </tr> <tr> <td>8</td> <td>254.4</td> </tr> <tr> <td>9</td> <td>452.5</td> </tr> <tr> <td>10</td> <td>465.1</td> </tr> <tr> <td>11</td> <td>397.9</td> </tr> </tbody> </table> <p>Total hours = 1972 online maths hours have been completed by students over the course of the academic year.</p>		Number hours HM (PP only)	7	404.4	8	254.4	9	452.5	10	465.1	11
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		necessitates working independently. 10% fewer students in year 7 eligible for the pupil premium achieved the expected standard for maths in the KS2 tests than their non-PP counterparts.			
Homework tracking and monitoring using Go4Schools.	As above.	Monitoring of homework set on Go4Schools by DOS and SLT. Detentions data (homework not complete).	DOS Link SLT	Homework is monitored by the HODs and reviewed in LM meetings. 2018/19 consistency improving as demonstrated by link meeting notes. Future development will include SAGMs monitoring homework detentions and identifying students who should be directed to Homework Club as a supportive mechanism.	
Focus on engagement and challenge of PP students through CPD and higher expectations of students.	Most recent PP review and Ofsted report recommend a focus on higher attaining students. Providing a greater level of challenge for all students is likely to have a significant impact on PP students.	Greater use of expertise from across the trust. Monitoring of learning walks, lesson observation, work scrutiny.	E Cole J Yates N Smith	Monitoring of staff strategies termly in line with QTOT monitoring. CPD topics covered included: <ul style="list-style-type: none"> • Assessment Objectives • Curriculum • Accuracy of Data • Opting in, starters, and the 5 tick challenge • Self-reflection - Marking and Student Feedback • T.O.W.E.R and Extended Writing Strategies 	

					<ul style="list-style-type: none"> Effective Revision Strategies 										
	SLT lesson observations by link senior leaders.	Quality of teaching was found to be an issue both in the most recent Ofsted report and in the most recent PP review. Greater monitoring and quality assurance for consistency were recommended.	Completion of first round of lesson observation by link SLT members and discussion with middle leaders.	SLT links	All staff had a minimum of 3 observations unless a cause for concern was raised during lesson observations or learning walks.										
	Use of teaching assistants to support SEND students that are entitled to PP funding.	Most recent exam results show that there is a gap between SEND students who are eligible for PP funding and those who are not. The evidence collated by the EEF suggests that effective use of teaching assistants can increase student progress by one month.	SENCO to monitor progress of PP SEND students. Mentoring and meeting records kept.	L Cossey-Atkins A Rootes S Clarke	<p>After each data drop, SENCO analyses progress data for the following PP/SEND students to identify an action plan:</p> <ul style="list-style-type: none"> Yr 7: 4 PP/SEND students Yr 8: 6 PP/SEND students Yr 9: 7 PP/SEND students Yr 10: 9 PP/SEND students Yr 11: 10 PP/SEND students <table border="1"> <thead> <tr> <th></th> <th>Avg A8</th> <th>Avg P8</th> <th>5+ Eng &MM</th> <th>4+ Eng & MM</th> </tr> </thead> <tbody> <tr> <td>PP SEND</td> <td>23.8</td> <td>-0.7</td> <td>0</td> <td>13%</td> </tr> </tbody> </table>		Avg A8	Avg P8	5+ Eng &MM	4+ Eng & MM	PP SEND	23.8	-0.7	0	13%
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PP SEND	23.8	-0.7	0	13%											
B. More accurate assessment and data tracking allow more accurate targeting of interventions.	Cross-MAT and external marking and moderation training.	Staff Voice suggests that there remains some uncertainty about the application of new gradings.	Monitoring of use of departmental meeting time by SLT links. Line management meeting records. Cross-MAT CPD day in January.	E Cole N Oakins	<p>Maths, English, Science and MFL attended termly hub meetings facilitated by subject lead across the MAT to develop knowledge and understanding of new curriculum and assessment.</p> <p>Curriculum meetings took place in geography, PE, history, maths, English, science, MFL, RS, computing and DT. These meetings included</p>										

					moderation training and consistency across the MAT.																		
	Moderation of judgements after each data drop by DOS and SLT.	Accuracy of assessment information was identified as an issue in the most recent PP review. Increased accountability was recommended.	Line management meeting records. DOS monitoring.	DOS Link SLT	Completed following each data drop to ensure consistency and aid moderation.																		
	Data review points to include specific information about PP students.	The most recent PP review found that some interventions were not effectively targeted. A recommendation was made to improve data tracking systems to ensure interventions are focused and used in a strategic way. This information should also be communicated to and used by classroom teachers as recommended in the latest Ofsted report.	Following each assessment window teachers in English, Maths and science will have to identify reasons for underperformance and suggest actions for all pupils not making expected progress. Pupil premium pupils in this category will be monitored by the SLT link.	DOS SLT Link	See data sheet – final page. <table border="1" data-bbox="1601 558 2094 837"> <thead> <tr> <th></th> <th colspan="2">Pupil Premium APS</th> </tr> <tr> <th></th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>3.6</td> <td>3.3</td> </tr> <tr> <td>Spring</td> <td>3.4</td> <td>3.3</td> </tr> <tr> <td>Summer</td> <td>3.5</td> <td>N/A</td> </tr> <tr> <td>Exam Results</td> <td>N/A</td> <td>3.6</td> </tr> </tbody> </table> <p>Future developmental area identified. LM meetings to have PP as a standing meeting item.</p>		Pupil Premium APS			Year 10	Year 11	Autumn	3.6	3.3	Spring	3.4	3.3	Summer	3.5	N/A	Exam Results	N/A	3.6
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Exam Results	N/A	3.6																					
Total budgeted cost					£73,664																		

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	Review / Evidence
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A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Y11 – targeted form groups focused on students requiring support in Eng/Ma/Sci	Evidence from the EEF toolkit suggests that small group tuition can improve pupil progress by up to 4 months. Regular input from subject specialists is intended to help those students who are below their targets to catch up.	Monitoring of student's grades after each PPE. Launched with parents at information evenings.	OAK	Tutor team in place from Sept 2018. All students were placed in targeted form groups according to need. Students offered an additional 1 hour targeted support per week for revision and study support skills.
	Targeted after school and holiday intervention sessions for selected Y11 students.	As above.	Tracking of improvements in students' grades and predictions. Monitoring of attendance at each session.	OAK DOS	Targeted after school and holiday programmes for all Year 11 students from October half term 2018
	Mentoring of underperforming students by heads of year.	Feedback and one-to-one tuition both have impact according to EEF research. Taking time with the individual will also build a positive relationship which can help with pastoral issues.	Communication with parents to advise them of student underperformance and of the meetings taking place. Continued monitoring of student progress. Changing students where necessary to target those most at risk of underperformance.	HOY S Pearson	Approximately 110 students received some form of mentoring Students have been identified for mentoring according to their decline in their ATL from previous data drops. Motivational/behavioural reports monitored by Year teams Academic achievement mentoring was in place for students who were below target
C. The attendance of students eligible for	Monitoring by tutors, HOY and attendance team	Attendance procedures were identified as weak in some areas following the most recent PP review. A	Weekly monitoring sheets produced by attendance team and bi-weekly meetings	S Pearson L Hatch E Collier HOY	Overall Figures

pupil premium funding increases.	following new structure.	new attendance policy and procedure was recommended.	with year teams to monitor student attendance progress. Meetings with EWO and HOY for parents. Letters home to advise of poor attendance.		<table border="1" data-bbox="1532 81 2163 517"> <thead> <tr> <th></th> <th>2018-19 (% Present)</th> <th>2017-18 (% Present)</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.0</td> <td>92.7</td> <td>+2.3%</td> </tr> <tr> <td>PP</td> <td>93.6</td> <td>90.9</td> <td>+2.7%</td> </tr> <tr> <td>Non-PP</td> <td>96.1</td> <td>94.4</td> <td>+1.7%</td> </tr> </tbody> </table> <p data-bbox="1532 523 1816 552">Persistent Absence</p> <table border="1" data-bbox="1532 592 2163 1027"> <thead> <tr> <th></th> <th>2018-19 (% of Cohort)</th> <th>2017-18 (% of Cohort)</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>13.1</td> <td>19.0</td> <td>-5.9%</td> </tr> <tr> <td>PP</td> <td>20.6</td> <td>27.9</td> <td>-7.3%</td> </tr> <tr> <td>Non-PP</td> <td>7.1</td> <td>10.8</td> <td>-3.7%</td> </tr> </tbody> </table> <p data-bbox="1532 1074 1921 1102"><u>Attendance Interventions:</u></p> <ul data-bbox="1581 1161 2130 1465" style="list-style-type: none"> • Improved attendance policy with roles specifically allocated • Attendance reports • Form tutors mentoring students • £100 for 100% (termly) • £20 for most improved attendance (termly) • Whole school reward trip 		2018-19 (% Present)	2017-18 (% Present)	Change	All	95.0	92.7	+2.3%	PP	93.6	90.9	+2.7%	Non-PP	96.1	94.4	+1.7%		2018-19 (% of Cohort)	2017-18 (% of Cohort)	Change	All	13.1	19.0	-5.9%	PP	20.6	27.9	-7.3%	Non-PP	7.1	10.8	-3.7%
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					<ul style="list-style-type: none"> • Certificates • Letters home each term • Parent meetings in September/October • Student attendance assemblies • EWO in 5 days a week • Attendance monitoring in tutor time
D. Students are well supported pastorally and have a clear idea of what they hope to achieve post-16 and understand the steps they need to take to achieve these goals.	Buying equipment and uniform for PP students.	Students who do not have the correct equipment often struggle to focus in school. Lack of uniform can also have an impact on attendance. Pupil premium students should not be disadvantaged by being unable to afford specialist items such as ingredients for food and nutrition lessons.	All requests approved and monitored by AP in charge of PP budget. Student and parent voice.	S Pearson	Uniform spend was £873
	1-to-1 careers and options meetings for PP students.	Most recent PP review found that pupils were unsure of the options open to them post-16 and did not have a clear plan.	Records kept of meetings and decisions. Destinations data monitored.	P Hissey Careers advisor S Scott (options) N Oakins (post-16)	121 Careers appointments (2018-2019): <ul style="list-style-type: none"> • Y9 = 28 PP students • Y10 = 22 PP students • Y11 = 35 PP students <p><u>PP NEET Data:</u></p> <ul style="list-style-type: none"> • 2017-2018 cohort = 1 unknown (NEET) • 2018-2019 cohort = 0 unknown (NEET)
	Safeguarding officer and support and guidance managers to be single points	Historic lack of communication from external agencies and inconsistency in reporting	Monitoring of attendance rates, progress and attitude	K Seeley S&GMs S Pearson	<ul style="list-style-type: none"> • Pupil Premium students with external agencies Nov 2018 - 1 Sept 2019 - 34 Students

	of contact for students involved with multiple external agencies.	has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	to learning scores for vulnerable students.		<ul style="list-style-type: none"> All student involved with external agencies Nov 2018 - 1 Sept - 44 <table border="1" data-bbox="1615 185 2078 624"> <thead> <tr> <th>Year</th> <th>Ave A2L</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>3</td> </tr> <tr> <td>10</td> <td>2.8</td> </tr> <tr> <td>9</td> <td>3.2</td> </tr> <tr> <td>8</td> <td>3.2</td> </tr> <tr> <td>7</td> <td>3.4</td> </tr> <tr> <td>School Average - PP students</td> <td>3.1</td> </tr> </tbody> </table> <p>students</p>	Year	Ave A2L	11	3	10	2.8	9	3.2	8	3.2	7	3.4	School Average - PP students	3.1
Year	Ave A2L																		
11	3																		
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School Average - PP students	3.1																		

Total budgeted cost £156,550

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review / Evidence
A. Raise the attainment and progress of all pupils in receipt of pupil premium funding.	Purchasing of revision guides for Y11 students and Y11 revision workshops.	Evidence suggests that effective revision strategies can enhance retention and retrieval of concepts. (see Bjork, Dunlosky and Kornell, 2012). Pupil voice suggests pupils are worried about how to revise effectively.	PP students have access to revision guides in all subjects and are taught how to use them effectively. Student mentoring records show students have discussed revision techniques.	G Gilbey N Oakins S Ware	Revision guides expenditure - £3020

B. More accurate assessment and data tracking allow more accurate targeting of interventions.	PiXL membership and attendance at conferences.	Access to exam specific resources and help with assessment and grading for DOS in key subjects. Network of over 1600 similar schools from which to draw expertise. Allocated "raising standards" leader to support leaders.	Records of attendance at conferences. CPD records from DOS who have disseminated gathered information to their teams. Improvement in rates of progress for students mentored using PiXL resources.	OAK DOS	PiXL cost £3300 Subject conference costs were paid from CPD budget
C. The attendance of students eligible for pupil premium funding increases.	Education welfare officer to work full time.	Most recent PP review recommended a return to full time for our EWO so students are more closely monitored and absences are followed up.	Meeting records, attendance records of targeted students. PP attendance records.	L Hatch S Pearson	See above strategies
	Attendance reports, letters and calls home and rewards system.	Most recent Ofsted report highlights the attendance of disadvantaged students as a specific area for development.	Monitored by HOY, specific system to be implemented by all members of the attendance team. Attendance records monitored.	S Pearson E Collier HOY	See above strategies
D. Students are well supported pastorally and have a clear idea of what they hope to	Support and guidance managers to specialise in areas such as mental health and gang involvement.	The use of support and guidance managers to support disadvantaged students was highlighted as a strength in the most recent Ofsted report.	Attendance at training records. Regular meetings with HOY.	S&GM HOY S Pearson	CPD attended include: <ul style="list-style-type: none"> • Gangs & Serious Youth Violence Taster • Suicide Safer Schools Project • Teens Dealing with Grief • Hate Crime & Prevent Strategy Briefing • Trident Police - Child Criminal Exploitation

achieve post-16 and understand the steps they need to take to achieve these goals.	Use of CPOMs safeguarding monitoring software.	Historic lack of communication from external agencies and inconsistency in reporting has meant that some students needs have not been met quickly enough and their attendance and progress have suffered as a result.	Monitoring of attendance rates, progress and attitude to learning scores for vulnerable students.	S Pearson K Seeley	Ongoing use
	Subsidies for trips (including residential trips).	The most recent PP review recommended that students be given access to a wider range of cultural experiences. The EEF toolkit also suggests that outdoor adventure learning can improve pupil progress by up to 4 months.	Standard paragraph added to all trips letters to communicate to parents that financial support is available. Monitoring of uptake and PP pupil numbers participating in trips.	S Pearson	Total expenditure: £2845.50 <u>Trips</u> <ul style="list-style-type: none"> • Othello at The Globe • The Curious Incident of the Dog in the Night • Saatchi Gallery • Whitechapel history walk • Queens theatre • Purfleet Art trip • PE Conference • Tate Modern Art trip • Thorpe park rewards trip • Kingswood residential trip
	A wide range of extra-curricular clubs and activities are available and PP students are	The most recent Ofsted report identifies a need to raise pupil aspirations and also that parents and pupils would like a wider	Work with staff to ensure variety and consistency in extra-curricular offer. Consistent and regular	S Pearson	Recording of students needed for future action and tracking.

	encouraged to attend.	range of activities to be offered outside the school curriculum. Evidence from the EEF toolkit also suggests that access to arts and sports education can improve pupil progress by up to 2 months.	promotion to students. Monitoring of PP student's attendance at clubs.		
	New year group structure (move away from vertical system).	Allowing staff to develop closer and more positive relationships with students will allow them to provide more detailed feedback and mentoring advice. The EEF toolkit suggests that this could have a positive impact on student progress.	Mentoring meeting records and development of a pro-forma for mentoring to give structure. Monitoring of student progress, attendance and attitude to learning data by year group.	S Pearson HOY Link SLT	In place, ongoing
Total budgeted cost					£176,786

6. Additional detail

End of Year Data Y7-10

Year 7	% Targets Met		
	ENG	MM	SCIENCE
PP	30%	26%	62%
ALL	33.1%	37%	57.6%

Year 8	% Targets Met		
	ENG	MM	SCIENCE
PP	40%	30%	49%
ALL	44%	38%	57%

Year 9 (Spring data)	% Targets Met		
	ENG	MM	SCIENCE
PP	58%	30%	70%
ALL	66%	42%	73%

Year 10	% On track to meet target
PP	62.38
Non-PP	62.18

End Of Year Data Year 11:

	Avg A8	Avg P8	5+ En&Ma %	4+ En&Ma %
PP	3.6	-0.6	18.8	40.6
Non-PP	4.2	-0.5	37.9	55.2
HPA PP	5.9	-0.4	73	91
HPA Non-PP	5.8	-0.6	79	96
MPA PP	3.9	-0.6	14	59
MPA Non-PP	4.3	-0.4	41	59
LPA PP	2.6	-0.6	3	10
LPA Non-PP	2.7	-0.5	3	20

	Avg A8	Avg P8
PP Boys	3.2	-0.8
Non PP Boys	4.0	-0.7
PP Girls	3.9	-0.4
Non PP Girls	4.3	-0.3
PP SEND	2.4	-0.7
PP Non SEND	3.8	-0.5
Non SEND PP	3.8	-0.5
Non SEND Non PP	4.4	-0.5

