



### Pupil Premium Funding Strategy: 2017-2018 Academic Year

The Government gives schools additional funding to help raise the achievement of disadvantaged pupils to close the attainment gap between them and their peers. This year Bexhill Academy was awarded an additional £340,340

Headship members and Attwood Board Member (Governor) with responsibility for PP:

- Mr P Mendela – Vice Principal (PP Strategy)
- Mr J Sale – Finance Director (PP funding for strategy)
- Mrs S Attwood – named board member

#### **Key data:**

Year	Total number in year group	Number of PP	Number of PP who are FSM	Number of PP who are LAC
7	303	114 (38%)	54	1
8	209	75 (36%)	40	2
9	221	74 (33%)	41	2
10	223	85 (38%)	41	3
11	184	66 (36%)	31 (17%)	5
Total:	1140	414 (36%)	207 (18%)	14

**Mission:** To raise the aspirations and achievement of Pupil Premium students through quality teaching, care, intervention and support. To further close the 'gap' on all key indicators from academic achievement and attendance to exclusions and engagement.

**Every focus** has as its KPI (even if not stated) to increase PP outcomes and close the gap.

Focus	Action	Why required	KPI	Lead	Timescale	Cost - detail	£	Status
1: Pastoral House Staff to champion PP students	Heads of House as part of their paid role, working with their Pastoral Managers will ensure that PP students in their care, especially those that are underachieving get robust intervention & support. This should include using 'MintClass' school notes to update teachers on best practice/key points	Intensive support and intervention is key in ensuring PP students are not left behind.	-Pastoral PP strategy/Action plan written and kept to.	EG/PME	-Students identified for personal intervention after DC1	-Pastoral managers cost:	57,617	
		Last year this Pastoral strategy successfully reduced the gap across the year groups	-Personal Intervention programme underway that may include mentoring ( for example)		-DC2 then DC3 for Graduation intervention	-Heads of House cost:	9,750	
			-Students notes on 'MintClass'		-Mintclass notes by Dec 17	Software	1,250	
			-Focus on Year 8 Graduation and PP not falling behind in graduation/honours					
			-Gap between start of year and end of year closes for achievement and engagement					

2: Departmental Resource Budget for PP.	-SLT and HoD's to think strategically about what resources (Books/Trips etc.) the school will fund/part fund to ensure PP students have similar opportunities afforded to them	PP will be disadvantaged if their non-PP peers are able to purchase texts and resources to enable them to succeed.	-PP students participate widely (no less) in the Yr11 book loan scheme.	HB/PME/JS	- November 2017 for Book Loan	Book loan cost (purchase cost:	4,070
	-SLT to develop a whole school 'book loaning scheme' in Year 11 (and for Year 10 terminal GCSE) that targets PP students as an integral part of the scheme		-		- On-going for other resources		
				HoD's		Other resource costs:	5,000

<p>3: To provide whole school tracking data for PP students in each year group to enable interventions and support Performance management Targets that relate to PP performance</p>	<p>Data manger to provide bespoke tracking information to SLT and HoD's to allow them to track, monitor and intervene</p>	<p>Clarity of data is essential in raising achievement</p>	<p>-Clear tracking data developed at the end of every DC cycle</p>	<p>SA/PME</p>	<p>-After every DC</p>	<p>Data staff allocation, data manager:</p>	<p>11,644</p>	
<p>All HoD's are tasked with monitoring and intervention of PP students.</p>								
<p>4. Rewards through 'Carrot reward system'</p>	<p>To provide extra resources to enable PP students to be rewarded for excellent achievement more readily – especially for independent/home study</p>	<p>A sense of purpose and reward is important for all students. For many PP students the currency for home study is not as well supported</p>	<p>-tracking of carrot reward data shows a demonstrable uptake in rewards</p>	<p>EM/EG</p>	<p>- Half termly updates</p>	<p>Carrot sticker cost:</p>	<p>2,220</p>	

5. Raise reading, attendance and literacy through Accelerated reader	Continue with the successful year 7 cohort last year into Yr8 and begin a new Yr7 cohort.	Reading and literacy skills are essential for academic achievement and an important life skill. Evidence shows this is often a barrier for PP students	-Cohort in both year groups signed up with evidence showing reading age progress	TH/ZW	-Cohorts begin before October half term	Mini bus driver and vehicle costs:	4,085
	Students will be picked up via minibus on Tues/Wed morning and brought in for 8am for a session of accelerated reader in the library until 9.30am					Accelerated reader:	2,750
	Tracked and monitored by librarian and deputy Senco						

6. Use new technologies across the whole school environment to enhance classroom practice, student engagement and achievement.	Assign an Aspiring Senior Leader, through the recognised NPQSL programme if possible, to really lead the technologies that <u>help</u> both teachers and pupils themselves to succeed.	Helping teachers track and monitor via technology could be a more efficient medium. Technologies can often engage the least engaged. Some PP students don't have access to technologies	The now acquired Mintclass technology package is used to its full potential across the school, exploring any changes/amendments deemed appropriate	SB/PME	I21NPQSL placed secured by October	NPQSL	1,000
	Use the <b>Education Endowment Foundation</b> Research as a platform		Mintclass working policy/context produced that clearly outlines benefits to teachers		- Package deployed and policy/handbook written by end term 2	.New technologies for trial	
			Staff CPD		- New technologies bought and trailed during term 3 &4		
			Teachers using it to good effect		- Write up of impact and term 6	Costs to be established following trials (e.g. digital books)	

			Other technologies deployed and monitored for effect- what are the best and why?					
			Project written up (and passed) focussed on best practice methods					
			<b>PP gap closes as demonstrated by results and engagement grades</b>					
7. GCSE text book loaning scheme.	Create funding to allow all students the ability to 'loan' a GCSE text book.	GCSE texts are hugely expensive and out of the price range for many students.	.Letter home to parents	JS/HB/MH/PME	.Letters out September	Postge & Admin. time	1,270	
	Purchase texts and loan out.	Texts are a way of allowing greater independent study at home- something that needs to improve	.Majority of eligible students participate		.Set up on line ordering facility Septembers			



	Focus on PP students primarily and allow no deposit loan where appropriate for PP.				.Books ordered and out by Oct/Nov			
8. Increase capacity through research of best practice to raise achievement of PP students	Fund 2 staff to gain entry onto the NPQML.	Issues surrounding quality mentoring etc. need exploring to raise achievement of underachieving PP students	. 2 staff gain entry onto NPQML	KA/SW/PME	.NPQML course secured by October	NPQML training		2,000
			.Project written up (and passed) focussed on best practice methods		.Key idea for research presented by end November			
	Use the <b>Education Endowment Foundation</b> Research as a platform. Especially in Mentoring and meta Cognition etc.		.CPD offer to House teams to disseminate best practice					

9. Clear and separate PP action plan for SEN students	PP students who are also identified as having SEN have a clear action plan that supports them 'above and beyond'	These students are double disadvantaged	Separate plan in place via SEN	TH/PE	Plan written by November	External courses	36,020
			Plan tracked and monitored			Intervention staff Literacy	24,000
	Students are clearly tracked and monitored.		(See SEN plan)			Intervention staff numeracy	24,000
	Make greater use of accelerated reader.						
	Make greater use of quality interventions and withdrawal sessions for maths/literacy etc.					Resources	20,000
	(See SEN plan)					Classroom support	65,804
						The Bridge	40,312

10. Continue to develop quality first teaching	Continue to develop the schools CPD strategy/teacher support and use of its Lead Practitioners to help ensure that there are more good and outstanding teacher and fewer 'satisfactory' teachers.	Good teaching has its biggest impact on PP students. Poor teaching has a bigger detrimental impact on PP than non PP	.CPD calendar aimed at improving teaching	CPD schedule planned by September.	Costs part of whole school CPD - not separated		
			.By year end any 'satisfactory' teaching eliminated by 50%	Staff support programmes in place by October			
			.Quality individual commentary for all Yr9-11 PP students on Mintclass	.Commentary on mintclass – Nov-Dec			
	Teachers supported by quality individual student PP in classroom strategies.						

11. Engage with the 'Be the change' programme for another year (Hasting Direct Positive outlook , training and mentoring programme)	Specifically track the impact of this programme on PP students	Raising aspirations and confidence is vital for PP to achieve success		TH/Pastoral Managers	Ensure full calendar of events is diarised by end September	Staff time 3 days a year 4 staff	5,318	
12. Attendance Strategies	Use part of the schools attendance team to specifically track and focus on raising attendance of PP students	Attendance of PP students is critical in raising their achievement – the impact is greater on PP students	-Specific attendance policy focussed on the tracking and intervention strategy written.	TH/NA	Policy, lists and interventions organised by December	.Resources and staffing including mini bus driver (costed above) . Attendance officer		7,320
			-Interventions outlined (for example weekly focus lists, home visits, home pick-ups attendance mentoring etc.) are taking place and show impact					

<p>13. Careers intervention to raise aspirations</p>	<p>Schools careers service to allow more intervention time with PP students to help set their path of aspiration. This will include aspirational trips for PP students to help them goal set and be ambitious for their future</p>	<p>Often low aspirations inflict students from PP background – this is designed to support those that might not be setting their sights high</p>	<p>.Careers intervention policy for PP students written, with key interventions outlined.</p>	<p>TH</p>	<p>Policy, lists and interventions organised by December</p>	<p>.Resources and staffing.</p>	<p>7,437</p>	
			<p>These will be monitored.</p>			<p>Trips and visits budget</p>	<p>3,000</p>	
<p>14</p>						<p>Contingency funds to allow</p>		
<p>Other interventions:</p>								

<p>The PP strategy is not static and fixed. There will be other ideas that are put into place during the academic year either as a proactive or reactive measure.</p>						<p>projects deemed appropriate to take place</p>	<p>7,000</p>	
<p><b>Total</b></p>							<p><b>342,867</b></p>	