

DPA: Pupil premium strategy statement 2018-19

1. Summary information					
School	Ditton Park Academy				
Academic Year	2018-19	Total PP budget	£195K	Date of most recent PP Review	July 18
Total number of pupils	840	Number of pupils eligible for PP	228	Date for next internal review of this strategy	July 19

2. Current Data				
	Number	9-4 inc E&M (%)	9-5 inc E&M (%)	Current Av P8 GAP
Year 9 Non PP	125 changed fm 128	24.2	0.8	N/A
Year 9 PP	45	8.7	0	N/A
Year 10 Non PP	108	64.8	19.4	
Year 10 PP	58	37.9	6.2	-0.12
Year 11 Non PP	94	74.5	45.7	0.280
Year 11 PP	21	76.2	23.8	0.003

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Average KS2 Literacy and Numeracy data suggests PP students have a lower starting point than non PP students
B.	Average Commitment to Learning grades for PP students are lower than nPP
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance: PP students have a lower % attendance, a higher level of unauthorised attendance and a higher level of persistent absence. Data from review statement 2018-19 suggest gap of 2.2% between PP and nPP.

4. Desired outcomes		Success criteria
A.	Yr 7-10 Outcomes	Progress by PP students in line with Non PP, if a GAP exists it is diminishing (& significantly less than NA) Data to be used: Av P8 GAP / SLOP English / SLOP Maths
B.	Attendance	Attendance for PP Persistent Absence below NA Attendance of PP students in line with non-PP. If A gap exists it is diminishing over time & significantly below NA

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	Targeted impact	Staff lead	When will you review implementation?
Teaching	- Planning of lessons informed by PP identification	- Staff aware & support PP students - Lead teachers track PP HL/CtL	CMC	DPA1-4 Analysis EOY review
Support in lessons	- Where necessary TLA's to provide targeted support within targeted lessons	- Progress of PP students in line/exceed with non PP students	HTI	DPA1-4 Analysis EOY review
Small Group teaching	- SENCo to deliver small group teaching (Literacy based)	- Support English progress for LAT PP	HTI	DPA1-4 Analysis EOY review

Monitoring/tracking	<ul style="list-style-type: none"> - PP to be monitored at all data drops using SISRA 	<ul style="list-style-type: none"> - PP students to be included within intervention strategy as necessary - PP students to be included within SISRA functionality - SISRA CPD to include PP focus 	LCA	DPA1-4 Analysis EOY review
Total budgeted cost				£46 165
ii. Targeted support				
Desired outcome	Chosen action / approach	Targeted Impact?	Staff lead	When will you review implementation?
Support sessions	<ul style="list-style-type: none"> - Support sessions to be available outside of the curriculum to support LAT PP progress in English & Maths where necessary - Multiple Home-learning clubs will be available for all PP students (Including ICT support) 	<ul style="list-style-type: none"> - LAT PP progress in line/exceed non PP in English & Maths - Home learning analysis in line/exceed non PP 	HTI	DPA1-4 Analysis EOY review

KS4 targeted support	<ul style="list-style-type: none"> - Lead staff to support identified underperforming PP students in Year 10 	<ul style="list-style-type: none"> - Mentoring meetings, parental contact - Support of external agencies where required 	SKU	DPA1-4 Analysis EOY review
Mentoring	<ul style="list-style-type: none"> - Learning mentor team to provide effective support & guidance for PP students both inside & outside of the curriculum 	<ul style="list-style-type: none"> - CtL / Behaviour point analysis in line/exceed non PP - Learning Mentor impact document to demonstrate positive impact 	CMC	DPA1-4 Analysis EOY review
Total budgeted cost				£74 089
iii. Other approaches				
Desired outcome	Chosen action / approach	Targeted Impact?	Staff lead	When will you review implementation?
Attendance tracking & intervention	<ul style="list-style-type: none"> - Weekly/modular tracking of PP attendance - Targeted family support (To include use of external agencies where necessary) to address low attendance 	<ul style="list-style-type: none"> - Attendance of PP students in line exceeds PP NAT (93.50%) 	CMC	DPA1-4 Analysis EOY review

School Counsellor	- Targeted support sessions/programme available to all PP students as necessary (Additional external agencies to be utilised as required)	- Councillor impact document to demonstrate positive impact	HTI	DPA1-4 Analysis EOY review
Counsellor support	- External provision to support councillor	- Councillor to have access to support as necessary	HTI	DPA1-4 Analysis EOY review
Admin support	- Administrative team to provide family support concerning Academy trips, parent pay, Academy uniform	- All PP students provided with support to meet Academy expectations & attend Academy events	SCU	DPA1-4 Analysis EOY review
Restaurant Costs	- Provision for FSM for identified students	- Identified students to receive appropriate meal	RVE	DPA1-4 Analysis EOY review
PP support Fund	- A fund that enables PP leads to support students for extra curricular purposes	- Enable PP students to access specific events/purchase specific resources	SKU	DPA1-4 Analysis EOY review
External Support	- Use of SEBDOS to support targeted students	- External mentors to visit academy to lead support sessions	MPU	DPA1-4 Analysis EOY review
Total budgeted cost				£74 708

Key Terms

LAT	Low Attaining Students
PP	Pupil Premium Students
NON PP	Non Pupil Premium Students
SEN	Special Educational Needs
M1-4	Module Assessment points
CtL	Commitment to Learning (Effort)
HL	Home Learning (Homework)

Review of Targets

Yr 8-10 Outcomes	Average point score gap between PP (2.41) and nPP (2.73) at the end of year 8 is 0.32 Average point score gap between PP (3.16) and nPP (3.41) at the end of year 9 is 0.25 Average point score gap between PP (3.48) and nPP (4.25) at the end of year 10 is 0.77. These gaps will be diminishing over time.
Yr 11 outcomes	Progress of PP (P8 0.003) students above national average but gap exists between PP and nPP, which will diminish over time. (GAP of P8 score is 0.277)
Attendance	Attendance for PP at DPA is 93.50% in line with NA (also 93.50%). Although, there is a gap between the attendance between PP and nPP, which is 2.20%. This is gap has diminished compare to last academic year (2.85%). Gap will be diminishing in coming years.

6. Desired outcomes				Success criteria
C.		P8 (+/- 0.2)	English (SLOP Flightpath GAP) + = -	Maths (SLOP Flightpath GAP) + = -
D.	Year 11	0.003		
E.	Year 10	-0.3		
F.	Year 9			
G.	Year 8			
H.	Year 7			
I.	Attendance	93.50%, which is same as national average. Gap in attendance between PP (93.50%) and nPP (95.70) is 2.20%, which is diminishing compare to last academic year (Gap last academic year – 2.85%)		

Summary – In summer 2018, GCSE results demonstrated PP students at Ditton Park Academy made progress above national average. Although there has been a gap between the progress of nPP and PP students, which is again smaller than NA. Attendance of PP students in line with national average. In coming years, we will endeavour to diminish gap between PP and nPP and raise their attendance above NA.