

DPA: Pupil premium strategy statement 2019-20

1. Summary information					
School	Ditton Park Academy				
Academic Year	2019-20	Total PP budget	201K	Date of most recent PP Review	Sep 19
Total number of pupils	886	Number of pupils eligible for PP	243	Date for next internal review of this strategy	Sep 20

2. Current Data			
Year group	Number of PP students	Number of nPP students	P8 GAP
Year 7	57	130	
Year 8	40	142	
Year 9	43	142	
Year 10	41	131	** 5% gap
Year 11	49	109	0.253
Year 11 exams 2019	21	94	0.227

** Currently government does not provide P8 score for students in year 10 and below. Hence, percentage of students to achieve their end of target – 5% gap between PP and nPP

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 by a difference of 0.2
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 shows a gap of 2.2% between PP and nPP.	
4. Desired outcomes		Success criteria
A.	7-10 Outcomes	Progress by PP students in line with Non PP, if GAP exists it is diminishing (& significantly below NA) Data to be used: Av P8 GAP / SLOP English / SLOP Maths/ comparison of percentage of nPP and PP students on assessment without grading descriptors for year 7 and 8.
B.	Year 11 Outcomes	Progress of PP in line with nPP and significantly above NA. If the gap exists, it will be diminishing compare to the summer 2019 results.
C.	Attendance	Attendance of PP significantly above NA. In line with nPP and gap diminishing over time.

5. Planned expenditure				
Academic year	2019-20			
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	<ul style="list-style-type: none"> - Planning of lessons informed by PP identification 	<ul style="list-style-type: none"> - Staff aware & support PP students - Lead teachers track PP HL/CtL 	SKU	DPA1-4 Analysis EOY review
CPD	<ul style="list-style-type: none"> - CPD based on research in ML's 	<ul style="list-style-type: none"> - LT's discuss specific PP strategies in their departments - PP agenda item in department meetings - PP agenda item in LM meetings of LT, HL/AP 	SKU/AP's	Learning walks, in class interventions by teachers – ongoing
Support in lessons	<ul style="list-style-type: none"> - Where necessary TLA's to provide targeted support within targeted lessons 	<ul style="list-style-type: none"> - Progress of PP students in line/exceed with non PP students 	RAN	DPA1-4 Analysis EOY review

Small Group teaching PP+SEND	- SENCo to deliver small group teaching (Literacy based)	- Support English progress for PP+SEND	RAN	DPA1-4 Analysis EOY review
Monitoring/tracking	- PP to be monitored at all data drops using SISRA	- PP students to be included within intervention strategy as necessary - SISRA CPD to include PP focus (CPD slots)	LCA/SFE	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?
Resources support and homework support	- Departments to bid for funding, where they deem resources/educational visits will support support PP progress - Home-learning clubs will be available for all PP students (Including ICT support)	- PP progress above NA and in line with nPP - Home learning analysis in line/exceed non PP	LT's/SKU	DPA1-4 Analysis EOY review

		<ul style="list-style-type: none"> - Enable PP students to access specific events/purchase specific resources 		
KS4 targeted support by HL's and AM's	<ul style="list-style-type: none"> - House leaders identified underperforming PP using quadrants students in Year 10 and AM's set targets and monitor progress to targets through mentoring 	<ul style="list-style-type: none"> - Mentoring meetings, parental contact - Progress discussed on PRD's 	HL's/AP's monitoring progress/discuss in LM meetings	DPA1-4 Analysis EOY review
Mentoring (where necessary)	<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 	KFE	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"> - Modular tracking of PP attendance 	<ul style="list-style-type: none"> - Attendance of PP students in line 	GBA/ADE/SKU	DPA1-4 Analysis EOY review

	- Targeted family support (To include use of external agencies where necessary) to address low attendance	exceeds PP NAT (93.50%)		
School Counsellor/SEBDOS	- 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	KFE	DPA1-4 Analysis EOY review
Family support worker	- Engaging hard to reach families, providing family support (where necessary)/signposting	- Improved engagement/CTL grade - Improved attendance	ADE/SKU	DPA1-4 Analysis EOY review Modular attendance
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
External Support	- Use of SEBDOS to support targeted students	- External mentors to visit academy to lead support sessions	KFE	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 7-10 Outcomes	Progress by PP students in line with Non PP, if a GAP exists it will be diminishing Data to be used: Av P8 GAP / SLOP English / SLOP Maths/ comparison of percentage of nPP and PP students on assessment without grading descriptors for year 7 and 8.
Yr 11 Outcomes	At the time of review (Sep 2020), PP students progress should be significantly above NA and in line with nPP, gap between PP and nPP should be diminishing compare to exam results summer 2019.
Attendance	Attendance for PP should be above NA at the time of review (Sep 2020) Attendance of PP students in line with non-PP. If A gap exists, it will be diminishing over time

6. Desired outcomes				Success criteria
D.		P8 (+/- 0.2)	English (SLOP Flightpath GAP) + = -	Maths (SLOP Flightpath GAP) + = -
E.	Year 11 (Exam results)			
F.	Year 10			
G.	Year 9			
H.	Year 8			
I.	Year 7			
J.	Attendance			
Summary -				