



“It takes a community to raise a child”

PUPIL PREMIUM POLICY

2017 - 2018

Date of last review:	October 2017	Review period:	1 Year
Date of next review:	October 2018	Owner:	Daniel Richards

POLICY INFORMATION

Named personnel with designated responsibility for

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2017/18	Daniel Richards	Patrick Horner		Julie Griffiths

Policy Review Dates

Review Date	Changes Made	By Whom
June 2016	Policy created	Daniel Richards
October 2016	Update of impact statement	Daniel Richards
May 2017	Policy reviewed	Daniel Richards
October 2017	Policy reviewed and impact audit completed	Daniel Richards

Ratification by LGB

Academic Year	Date of Ratification	Chair of Governors
2017		Julie Griffiths

Dates of staff training for this academic year (if applicable)

Academic Year 2016/17		
February 2016	ELT Strategy Sharing	ELT
September 2017	Performance Management	Teaching

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1. INTRODUCTION

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils from Reception Class age to Year 11 (5-16 years old) who have been:

- Registered as eligible for free school meals at any point in the last 6 years.
- Been in care for 6 months or longer.

The PPG per pupil for 2017 to 2018 is as follows:

Disadvantaged Pupils	Pupil premium per student
Pupils in years 7 to 11 recorded as Ever 6 FSM.	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.	£1,900

Service Children	Service premium per student
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

Allocations are made based on the school which the eligible pupil attends at the time of the previous January school census.

For the current academic year, every school and academy must publish the following information:

- The academy's pupil premium grant allocation amount.
- A summary of the main barriers to educational achievement faced by eligible pupils at the school.
- How you'll spend the pupil premium to address those barriers and the reasons for that approach.
- How you'll measure the impact of the pupil premium.
- The date of the next review of the school's pupil premium strategy.

For the previous academic year, you must include:

- How you spent the pupil premium allocation.
- The impact of the expenditure on eligible and other pupils.

2. FUNDING

Indicative amounts allocated to Ark Boulton for Pupil Premium (2017-17) stand at £537,625.00 an amount that has been determined from current Pupil Premium numbers and at £935 per student.

Total number of pupils on roll (Year 7 – 11)	899
Total number of pupils eligible for PPG	547
Amount of PPG received per pupil (£)	£935
Total amount of PPG expected (£)	£512,410
Total amount of PPG allocated (£)	£512,410
Projected balance (£)	£0

In the first half of each autumn term, we will publish the impact of the previous year's Pupil Premium grant expenditure and a projected plan for expenditure for the coming year.

3. PRINCIPLES

- We aim to secure the highest possible attainment for every child and student
- In order to achieve this, our practice is focused on closing all gaps that may occur between disadvantaged children and others.
- Our aspirations are high for all our children and students. In order to improve their employability and realise their ambitions we prioritise the development of key skills, qualities and attributes as well as increasing their educational outcomes.
- We ensure that teaching, learning and progression opportunities meet the needs of all of our pupils/students.
- We ensure that appropriate provision is made for pupils/students who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure that the Pupil Premium funding is used to support any pupil or groups of pupils the school has legitimately identified as being 'disadvantaged'. At least 65-75% of any group will be made up of FSM children.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- Ark Boulton will develop a set of objectives that are quantifiable and will ensure that the impact of the Pupil Premium spend can be measured effectively (appendix i).

4. PROVISION

The range of provision the Governors consider making for Pupil Premium-funded groups will/could include:

- Pre and post academy activities that build motivation, engagement and improve opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided through 1-1 teaching assistant support.
- Use of national tests to assure the effectiveness of the curriculum and to moderate the assessment of the core subjects.
- Additional teaching and learning opportunities provided through 1:1 mobility assistants.
- The deployment of skilled and impact-tested external agencies and work programmes that specialise in narrowing gaps and improving outcomes for disadvantaged children and young people (Ahead Partnership).
- Use of phonics programme (Fresh Start) and a curriculum that supports increased reading opportunities.
- The development of a strong pastoral team that includes a safeguarding lead.

All our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations and/or attaining in line with the national average so that they have a choice of attending university or gaining a career of their choice

Provision will not be aimed at statement children as funding for need is already in place.

5. EVIDENCE OF WHAT WORKS

The Education Endowment Foundation has produced a teaching and learning [toolkit](#) to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its' [families of schools toolkit](#) helps teachers learn about effective practice from similar schools. It has also produced an evaluation tool to help schools measure the impact of the approaches they are using. Information can be found on schools that have been recognised for their successful use of the premium on the [Pupil Premium Awards website](#). The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

6. REPORTING

It will be the responsibility of the Principal, or a delegated member of senior staff, to produce regular reports for the Governing Body and Ark which show the impact of the use of the funding – this must be displayed on the academy website as part of the Academy Statement (see PP statement). Such reports will include, as a minimum:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

- The impact of pupil premium funding on attainment of these groups will be included in the Pupil Premium Statement on the academy website.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education (TBC) and will appear on our academy website.

7. APPEAL

Any appeals against this policy will be through the governor's relevant complaints procedure.

Our allocation in 2016/2017 for the Pupil Premium was £537,625.00.

This expenditure focused upon the implementation of support in: reading, writing, maths and aspirational work alongside specialist reading recovery support for disadvantaged pupils.

Signed: Chair of Governors

Date: October 2017

8. STRATEGY

1. Summary Information					
School	Ark Boulton				
Academic Year	2017	Total PP Budget	£515, 678.10	Date of most recent PP review	May 2017
Total number of students	899	Number of students eligible for PP	547 includes 1 x LAC student	Date for next internal review of this strategy	October 2017

2. Current Attainment		
	Ark Boulton PP students	Pupils not eligible for PP (national average)
% achieving basics	49% (+1)	53%
% achieving Ebacc	12% (+8)	19%
Progress 8 Score	0.1 9 (+0.2)	0.3
Attainment 8 Score	4.2 (-0.3)	4.3

3.Barriers to Future Achievement

In school barriers

1. Students at Ark Boulton Academy enter secondary school with academic outcomes that are below that expected nationally, all year groups are expressed as within raise online.
2. Results from NGRT reading tests show that a majority of students from across all year groups are below their chronological reading age.
3. Attendance at the academy, historically, is below national average with PP students attending less than non-PP students. However this is a rapidly improving picture (95.1 vs 93.6), Summer 2, 2017).
4. Students across the academy do not demonstrate the cultural capital of those from more privileged backgrounds, and this lack of breadth in their knowledge of the wider work can hinder their progress.
5. Ofsted have previously recognised that some of our students demonstrate poor social skills and exclusions at the academy have been high in previous years. ABA consider it necessary to continue to support improved behaviour and reduced exclusions. PP students at Ark Boulton are more likely to receive exclusions than is normally expected for all students nationally.
6. The % of students that attain the basics is too low.

External barriers

1. Students have few opportunities to experience a wide range of events or activities outside of those normally associated with their community or demographic.
2. Though relations have improved, local perceptions of the academy, due to legacy issues and media representation remains a key feature of academy development.
3. The ethnicity and background of the student cohort necessitates the development of a virtues-led PSHE/British Values programme.
4. Health and well-being of Ark Boulton students remains a key priority due to the high levels of deprivation associated with the local area.
5. Significant deprivation with most students living in the ward of Sparkhill.

Desired outcomes

1. NGRT reading test data demonstrates rapid progress with students improving their SAS by +2 or reading age increase to exceed months expired between tests.
2. All PP students have the opportunity to take part in extra-curricular/enrichment activities and an external academy visit.
3. Outcomes at the end of KS4 show that there are diminishing differences between the performance of Ark Boulton PP students and all students nationally.
4. Attendance of PP students at Ark Boulton is in line with all students nationally and non-PP students within the academy.
5. Behaviour continues to improve, there are further reductions in the number of exclusions of PP students and the difference continues to diminish.
6. An increase in the percentage of Year 11 students that attain a strong pass in their English and Mathematics GCSEs.

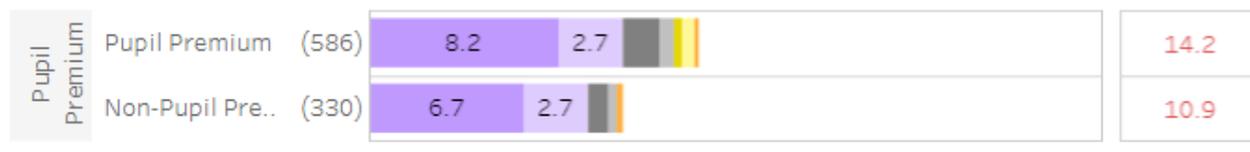
9. REVIEW OF EXPENDITURE 2016-2017

Ark Boulton Academy saw improved outcomes for PP students through a number of key targeted metrics.

10. EXCLUSIONS

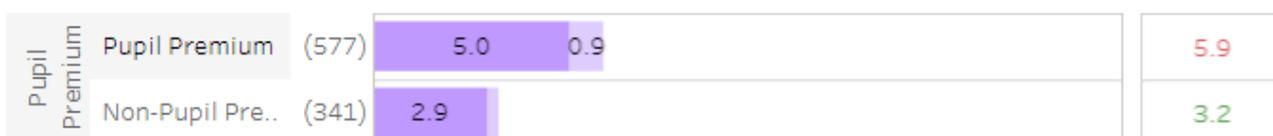
The number of exclusions of PP students has reduced significantly and the difference between PP and non-PP has diminished between 15/16 and 16/ 17.

2015-2016



14.2 % of PP (48 out of 586) students received 1 or more fixed term exclusion
 10.9% of non-PP (22 out of 330) students received one or more fixed term exclusion
 3.3% gap between PP and non-PP.

2016 – 2017

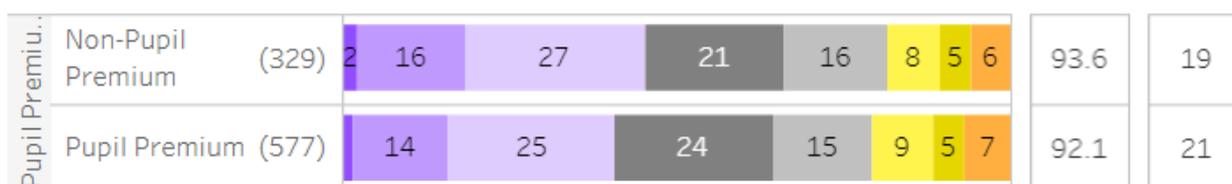


5.9 % of PP (34 out of 586) students received 1 or more fixed term exclusion
 3.2% of non-PP (10 out of 330) students received one or more fixed term exclusion
 2.7% gap between PP and non-PP.

11. ATTENDANCE

The attendance of Pupil Premium students has improved with the difference between Ark Boulton PP students vs. all students nationally diminishing from 2.5% to 1.6%. PP students at Ark Boulton Academy have stronger attendance than students nationally who are in receipt of free school meals (92.8%).

Attendance of PP vs. non-PP in 2015/16 was 92.1% vs. 93.6% the national attendance average was 94.6%



Attendance of PP vs non-PP in 2016/17 was 93.6% vs 95.1% the national attendance average was 95%

Pupil Premium	Non-Pupil Premium (341)	6	20	28	24	11	6	4	95.1	12
	Pupil Premium (576)	3	14	26	27	13	10	5	93.6	17

12. ACHIEVEMENT OUTCOMES

Year 11

Progress of PP students is better than national expectations (+0.1) this is an increase of +0.2 from 2015/16.

PP student progress in English is stronger than non-PP students in English.

There was a 1% increase in the PP students achieving the basics at GCSE there remains a 4% difference between PP and non-PP in this area (49% vs. 53%).

The percentage of students achieving the Ebacc has increased by 8% though a difference remains (12% vs. 19%).

NB: Further national comparators will be made with the release of RAISE (December 2017).

Years 7-10:

Year 10 'Summer 2' Collection

- *PP students generally outperform non-PP the exception being chemistry where a gap exists. Progress is stronger than national expectations.*

Year 9 'Summer 2' Collection

- *Mathematics and English progress overall is better than normally expected.*
- *There is a difference of -0.3 between the performance of PP and non-PP.*

Year 8 'Summer 2' Collection

- *No significant gaps in the core subjects between PP and non-PP students with PP students outperforming non-PP in English.*

Year 7 'Summer 2' Collection

- *There is a performance gap between PP and non-PP in science.*
- *There are gaps between non-PP in English and mathematics. These reflect where there has been considerable group changes and staff absence has impacted.*

Year 7 (student #)	All (185)	PP (114)	Non-PP (71)
English	-/0.3/0.2	-/ 0.3/-	0.1/ 0.3/0.3
Mathematics	-/0.3/0.4	-/0.3/0.3	-/ 0.3/0.5
Science	0.3/0.2/-0.1	0.2/0.1/-0.4	0.4/0.3/0.2

Year 8 (student #)	All (175)	PP (106)	Non-PP (69)
English	0.2/ -0.1/0.2	0.2/ 0.1/0.5	0.1/ -0.4/ -0.1
Mathematics	0.1/ 0.4/0.2	-/ 0.3/0.2	0.2/ 0.5/0.1
Science	0.4/ 0.8/0.6	0.4/ 0.8/0.7	0.4/ 0.9/0.6

Year 9 (student #)	All (184)	PP (112)	Non-PP (72)
English	0.2/ 0.2/ 0.6	0.3/ 0.2/ 0.7	-/ 0.1/0.5
Mathematics	-/ 0.6/0.5	-0.1/ 0.6/0.4	0.2/ 0.7/0.6
Science	0.2/ 0.6/-0.1	-/ 0.5/-0.2	0.4/ 0.6/-0.1

Year 10 (student #)	All (169)	PP (118)	Non-PP (51)
English Language	0.2/ 0.2/0.6	0.3/ 0.2/0.7	-/ 0.1/ 0.5
English Literature*	-1.3/ 0.8	-1.3/ 1.1	-1.5/ 0.5
Mathematics	0.4/ 0.6	0.3/ 0.6	0.5/ 0.5
Biology	-0.6/ -0.5/ 0.3	-0.6/ -0.5/ 0.3	-0.5/ -0.3/ 0.2
Chemistry	0.7/ -0.2/-0.5	0.4/ -0.3/-0.7	1.2/ -0.1/-
Physics	0.6/ -0.5/0.1	0.6/ -0.6/0.1	0.7/ -0.5/0.2

13. ARK BOULTON PROJECTED PUPIL PREMIUM SPEND 2017-18

Ark Boulton Pupil Premium Audit Tool											
Action #	Pupil Premium Used For:	Year Group	Amount Allocated to the intervention Action	Is this a new or continued activity/ cost centre	Brief summary of the intervention including details of year group, students and timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced? Relate this to Raise Online 'Closing the Gap' report and Academy data	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?	Pupil Premium Objective linked to academy priorities (achievement, behaviour, attendance)	WHO	Line Manager
1	Boulton Pledge	7-11	£ 50,000.00	New	Provide students with experiences beyond those of the school gates and community	Students to attend 2 x off-site educational visits to support the academy curriculum	Bromcom Assessment Screen	<insert % of students attending 2 x visits>	PP Objective 4 - Pledge	ALs	PH
2	Use of Pupil Premium Performance targets	Years 7-11	FREE	Continued	Teacher PM targets to address PP achievement. Target explicit refers to no gap greater than 0.1	As per individual targets	Line managers to monitor through PM regime	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	PP Objective 5 - Strategy	CE	HC
3	2 additional English teachers	Years 7-11	£70,600	Continued	to support additional curriculum allocation and focused literacy support (Year 7-11)	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing	Academy data to be monitored and tracked through SLT and English faculty lead	<summer 2 KS3 progress figures>	PP Objective 3 - Outcomes	FA	DR

4	2 additional Mathematics teachers	Years 7-11	£70,600	Continued	to support additional curriculum allocation and focused numeracy support (Year 7-11)	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing	Academy data to be monitored and tracked through SLT and Mathematics faculty lead	<summer 2 KS3 progress figures>	PP Objective 3 - Outcomes	FAK	CE
5	Student Support Leaders x6	Years 7-11	£90,000.00	Continued	To support Director of Culture and ethos in improving attendance and behaviour and to ensure no divergence, in the areas of attendance and behaviour between PP and non-PP students. (Year 7-11)	Exclusions and attendance of PP reflects that of their non-PP peers and are positive in comparison to national standards	Attendance and behaviour data tracked and monitored - interventions as appropriate coordinated and delivered via pastoral leads	<Academy Attendance charts>	PP Objective 1 - Behaviour	AP	PH
6	School Councillor facilitation	Years 7-11	£25,671	Continued	Social emotional support for all students, as required	Improved students behaviours including a reduction of PP students involved in bullying incidents	Monitoring of academy bullying incidents and referrals	<Academy exclusion figures>	PP Objective 1 - Behaviour	GE	PH
7	Faculty/student resourcing	Years 7-11	£75,000	New	Resourcing as appropriate	Look and feel checks performed displays up-to-date, promote learning and reflect Ark Boulton brand	Faculty leads and SLT check	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	PP Objective 3 - Outcomes	DoF	SLT

8	Safeguarding	Years 7-11	£36,124	Continued	Whole-school support and training with regard safeguarding agenda. Child protection caseload	Student behaviour information will show no determinable difference in the numbers of students that are both victims and perpetrators of all types of bullying	Bullying and FTE data tracked	<Academy exclusion figures>	PP Objective 2 - Attendance	VR	PH
9	French Language Assistant	10 & 11	£15,000	Continued	KS4 support for students completing GCSE French	Diminished difference in the attainment of PP students attaining the Ebacc qualification vs non-PP	Progress and attainment in French	<MFL student data outcomes>	PP Objective 3 - Outcomes	SD	DR
10	Achievement Leaders x 5	years 7-11	£16,150	Continued	Tracking and monitoring of high ability PP students within year groups	Performance of HPA PP students shows improvement and use of attitudinal audit	Progress of PP students across the curriculum	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	PP Objective 3 - Outcomes	AP	PH
11	Virtues Curriculum Director	Years 7- 10	£20,000	New	Creation of a Virtues curriculum to support the teaching of the academy values and oracy	Virtues rubric is used to assess student performance within the curriculum and shows an attainment increase point-to-point	Design, training, monitoring, reporting and review of the Virtues curriculum	<Bromcom assessment screen outcomes>	PP Objective 3 - Outcomes	HA	PH

12	Attendance Officer Support	Year 7-11	£18,000	New	First line of communication between academy and family with regard to non-attendees (Years 7 -11)	Student attendance is improving to exceed national average, diminishing difference and achieving academy targets	Academy attendance data	<Academy Attendance charts>	PP Objective 2 - Attendance	AP	PH
13	Essential Knowledge Organisers	Years 7- 9	£5,000	New	To improve the value of independent learning and increase knowledge attention as per long term memory research	Students are using their EKO's and these are routinely checked by form tutors	Form tutor monitoring	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	PP Objective 3 - Outcomes	SST	DR
14	2 Additional Humanities Teachers	Years 7-11	£23,533	Continued	To increase attainment across the humanities	The achievement of PP students is improving in the subject on a term-by-term basis as a result of stable staffing and improved Year 11 outcomes	Progress of students as per data assessment points	<summer 2 KS3 progress figures> <summer 2 Year 11 outcomes>	PP Objective 3 - Outcomes	SST	DR
Projected Spend			£								
			515,678.00								
Projected Allocation			£								
			515,678.10								
Difference			£								
			0.10								

14. APPENDIX I: ARK BOULTON ACADEMY PUPIL PREMIUM OBJECTIVES

Priority	Objectives	December	April	June	What Will Success Look Like	Owner
PP Objective 1 - Behaviour	Improve the behaviour of Pupil Premium students so that the academy has fewer exclusions and there is a diminishing difference between the numbers of exclusions received by PP vs non-PP students. Click for 2017 exclusions data	Students are aware of the academy's virtues. Bromcom supports the use of a virtues based merit system. PSHE programme incorporates the development of Ark Boulton virtues. Both Als and SSLs are aware of their PP related performance management targets	No PP exclusion gap. Merit attainment of PP students is in line with non-PP students. Student achievement and performance tables are displayed within year group areas	Reward trip is organised. Attainment of merits by PP and non-PP students. Ratio of students attending the trip is consistent with that of non-PP students. Virtues curriculum is delivered and students can speak confidently and accurately about their behaviour how they demonstrate the values.	50% of the academy's PP students will have attended the academy's reward trip. Average merits attained by PP students is in line with those awarded to non-PP students. The academy' PSHE programme will have been created, implemented and completed, utilising a character education framework, the evidence of its success being that students will be able to speak confidently about the Ark Boulton Virtues and will be able to reflect on their own behaviour using the language of AB virtues. The AB Virtues will be displayed and prominent across the academy. There will be no gap between the % of PP and non-PP students receiving a fixed term exclusion and exclusions of PP students will fall below what is expected of all students nationally. No discernible difference between numbers of bullying incident between PP and non-PP students.	PH/SSLs/Als
PP Objective 2 - Attendance	Improve attendance of students that are described as disadvantaged to levels that reflect national averages for all students (94.8) and that show the difference is diminishing (Summer 2 = -1.5%)	Student support leaders are monitoring the progress of PP students within the year, making comparative judgements	Year group attendance celebrations show that there is a reduced gap between PP and non-PP students. PP Attendance =95%, PA = 12%. PP students with attendance below thresholds are identified and interventions as per attendance graduated response are in place.	KS3 celebration afternoon all students with excellent attendance and significant attendance rewarded with a special certificate and award. attendance = 96%, PA = 9.5%	PP students will value their education they will have excellent attendance and punctuality which is in line with their non-PP peers which is supported through meeting the academy's target of 96% and reporting a continuing, diminishing difference	PH/Als/SSLs

PP Objective 3 - Outcomes	<p>Improve the progress across the academy so that cohorts achieve in line with academy targets and expectations</p> <p>Ensure that differences are diminishing where there are indications of underperformance (see one page data sheet)</p>	<p>Assessments across the academy are undertaken and data analysis meetings are held with faculty/ subject action plans highlighting where underperformance is encountered and actions to correct</p>	<p>Assessments across the academy are undertaken and data analysis meetings are held with faculty/ subject action plans highlighting where underperformance is encountered and actions to correct</p> <p>Differences previously identified (Autumn 2) are diminishing</p>	<p>Assessments across the academy are undertaken and data analysis meetings are held with faculty/ subject action plans highlighting where underperformance is encountered and actions to correct</p> <p>Differences previously identified (Spring 2) are diminishing</p>	<p>All year groups will make progress of at least 0.1 (AA+) in the core subjects with no significant performance gaps (>±0.2) being evident across student groups</p>	DR
PP Objective 4 - Pledge	<p>All students to have the opportunity to experience an external educational visit, each year that broadens their life experience.</p>	<p>Year group opportunities identified and funding in place for trips. Trip day is identified and included in the academy calendar. Achievement leaders are versed in the external visits protocols. Assessment Screens developed to support monitoring</p>	<p>External visit is planned and has passed through the EVC vetting process at the academy. Students are informed. Information is shared and preparations completed in advance of departure. Evaluation/ work/ resource pack created in readiness. Numbers of PP students</p>	<p>Reports created and printed using Bromcom assessment screen supporting AL planning of future opportunities</p>	<p>All students will have been provided with 2 external visits with at least 97% of students attending both opportunities.</p>	ALs
PP Objective 5 - Strategy	<p>Raise the profile of PP students ensuring that staff are aware of their performance and are skilled in addressing underperformance</p>	<p>PP strategy is reviewed and shared with SLT. Funding is allocated and strategy is disseminated and understood by staff. All staff at all levels have PP related PM targets that support the PP improvement plan. The academy undertakes its statutory requirements with regards to the reporting of PP</p>	<p>PP performance management targets have been reviewed and support/ targets in place where appropriate. Leaders of the academy report the progress of PP students</p>	<p>The academy's PP policy is evaluated and reviewed.</p>	<p>Teachers are aware of how disadvantaged students are defined and of the barriers to education that they encounter. They are aware of how they perform at the academy. Teacher planning accommodates the needs of PP students and leaders within the academy scrutinise PP performance, take action and are successful in addressing underperformance. This is demonstrated through teaching that is judged as 70% good or better with no inadequate teaching</p>	DR/ CE

<p>PP Objective 6 - Literacy</p>	<p>Improve the literacy and numeracy of PP students across the academy so that they are able to access and perform well across the curriculum</p> <p>Reading Ages across the academy show an increase that exceeds the chronological number of months between tests</p> <p>Reading attainment through LLT improves as measured by the reading fluency rubric</p>	<p>DEAR timetable and staff trained to deliver. DEAR resources purchased and utilised. Year by year reading list communicated to students and families. Reading awards created and book prizes funded and purchased. At Key Stage 4 a literacy programme is determined and implemented. Literacy and numeracy leads monitor, track and report the progress of PP students. Year 7 mathematics and English mastery curriculum resourced and implemented.</p>	<p>Routines in DEAR time are established for both KS3 and KS4. Students have positive attitudes towards reading and reading records are up-to-date. Students have begun to finish books from the academy's reading list. Reading awards celebration and presentation performed. Mastery curriculum is confidently taught and impacting on outcomes</p>	<p>DEAR time is effective with routines well established and students choosing reading materials that interest them and are appropriate to their reading age. Greater numbers of students are reading with fluency and comprehension that is appropriate to their age. Mastery curriculum has resulted in easily quantified improved outcomes in English and mathematics for PP students</p>	<p>Greater numbers of students are reading with fluency and comprehension that is appropriate to their age. Students talk with enthusiasm about the books they have read and have knowledge of a number of books across genres. NGRT reading test data demonstrates rapid progress with students improving their SAS by +2 or increase their reading age beyond the months expired between tests. Students are aware of and have read a number of 'recommended' reads with Year 11 students having read a book from the English literary canon, in addition to those studied within the curriculum</p>	<p>DR</p>
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