



## Pupil premium strategy statement: King's Lynn Academy, 2017-18

1. Summary information					
<b>School</b>	King's Lynn Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	November 2017
<b>Total number of pupils</b>	712	<b>Number of pupils eligible for PP</b>	252	<b>Date for next internal review of this strategy</b>	February 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>% achieving 4+ EM (2017) (2016 in brackets for comparison)</b>	38% (31%)	52% (50%)
<b>% achieving 5+ EM (2017)</b>	17%	27%
<b>Progress 8 score average (2017)</b>	-0.73 (-1.2)	-0.3
<b>Attainment 8 score average (2017)</b>	33.4 (31)	41.7

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
<b>A.</b>	A high proportion of disadvantaged students at KLA also have a Special Educational Need, and therefore have an additional barrier to learning to overcome.
<b>B.</b>	Many disadvantaged pupils at KLA have significant behaviour for learning barriers
<b>C.</b>	There is a significant attendance gap compared their non-disadvantaged peers

<b>D.</b>	The academic profile of disadvantaged students at KLA has a significantly higher proportion of lower ability students on entry
<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>H.</b>	Some disadvantaged students suffer from poor diet, a lack of sleep and a lack of academic and personal organisation.
<b>I.</b>	Some disadvantaged students lack aspiration, self-confidence and self-esteem. They are less likely to value education and more likely to have few positive role models who have benefited from further education. They may lack awareness of educational, training and employment opportunities post-16. Families are less likely to attend Parent Information and Parent/Teacher evenings

<b>4. Outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>1</b>	Accelerated progress for Disadvantaged students who also have a DSEN.	Outcomes of PP/DSEN students to improve (2017 P8 score for PP with DSEN was -1.0) Target for 2018 of -0.3
<b>2</b>	Improved behaviour of Disadvantaged students, relative to other students.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Student voice and staff surveys report improvements.
<b>3</b>	Improved attendance of Disadvantaged students.	PA of Disadvantaged students to be below 15% and overall absence for Disadvantaged students to improve to be below 8%
<b>4</b>	More effective teaching of Disadvantaged students, to accelerate their progress.	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.7 in 2017 to at least -0.2 in 2018.
<b>6</b>	Increased aspiration of Disadvantaged students.	Particularly in year 11, so as destinations are appropriate and students aim high. Proportions of Disadvantaged students moving on to Levels 2 and 3 courses post-16 are in line with prior attainment of the cohort. No disadvantaged student to be NEET in 2018

5. Planned expenditure					
Academic year		2017/18			
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 / strand	Chosen action/approach	Rationale / basis / intended outcome of this action?	Implementation notes / expected impact	Staff lead	When will you review implementation?
4.4	Establishment of Passion with Purpose Base (PPB) – a facility dedicated to providing 1-1- and additional small group teaching for PP students only	With support from the CAG data to highlight low attainment PP students. To help and support PP students to close the gap and aspire to higher levels.	Carefully selected groups and the knowledge of subject needing support.	PP Advocate and PPB team.	After the November 17 mock exams.
	Identify PP students on any seating plan so all staff will know who and where they are.	Identification of PP students, with any additional identified need planned for in lesson planning, is critical to ensuring the impact of high-quality first-teaching.	Monitoring of lesson quality, careful scrutiny of progress documents and follow-up conversations with teachers where progress not high enough to ascertain barriers to progress.	Head of School AP (KS3) AP (KS4)	Termly
	Specific Pupil Premium forms in each year group, containing students most at risk of underperformance	Ensuring that the most effective form tutors are placed with those PP students most in need of effective role models, and energetic tutoring. These tutors will provide the ongoing high-quality personal development tutoring that many PP students desperately need	Ensuring clarity of expectation – just placing students in a PP form will not in and of itself engender the improvement we seek. The role of these forms is to act as a vehicle for PP students' aspiration, organization and expectations of academic progress	PP Advocate	Half-termly

	Learning Diaries for all PP students in KS3	To ensure that relevant and insightful information about all PP students is shared in the most effective way with teachers of those students.	Ensuring note is taken of the information shared in the diaries and that they are effective routes for documenting learner barriers as well as progress	PP Advocate PPB team	
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**Total budgeted cost**

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the intended outcome of this action?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F. Increased aspiration of Disadvantaged students.	Enrichment, trips and visits The Brilliant Club – 2 cohorts (1 KS4, 1 KS3)	To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation (+2 months)	High-quality mentoring for pupils on the brilliant club PP students proactively targeted for trips, GCSE conferences	PP Advocate	Following completion of each event.
	Attendance at Careers fair for Y10 PP students	To increase PP student awareness of potential career paths beyond those traditionally followed locally. To raise aspiration in PP students linked to exciting potential career choices. Increasing rate of PP students entering Post 16 study / apprenticeships / HE	Follow-up conversations and careers guidance for Y10 pupils following the event, with links to relevant organisations etc. All info to be placed in PP learning diaries to keep focus	PP advocate PHSE lead for follow-up	End of Year 10, with emphasis placed on early information for Year 11 IAG.
	Living for Sport Y10 Athlete mentor visits  AQA Unlocking	To bring out the best in young students so they can achieve their goals, which often is achieved by external guests bringing an exterior perspective.	These initiatives now in its second year, and working well.	PP Advocate CP	

	Potential Programme				
D. More effective support of Disadvantaged students, to accelerate their progress.	Accelerated Reader subscription	Reading comprehension strategies (+5 months impact (EEF))	Ensure sufficient time given to reading, and that 'quizzing' is taken seriously Sharing progress with students where AR clearly having positive impact to engender enthusiasm to continue to use AR	English team	Termly
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Disadvantaged Marking Project	Positively discriminate in favour of PP students so that their books are the first to be marked, focusing on what the student has done well, building confidence and greater resilience (+8 months) PP progress gaps across subjects are minimised (including for the Basics measure), and continue to close.	Starts April for trial period of half-term, HoS to monitor and impact reported to IEB in February. If pilot successful project to continue	Barney Rimmer	CAG review points
E. Improved wellbeing of Disadvantaged students.	Funding to purchase necessary materials/ingredients for Disadvantaged students to partake in practical curriculum lessons	PP students in past years have often not brought in the ingredients for cooking and other practical lessons, and therefore have not been able to learn in lessons. PP students also provided with school equipment (stationary etc) to ensure they are always well-prepared for lessons	PP students to participate fully in practical lessons and learn well.  Equipment for learning does not become a barrier to learning for PP pupils	Curriculum Leader, Teachers of DT	CAG review points

C. Improved academic organisation of Disadvantaged students, including homework.	Academic Mentoring from Rotary Club	To combat the barrier to learning that PP students face of lacking academic organisation; providing guidance for students to prepare them for their public exams. Mentoring (+1 month (EEF))	Outcomes of students who have had academic mentoring to be monitored as the year progresses, to evaluate the makeup of the group, and also outcomes of public exams in the summer.	Rotary mentors	CAG review points
D. More effective teaching of Disadvantaged students, to accelerate their progress.	PP Advocate role on ALT to focus on PP Student Achievement	Having a member of the Senior Leadership Team responsible for the strategy of raising outcomes for PP students raises its profile and also holds staff to account for outcomes of PP students across subjects.	PP/non PP progress gaps across subjects are minimised, and continue to close. Attainment gaps for the Basics to close, P8 gaps to close further.	PP advocate	CAG review points
C. Improved academic organisation of Disadvantaged students, including homework.	Homework Club  Breakfast club	Many PP students typically do not have a space for self-study. Therefore, the Homework Club provides this, and allows the students the opportunity to complete homework etc. with support from staff also. Extending school time (+2 months) Homework, secondary (+5 months)  Many PP students do not have a place or time just to sit and quietly read	Attendance at Homework Club tracked each session, with non-attending PP students followed up. Achievement of students in line with attendance at Homework Club tracked across the CAG points.  Librarian to oversee	PP advocate  PP Advocate Librarian	CAG review points
E. Improved wellbeing of Disadvantaged students.	Hardship Fund	At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those PP students whose family circumstances mean they are in need of support.	Attendance gaps, progress gaps, Attitude to Learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between DD/NDD students.	Heads of Year	Termly (September, January, April).

C. Improved academic organisation of Disadvantaged students, including homework.	Revision packs and revision guides	Providing high quality resources for the PP students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. Homework, secondary (+5 months)	Basics attainment gap to close, P8 and A8 improve relative to last year's outcome.	PP Advocate	CAG review points
F. Increased aspiration of Disadvantaged students.	Careers (including trip costs and KUDOS software)	Taking the PP students to local sixth form colleges and Universities, organising for taster events facilitated by Universities both on and off site, and ensuring more able DD students make sure of the KUDOS software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across their subjects. No specific reference	Destination figures of PP students to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.	PP Advocate	calendared Careers focus.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Vocational courses at CWA	These courses have been successful in previous years delivering good outcomes and improving attitudes to education	High outcomes and completion rates	PP Advocate	CAG review points
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice (EEF reference)?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

C. Improved academic organisation of Disadvantaged students, including homework.	Parents' evenings  Letter sent home regarding PP Advocate new role.	Encouraging parents to come into school to hear feedback from subject teachers. Parents text the day before as a gentle reminder. Parental involvement (+3 months)  Parents understand of support offered in school and who to contact if they have any concerns	Increased attendance at parents' evenings for DD students; closing of the Parents' Evening attendance gap.	PP Advocate  PP Advocate	Termly, January, April, July
C. Improved academic organisation of Disadvantaged students, including homework.	Holiday schools,	Provides an environment which is conducive to learning beyond lessons Extending school time (+2 months)	PP students' progress across subjects are continues to improve, relative to last year and also to other students.	PP Advocate	January, April
B. Improved behaviour of Disadvantaged students, relative to other students.	Rewards (whole school) Including KS3 Diploma	Incentivise PP students to learn well in lessons, be punctual and model positive behaviour for learning. Behaviour interventions (+4 months)	No gaps in tracking of Achievement Points given; Attitude to Learning grades of PP students in KS3 to show improvements.	Behaviour team PP Advocate	CAG review points
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Year 6 transition  PPB leaflet to be placed in all Y6 transition packs	PP students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the Academy. No specific reference  All parents understand what is available to their child for the beginning of their school life.	Progress of year seven PP cohort as seen in CAG data; feedback from parents at achievement drop-in sessions.  Transition for Y7 PP students is smooth and entry into Y7 is facilitated with no momentum lost	Assistant Principal (KS3)  PP Advocate KS3 leader	CAG review points  Post transition

E. Improved wellbeing of Disadvantaged students.	Family Liaison (attendance)	Attendance gaps exist in all year groups, between PP/non PP students. The positive causation between attendance and achievement mean that the work of the Family Liaison (attendance) Officer is crucial in closing these gaps. Parental involvement (+3 months)	Attendance gaps between PP/non to close in each year group, relative to the same year group the previous year. Gaps to remain lower than national. Attendance of PP cohorts to improve, relative to the same year group the previous year.	Attendance manager  PP advocate	Half termly
E. Improved wellbeing of Disadvantaged students.	Attendance Telephone Package	When PP students are absent from school, the use of the Attendance Telephone system is part of an effective absence management procedure. It also provides a good medium of communication between the college and parents. Parental involvement (+3 months)	Attendance gaps between DD/NDD to close in each year group, relative to the same year group the previous year. Attendance of PP cohorts to improve, relative to the same year group the previous year.	Heads of Year	Termly (September, January, April).
E. Improved wellbeing of Disadvantaged students.	Water and breakfasts on day of exams for students	From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams. No specific reference	Students feedback on preparedness for public exams.	Assistant Principal (KS4)	CAG review.
D. More effective teaching of Disadvantaged students, to accelerate their progress.	Teach First teachers, x2	Overstaffing in the core subjects of English and Mathematics has been deliberate, to reduce class size and develop capacity in the teaching staff. This in turn will improve outcomes for DD students in both the short and long term. Reducing class size (+3 months)	DD/NDD progress gaps across these core subjects are minimised, and continue to close.	Principal	September 2018 if successful
<b>Total budgeted cost</b>					



