

David Young Community Academy:

2016-17 Pupil Premium Grant (PPG) and Catch up Spending Strategy

Pupil Premium funding for those pupils who are defined as “looked after” (CLA) is £1,900. This document does not outline the way in which that additional funding is deployed for our CLA students. CLA students benefit from many of the strategies outlined in this document. Where CLA students they meet the criteria for a specific intervention they are prioritised to ensure their needs are met as quickly as possible. Additional support offered to them beyond the other interventions available to all PP students, and the ways in which the additional funding is deployed, are recorded in their PEP Plans.

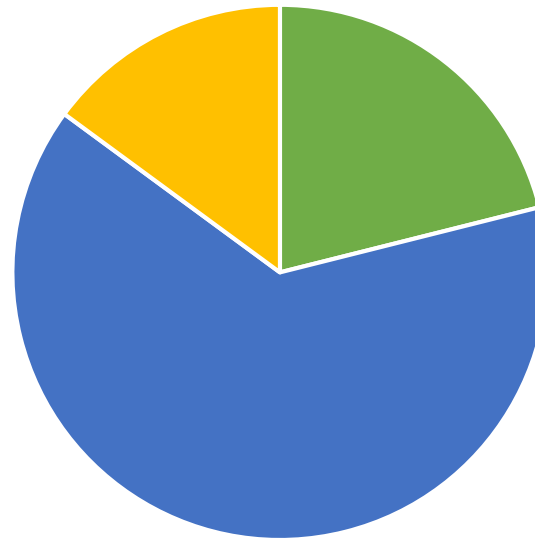
1. Summary information							
School	David Young Community Academy						
Academic Year	2016-17	Total PP budget	£500,225	Total Catch Up Budget	£53,000	Grand Total	£553,225
Total number of pupils	848 (Live)	Number of pupils eligible for PP		535	Date of most recent PP Review	January 2016 (B11 Review)	
2. Current attainment							
				<i>Pupils eligible for PP DYCA</i>	<i>National Non Pupil Premium</i>		
% achieving 5A* - C incl. EM (2015/16 only)				34.2%	63.9% (2015 National)		
% achieving expected progress in English / Maths (2015/16 only)				3LOP English = 58.2% 4LOP English = 30.0% 3LOP Maths = 63.9% 4LOP Maths = 28.7%	3LOP English = 74% 4LOP English = 34% 3LOP Maths = 72% 4LOP Maths = 35%		
Progress 8 score average (from 2016/17)				-1.06	0.12 (2016 RAISE)		
Attainment 8 score average (from 2016/17)				32.80	52.56 (2016 RAISE)		
3. Barriers to future attainment (for pupils eligible for PP including high ability)							
Disadvantaged students are more likely to be exposed to education “Risk Factors” which will hinder their ability to achieve in line with peers. (NIES Report 2015)							
In-school barriers							
A.	Literacy skills of students entering in Year 7 are lower for the PP cohort. This has been a consistent trend over the last 4 years. Poor Literacy skills mean that they reach KS3 with an evident attainment gap between them and their peers and they struggle to make Good progress moving forward.						
B.	High Attaining PP students make less progress than their other HAP peers. This prevents them from making consistently good progress during KS3 and KS4 to allow for high level attainment in their GCSE exams.						

C.	The Productivity levels of PP students is lower than their peers. This contributes to their making slower progress than their peers.
D.	Students eligible for PP often need higher levels of care and guidance through their school career, this means that they require more contact time with key staff than their NPP peers. This often manifests in poor conduct which disrupts learning time and further slows the progress made by PP students.
E	Attendance for the PP cohort was 88.9%, in 2015-16. This was 2% below the NPP cohort who had an average attendance of 90.9%. The gap was wider in KS4. This reduces their school hours and causes them to fall behind.

4. Outcomes																															
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>																													
A.	Accelerate the progress of Literacy skills in KS3 for the PP cohort using: <ul style="list-style-type: none"> • High Quality First Teaching • 1-2-1 Tuition • Accelerated Reader • Sound Training 	Y7 Interim data collections will show a diminishing difference between the number of PP students and NPP students who are achieving "Expected Progress". This will begin to be measured in October 2017 and then at each data collection through the year. PP students who are "Below Expected" will have received an intervention through the English Department. Students who are "Significantly Below" will have been referred to AP Student Progress for further intervention. This will be monitored each block through the English department tracking system.																													
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B.	Improved rates of progress for the PP HAP cohort within KS3.	HAP PP Cohort is identified as a focus group within SISRA and their progress is monitored at each data point. Where students are not making "Expected" or "Excellent Progress" this will be raised through the line management of Subject Leaders which is completed by the Principal.																													
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C.	Improving Attitude for Learning scores for the PP cohort and a diminished difference between them and the NPP cohort.	The ATL average for the PP cohort within each year group (broken down into PP, PP Boys, PP girls and PP HAPs) shows an improving trend for each data collection. The gap between NPP and PP ATL data reduces. This will be monitored through internal data collections. Identified cohorts of students will be referred for intervention through the AP Student Progress and the Care& Guidance teams. TARGETS TBC following HMI Visit January 2017
D.	Improved pastoral support for students while in the academy	2016-17 will show a smaller ratio of students to Care & Guidance personnel than 2015-16. Due to dramatic changes to the pastoral structure, Behaviour Code and sanctions system we will not be able to compare 2015-2016. However, the block by block behaviour Card will identify trends and cohorts in need of support which will be actioned by the C&G teams. TARGETS TBC following HMI Visit January 2017
F	Increased rates of attendance for the PP cohort during 2016-17.	Attendance for the PP cohort in 2015-16 was 88.9%, for the NPP cohort it was 90.9%. Targets for 2016-17 are 92% for the PP and 94% for the NPP. This would put both broadly in line with the national cohort figures for 2015.

PPG Spend for 2016-17



- High Quality teaching for all.
- Targeted support and staffing.
- Other Approaches.

5. Planned expenditure

Academic year	2016/17				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success/Impact Criteria QA Method	Staff lead	Reviewed When?
To sustain smaller class sizes for all students in order to support higher quality teaching and learning for all.	Continue high level staffing to maintain small class sizes. Enhanced budget for curriculum staff to allow for the appointment of more experienced teachers.	To improve quality of first teaching for all students.	Internal/External QA of Teaching and Learning in line with DYCA School Action Plan	MHA	1/7/16
To provide a consistent, streamlined method of producing seating plans. This will enable all teaching staff to correctly identify and tailor delivery to the needs of disadvantaged students.	Implementation of Seating Planner from Class Charts as per DYCA Action Plan 1.7.2 Total £3225. 100% funded by PPG	Following recommendation from our B11 Inspection January 2016.	Please see DYCA Action Plan 1.7.2	ALA	16.12.16
Provide a range of revision resources for disadvantaged students.	Year 11 students have a full set of revision guides provided for them at Yr11 Success evening (25 th October 2016) Total £5000. 100% funded by PPG	To allow PP students to access the full range of required resources.	Records maintained by MHA	MHA	16.12.16
Provision of regular, bespoke, high quality CPD to aid staff in the delivery of their subject.	Enhanced budget for CPD at all levels. Please see T&L Section of the DYCA Action Plan which outlines the CPD for details. 61% of total CPD budget funded from PPG	To improve quality of first teaching for all students.	Internal/External QA of Teaching and Learning in line with DYCA School Action Plan	CJS	1.7.17

Strengthen the tutoring team to allow for effective, subject specific 1-2-1 delivery.	Expand the tutoring team to include: <ul style="list-style-type: none"> • 2 Maths Specialists • 2 English Specialists 61% of total tutoring budget funded from PPG	To improve quality of first teaching for all students.	Students in receipt of tutoring to be making "Expected" Progress at the end of their allocated intervention.	ALA CJS	1.1.2017
To provide structured revision opportunities for Year 11 directed by review of their assessment data.	Extended hours curriculum – After School Additional lessons in Maths, English and Science (3-4pm) for Year 11 students. DYCA Action Plan 4.1.7	To allow PP students, and those without access to a suitable study place outside of the academy, to work beyond school hours.	Attendance at sessions and improving performance trends at each data collection through the year.	ALA CTU Subject Leaders	Each Block
To provide structured study sessions during academy holidays.	Extended Hours Curriculum: Holiday study school (Feb Half Term, Easter, May Bank) DYCA Action Plan 4.1.7 Maximum Budget allocated for staffing, resources and other costs of £5000 funded by the PPG.			ALA Subject Leaders Subject Staff	1.7.17
To improve the reading ages of Year 7 and Year 8 PP students.	Accelerated Reader for Year 7 & 8. Run through the Library in conjunction with the English department. In conjunction with delivery in English lessons this will support the improvement of literacy skills across the board. Total cost £2962. 61% funded by the PPG	Impact research from Renaissance Learning (AR Provider)	Increasing reading ages for all students in March and July. 75% pass rate for all non SEN students taking the STAR reading tests.	NEN SMU English Team Year 7/8 Year Team	30.3.17 1.7.17
Total budgeted cost					£112,005

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success/Impact Criteria QA Method	Staff	Reviewed When?
Strengthen quality of delivery from the tutoring team to allow for effective, subject specific 1-2-1 delivery.	<p>Expand the tutoring team to include:</p> <ul style="list-style-type: none"> • 2 Maths Specialists • 2 English Specialists • 1 Science Specialist <p>Provide CPD to ensure Good delivery or better from this team.</p>	To improve quality of first teaching for all students.	Observations of team using the DYCA QA procedures for T&L.	ALA JEA	30.1.17 30.3.17 30.6.17
Identify PP students with pastoral needs which may impact upon their achievement and progress.	<p>Implement the use of PASS Survey (Pupil Attitude to Self and School) to inform our practice and direct appropriate interventions.</p> <p>100% of cost will be funded by the PPG</p>	PASS Survey impact research. Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment. (NIES Report 2015)	Improving trends as shown through the Behaviour Data Card (improved attendance, reduced exclusions, Inclusions, detentions) in line with the targets outlined in the DYCA Action Plan 2016-17	ALA JSH MKI Care & Guidance	30.1.17 30.3.17 30.6.17
To continue to support students in their day to day school life understanding that students eligible for PPG are more likely than their peers to be in need of additional care and guidance during their time at school.	<p>Restructuring and expansion of the Care and Guidance team including roles and responsibilities to better support the needs of our young people.</p> <p>61% of the C&G Staffing will be funded by the PPG.</p>	Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment. (NIES Report 2015)			

<p>To support the continued educational inclusion of students unable to adapt to the academy learning environment.</p>	<p>Alternative Provision pathways. The provision, primarily at Limewood but also at other centres, allows these students to continue to participate in education without impacting on the progress of others. £154,668. 100% of costs funded by the PPG</p>	<p>Students attending alternative provision each have a bespoke set of targets and expectations. Given the highly specialised circumstances and complex needs of each student it is not appropriate to set blanket targets. The effectiveness of our alternative provision is QA'd externally.</p>		<p>JSH</p>	<p>30.1.17 30.3.17 30.6.17</p>
<p>To provide opportunities to develop leadership skills and support increasing self-esteem with a targeted group of young people.</p>	<p>Support Cadets in the academy with staffing and time when record. £1500. 61% is funded by the PPG</p>	<p>Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment. (NIES Report 2015)</p>	<p>Attendance of students to sessions >92% by March 2016 All participants to have gained the appropriate annual star rating in 2016-17.</p>	<p>KWI</p>	<p>28.2.17 1.7.17</p>
<p>Total budgeted cost</p>					<p>£339,964</p>
<p>iii. Other approaches</p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Success/Impact Criteria QA Method	Staff	Reviewed When?
<p>Provide strategic oversight of all areas of provision for Disadvantaged students and to effectively co-ordinate intervention and resources available in the academy.</p>	<p>Appointment of Assistant Principal: Student Progress 10% of total salary is funded from the PPG</p>	<p>B11 Pupil Premium Review Jan 2016 identified the need for a designated school need.</p>	<p>Outcomes for PP students July 2017 will have met academy targets. Please see DYCA Action Plan</p>	<p>ALA</p>	<p>As per PM Review Cycle</p>
<p>Provision and Intervention is mapped with specific entry and exit criteria. Costs are tracked for all logged interventions. Reports are shared with SLT at each review point.</p>	<p>Implement Provision Map tracking platform. DYCA Action Plan 4.1.10 £700. 100% of the total cost is funded from the PPG</p>	<p>B11 Pupil Premium Review Jan 2016</p>	<p>Outcomes of HMI Monitoring/PP Review</p>	<p>ALA</p>	<p>30.1.17 30.3.17 30.6.17</p>

			PM Review process for ALA		
To strategically manage the improvement of attendance for all students within the academy but especially the PP cohort.	<p>Appoint an experienced Attendance Manager. Oversee the improvement of whole academy attendance.</p> <p>61% of total salary is funded from the PPG</p>	B11 Pupil Premium Review Jan 2016	<p>PP attendance/PA/PPA targets July 2017 will have met academy targets.</p> <p>Please see DYCA Action Plan</p>	JAS JSH	As per PM Review Cycle
To ensure all students, especially those eligible for the PPG, are able to access a balanced breakfast.	<p>Breakfast and Mid Morning Break (toast/cereal/porridge/fruit/juice) is provided free of charge for all students.</p> <p>£15,864. 61% of the cost is funded by PPG.</p>	<p>Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment.</p> <p>(NIES Report 2015)</p>	<p>This will have a positive impact on their concentration, health and well-being and ultimately their achievement.</p>	ALA	1.7.17
To continue to provide an essential learning space for students, a sanctuary for those who may be vulnerable and to allow a settled place for study outside of school hours.	<p>Library Staffing to remain above typical levels for 2016-17 and to sustain the higher resource budget for the Library to allow trips, enrichment, guest speakers and outreach work.</p>	<p>Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment.</p> <p>(NIES Report 2015)</p>	<p>PP vs NPP usage of the library to be tracked.</p>	ALA RGO SMU	As per PM Review Cycle
To provide CIAG support for all students, especially those eligible for PPG, in making key decisions regarding their future and avoiding NEET.	<p>Appoint a dedicated, FT Careers advisor to work with the PSHCE co-ordinator to provide CIAG for all year groups.</p> <p>61% of total salary is funded from the PPG</p>	<p>Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment.</p> <p>(NIES Report 2015)</p>	<p>Reduction of PP NEET in 2017 from the 2016 figure. This remains TBC from the local authority.</p>	MCR	1.7.17 As per PM Review Cycle
Ensure all students eligible for the PP are fully equipped for school	<p>Provide the required school equipment (including school bags) for disadvantaged students.</p> <p>61% of total cost is funded from the PPG</p>	<p>Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment.</p> <p>(NIES Report 2015)</p>	<p>Daily/Weekly equipment checks.</p>	JSH	1.7.17

To encourage and enable parents to support the progress of their child through revision skills, coaching conversations and a greater understanding of the new assessment structures.	Host three Parental Support evenings DYCA Action Plan 4.1.6	Compendium of evidence on ethnic minority resilience to the effects of deprivation on attainment. (NIES Report 2015)	Attendance to parental support evenings will be 70% of invited cohort.	ALA	Following each event (TBC)
To provide an additional support structure for disadvantaged HAP students to raise aspiration and support them through KS4.	Mentoring Project for HAPs DYCA Action Plan 1.8.6 (d)	B11 Pupil Premium Review Jan 2016	Student Outcomes for those involved will match at least Expected Progress. >60% make Excellent Progress (4LOP)	ALA	1.7.17
To support the successful transition of two key groups of Year 7 students a) the more able and b) high tariff concerns.	To run a transition project which culminates in a summer school for Year 7 students entering the academy. DYCA Action Plan 4.1.5	B11 Pupil Premium Review Jan 2016	100% attendance to summer school for invited cohort. Successful integration into DYCA based on meeting Expected Progress in English/Maths/Science by December 2017	ALA	1.9.2017 30.12.17
Total budgeted cost					£79,242