

2017-18 Pupil Premium Grant (PPG) and Catch up Spending Strategy

Bishop Young Church of England Academy: 2017-18 Pupil Premium Grant (PPG) and Catch up Spending Strategy



Bishop Young Church of England Academy is a Christian school with a caring ethos. We are passionately dedicated to the provision of high quality learning, personal development and diverse enrichment opportunities. As part of Abbey Multi Academy Trust we are committed to “Working in partnership to educate, nurture and empower” our students.

The number of students within Bishop Young who are eligible for the PPG is more than double the national average. As such the leaders of BYA make decisions regarding school improvement and the introduction of new initiatives starting from the premise of “What will be most effective for our PP students?”. The strategy for deploying both the Catch Up funding and the PPG are included in the same document.

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 individual CLA students however these students do 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. Details of how individual PP+ funding is deployed will be found in the student’s PEP.

1. Summary information							
School	Bishop Young Church of England Academy						
Academic Year	2017-18	Total PP budget	490,000	Total Catch Up Budget	12,000	Grand Total	502,000
Total number of pupils	727	Number of pupils eligible for PP		445	Date of most recent PP Review	January 2016 (B11 Review) of DYCA	
2. Current attainment							
		<i>Students eligible for PP</i>	<i>All other students</i>	<i>National Non Pupil Premium</i>	<i>National Variation</i>		
Progress 8 outcome for 2017-18		-1.511	-0.542				
Basics 9-5 in English & Maths		14.5%	29.3%				
Basics 9-4 in English & Maths		33.3%	50%				
Ebacc		-1.537	-0.546				
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). This means that a complex range of factors, beyond the obvious economic ones, play a part in student progress.							

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In-school barriers	
A.	Poor Literacy and oracy skills prevent disadvantaged students from accessing the curriculum effectively and hamper their progress as they move on to more challenging curriculum and content at KS4.
B.	Mathematical skills (as assessed at KS2) are lower for students eligible for the PP. This is a barrier to them making good progress in Year 7 and later on in their school career.
C.	The proportion of students who have recognised SEND (including SEMH needs) is far higher within the cohort of students eligible for the PPG.
D.	A small number of students eligible for the PP present more challenging behaviour. This results in lost learning time and lower levels of engagement with the curriculum offer.
E.	Students in eligible for the PPG frequently present as lacking in resilience, self-esteem and aspiration. This results in lower levels of engagement with the curriculum offer.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for pupils' eligible for PP for 2017 - 81.9%. This reduces their school hours and has a negative impact on their progress and attainment.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.	<p>Students eligible for PP in Years 7&8 make more progress by the end of the year than 'other' pupils or will make progress at least the same rate as their NPP peers.</p> <p>We will measure this using:</p> <ul style="list-style-type: none"> • Internal data tracking system • Reading ages taken through Accelerated Reader tests at each PTP window. • English Data Response reports following whole school data collections • Mathematics Data Response reports following whole school data collections <p>Target Outcome: >75% of PP students will be making "Expected Progress" in English and maths. > 40% of PP students will be making "Excellent Progress" in English and maths.</p>
B.	High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.	

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C.	Adequate funding for a suitable SEND Provision for our students through the Ark (Aspiration, Resilience, Knowledge) which delivers strategic and appropriate intervention for SEND students.	SEND students in all year groups are making sustained progress from their personal starting points. We will measure this using: <ul style="list-style-type: none"> • PTP data entry throughout the year. • GCSE External Exam outcomes.
D.	Improving trends of behaviour and attitudes to learning from identified cohort of PP students.	Reduction in FTE rates for all students, especially the PP cohort. 2016/17 figures for PP This will be a standing agenda item at all SLT and ELT meetings. Reduction in the number of days in internal exclusion unit or placed within these units in partnership schools. This will be a standing agenda item at all SLT and ELT meetings. Reduction in the rate of high tariff incidents involving PP students. This will be a standing agenda item at all SLT and ELT meetings. Improving trends for the PP cohort in attitude to learning tracking points. This will be demonstrated with a comparative analysis following each PTP and a final review in July 2018. Targets will be set following each PTP. Increasing number of PP students qualifying for high tariff rewards and recognition. Demographic analysis in December 2017, April 2018 and July 2018.
E	Improved access to life experiences and opportunities for students to develop resilience, self-esteem and recognise their own self worth through exposure to aspirational futures.	Increased attendance at extra-curricular clubs and societies. Proportional attendance for PP students. Reviewed in December 2017, April 2018 and July 2018. Participation of PP cohort in CIAG/NCOP activities to match or exceed NPP cohort. Tracked through Provision Map and reviewed in February 2018 and July 2018. Participation rates in Student Leadership and Student Parliament to be representative of the PP/NPP demographic. Demographic analysis in December 2017, April 2018 and July 2018. Improving trends for the PP cohort in attitude to learning tracking points. This will be demonstrated with a comparative analysis following each PTP and a final review in July 2018. Targets will be set following each PTP. Improving trend show through milestone PASS testing. This will be demonstrated with a comparative analysis in July 2018. Reduction in NEET figures for 2018 cohort
F	Increased attendance rates for PP eligible students.	2017 to 2018 Attendance figures to show a steady increase for all students and a narrowing of the gap between the attendance of PP and NPP students. 2017-18 Average attendance for whole cohort to be >95% 2017-18 Average attendance for PP cohort to be >93% This will be a standing agenda item at all SLT and ELT meetings.

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5. Planned expenditure					
Academic year		2017-18			
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?
PP students are identified by staff within seating plans in order to meet their needs during delivery.	Purchase of Class Charts Seating Planner Budgeted cost £1,670	2016-17 QA showed that the classes where the seating planner was being used effectively were much better learning environments for our PP students.	Lesson Observations and Learning Walks will QA the extent to which PP students are identified and their needs are being met.	MCA	Half Termly
PP students are supported in resourcing their extended learning and revision.	Provision of bespoke revision resources for our Yr11 cohort to better support their preparation for terminal exams. Budgeted cost £3,000	Effective homework and revision has a positive impact upon progress. PP students report not having access to effective revision resources at home.	Gains made by PP students between PTP points on topics which are not being covered within class. Homework/Revision effort scores will improve.	MCA LPs	At each PTP
Provision for PP students is mapped effectively to ensure resources are being used effectively	Purchase of Provision Map. Budgeted cost £357	2016-17 usage of Provision Map was able to regulate the distribution of resources more effectively.	Review of impact reports by SLT and Governors.	PCO ATH	Termly.
Improving trends of behaviour and attitudes to learning from identified cohort of PP students.	Introduction of whole school Praise and rewards approach which centres rewards around positive attendance, positive BFL, productivity, academic achievement, engagement and small gains made over time. Budgeted cost £3,000	Student voice in 2016-17 indicated that students felt disengaged and disenfranchised because their achievements were not recognised by the school.	Reduction in FTE for PP Cohort. Reduction in high tariff events. Improving effort scores for PP cohort.	DKI	Weekly at ELT/SLT. December 17 April 18 July 18
Outcome A & B	Review class sets and allocation of teaching load to allocate PP heavy	Adjusting setting will allow PP students to receive the highest quality teaching &	Key Headline Analysis of each PTP.	ATH RSM	In line with Raising

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<p>High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.</p> <p>High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.</p>	<p>classes (especially those with high need PP students) to experienced and effective teachers.</p> <p>Additional groups added to Year 7 to allow for smaller class sizes.</p> <p>Budgeted cost £26,165</p>	<p>learning. This will increase their chances of making good progress.</p>	<p>Data analysis through each PTP will allow us to track the progress of PP students and triangulate this with the quality assurance of teaching and learning through work scrutiny and learning walks.</p>	<p>HGO WKH HMA MMU</p>	<p>Achievement Cycle</p>
<p>Outcome A</p> <p>High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.</p>	<p>Appointment of whole school literacy coordinator</p> <p>Budgeted cost £2,666</p>	<p>To provide systematic approaches to improving literacy levels across the school with a particular focus on KS3.</p> <p>Pupils enter the school significantly below NA for reading and writing which is a limiting factor on their ability to learn well.</p> <p>Improving reading ages, breadth of language, vocabulary and comprehension is essential to good learning.</p>	<p>Lit Co in Post.</p> <p>The Literacy Co will be line managed by the Vice Principal and work closely with the Lead Practitioner for English and the T&L team.</p>	<p>JSE RCO</p>	<p>September 2017</p>
	<p>Introduction of a whole school Literacy marking code and literacy expectations in all subject areas. This to include Literacy “Non-Negotiables”, standardised writing frames for specific task types, core spelling/vocabulary/technical terms lists for each subject.</p>	<p>SPG is now a key element of all examined subjects and the demands for Literacy in all subject areas are increased within the new curriculum. Fully consistent cross-curricular approach to both extended writing and word/sentence level literacy will allow standards to be raised in all subject areas.</p>	<p>QA of Departmental Resources.</p> <p>Review of SPG scores in a range of subjects.</p> <p>Learning Walks and Work Scrutiny.</p>	<p>JSE AMB MCA</p>	<p>December 17 April 18 July 18</p>

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	<p>Relaunch of Accelerated Reader for use with Year 7-9.</p> <p>Budgeted cost £1,777</p> <p>Library lessons planned in weekly or fortnightly for each class. This will be increased for those classes with low literacy.</p> <p>High profile access to a range of exciting and appropriate books. Increased staff structure in the Library to ensure high quality delivery of both the reading provisions and to offer “sanctuary space” to vulnerable students.</p> <p>Budgeted cost £1,800</p>	<p>AR has a proven track record in improving reading ages when delivered effectively. The focus must be on regular, consistent reading of appropriately challenging texts.</p>	<p>Learning Walk and QA of delivery by English staff.</p> <p>Monitoring of AR test results and Reading Age retests at each PTP.</p>	<p>JSE Library Staff</p>	<p>Each PTP.</p>
<p>Outcome A</p> <p>High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.</p> <p>High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP</p>	<p>Effective Literacy and Numeracy revision/development opportunities delivered through vertical tutor time to allow older students to mentor younger learners.</p> <p>Absorbed within whole school budget.</p> <p>Budgeted Tutor cost £50,165</p>	<p>Peer mentoring has a positive impact on both “soft” outcomes for students and Mathematical/Literacy skills.</p>	<p>QA of shared resources.</p> <p>Review of PTP data analysis.</p> <p>Learning Walks and Work Scrutiny.</p>	<p>JSM JWA KWI</p>	<p>December 17 April 18 July 18</p>

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Outcome B High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.	<p>CPD to “upskill” teachings in the delivery of Numeracy across the curriculum.</p> <p>Budgeted cost for total staff CPD £3,000</p>	<p>Raising the profile of numeracy, number fluency and problem solving across the curriculum by ensuring the useful and organic opportunities to experience numeracy in other subject areas is used effectively.</p>	<p>Learning Walks/Work Reviews completed within the T&L QA Cycle. Review of CPD training. Impact will be measured through learning walks and work scrutiny.</p>	MCA	Reviewed Half Termly.
	<p>Deploy a Lead Practitioner in Maths to support the development of High Quality First teaching across the team.</p> <p>Budgeted Cost: £23,698</p>			PCO CGT	
	<p>Introduction of a Numeracy Co-ordinator to support provision across the school.</p> <p>Budgeted Cost: £2,666</p>			PCO	
Outcome A High levels of progress in reading and writing for Year 7&8 pupils eligible for PP.	<p>Oracy, Verbal Intervention and metacognition to be key themes embedded within staff CPD during the academic year.</p> <p>Budgeted cost for total staff CPD £3,000</p>	<p>Oracy, verbal intervention and Metacognition all support students to make more secure and sustained progress across the curriculum. Highly skilled staff able to stretch and challenge students while supporting with verbal scaffolding, strategies to deepen thinking and the skills to give effective active feedback will give students the opportunity to make more rapid progress in lessons and over time.</p>	<p>Learning Walks/Work Reviews completed within the T&L QA Cycle. Review of CPD training. Impact will be measured through learning walks and work scrutiny.</p>	MCA	Reviewed Half Termly.

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<p>Outcome C Adequate funding for a suitable SEND Provision for our students through the Ark (Aspiration, Resilience, Knowledge) which delivers strategic and appropriate intervention for SEND</p>	<p>CPD for staff to enhance their ability to meet the needs of SEND students within an inclusive learning environment.</p> <p>Budgeted cost for total staff CPD £3,000</p>	<p>Too many SEND students were removed from mainstream lessons contributing to low expectations and disengagement from students. An inclusive approach – involving the upskilling of staff – allows SEND students to flourish without a mainstream environment.</p>	<p>Learning Walks/Work Reviews completed within the T&L QA Cycle. Review of CPD training. Impact will be measured through learning walks and work scrutiny.</p>	<p>EKE MCA</p>	<p>Reviewed Half Termly.</p>
<p>Outcome E Improved access to life experiences and opportunities for students to develop resilience, self-esteem and recognise their own self worth through exposure to aspirational futures.</p>	<p>Introduction of Enrichment to the Curriculum in all year groups in order to incorporate the Arch Bishop Young Leader’s award.</p> <p>Budgeted cost £6,815</p>	<p>The ABYLA has been introduced at Abbey Grange and has a strong track record of improving “soft skills” which contribute to student resilience, well-being, self-esteem and recognised self worth.</p>	<p>ABYLA Outcomes July 2017. October and July PASS testing for the PP Cohort. Course outcomes for the ABYLA.</p>	<p>SAP RCO</p>	<p>Review at each PTP</p>
<p>Outcome B High levels of progress in mathematical skills for Year 7&8 pupils eligible for PP.</p>	<p>Use of additional teachers (Library Tutors) to support with students who do not grasp a concept within a lesson.</p> <p>Budgeted Tutor cost £50,165</p>	<p>The approach is designed to identify PP pupils who are required to ‘catch up’ and they will receive the most intensive support. Other PP pupils will be identified to ensure that they ‘keep up’ and make faster rates of progress.</p>	<p>Data Analysis of each PTP. Observations, work scrutiny and learning walks of LRC Tutors.</p>	<p>HGO MCA</p>	<p>Review at each PTP</p>
	<p>Introduction of Heggarty Maths to allow students to develop their Mathematical knowledge at home as part of extended learning.</p> <p>Within Maths Capitation Budget.</p>	<p>Heggarty Maths is a resources with a proven track record when used effectively to enrich and support extended learning. Extended learning has a positive impact on progress when used to anchor core skills and develop heightened fluency.</p>	<p>Data analysis of each PTP. Tracking and outcomes generated by Heggarty Maths. Homework and Extended learning related Praise Points.</p>	<p>HGO ATH</p>	<p>Review at each PTP</p>

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Total budgeted cost £126,778					
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?
PP Students experiencing hardship are provided with uniform/equipment when required.	When PP students are identified as being in particular short term, financial hardship the Pastoral Team can request access to this fund for school essentials. This is all checked through the CP team to ensure no causes for concern are being overlooked. Budgeted Cost: £3,000	PP students experiencing financial hardship may disengage with school if there are issues with uniform/equipment/travel etc.	This will be case by case but the aim is to avoid any student disengaging with school based on purely financial factors.	EKE DKI ATH PCO	Termly.
PP students are supported in additional teaching time to enable extended revision.	Holiday/Saturday Schools Budgeted Cost: £4,000	Students who attended revision schools in 2016-17 performed better than their peers in 2017 results.	Students will secure better outcomes and particularly will secure greater subject knowledge	LZW	2018 results.
PP students are supported with issues relating to SEMH	Increased counselling time within school to be accessed by students as required. Budgeted Cost: £3,600	PP students are at greater risk of disengagement through SEMH needs not being met. Increased provision allows us to refer a greater number of students for early help before these issues impact upon progress.	Monitored through our Pastoral Team.	EKE DKI	Termly
Funding can be accessed by academy staff to support specific student needs as they arise.	A Student Progress fund has been established that allows staff to apply for funding for projects aimed at PP students throughout the year. These must address specific issues and have clear data focussed outcomes.	Opportunities for supporting students in a more personalised and bespoke way require additional funding.	Access to this funding will be managed by the Principal and the PP Co-ordinator. Each project will be funded based on specific success criteria and this will be monitored using Provision Map.	PCO ATH	Termly

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	Budgeted Cost: £6,000				
PP students are given a sure start to the day.	A healthy balanced breakfast is provided free of charge for students before school. Budget Cost: £1,156	PP students are at a higher risk of not eaten a balanced breakfast before school and this will have an impact on their behaviour and engagement through the day.	Tracking of footfall and take up of breakfast at least twice per month. Deep dive student voice activity.	Catering Team	
High levels of progress in reading and writing for Year 7&8 pupils eligible for PP. Adequate funding for a suitable SEND Provision for our students through the Ark (Aspiration, Resilience, Knowledge) which delivers strategic and appropriate intervention for SEND students.	Personalised Learning Team to deliver small groups or 1-2-1 literacy intervention dependent on the bespoke needs of the SEND cohort. Budgeted cost included in total budgeted staffing costs £307,000	Literacy skills are often the key barrier to sustained progress for the SEND cohort. Even where Literacy/cognitive needs are not the primary barrier, exposed challenge with learning will have exacerbated this in many cases.	Each intervention has an inbuilt review cycle. Each intervention programme will be designed with data linked outcomes. These will be monitored using Provision Map and reviewed for efficacy.	EKE	December 17 April 18 July 18
Adequate funding for a suitable SEND Provision for our students through the Ark (Aspiration, Resilience,	Learning Support Assistants to support key students within their mainstream learning. Budgeted cost included in total budgeted staffing costs £307,000	Too many SEND students were removed from mainstream lessons contributing to low expectations and disengagement from students.	Improving rates of progress for the SEND cohort at each PTP. Improving attendance/BFL/ATL for SEND cohort.	EKE MMC	December 17 April 18 July 18

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Knowledge) which delivers strategic and appropriate intervention for SEND students.	Funding additional support from Pivot Care consultants to add on-going capacity to the SEND team. Budgeted cost £19,572	An inclusive approach allows SEND students flourish without a mainstream environment.	Successful appointment of TAs. Successful application for FFI EHCP and other funding streams.		
Outcome E Improved access to life experiences and opportunities for students to develop resilience, self-esteem and recognise their own self worth through exposure to aspirational futures.	CIAG and NCOP provision to target PP cohort (especially the WBRI Boys) to ensure that long term support is in place for planning next steps beyond education. All PP students to have a CIAG action plan which moves with them from Year 7 to Year 11.	PP students are at greater risk of becoming NEET post 16.	Reduction in NEET statistics in 2018. QA of CIAG Action Plans. Improving PASS scores.	MCR ATH	December 17 April 18 July 18
	Whole school review and implementation of highly effective SMSC provision.	The “soft outcomes” of a highly effective SMSC provision allow students to develop critical skills and a greater social understanding of themselves and the world in which they live. This will allow them to engage more effectively with school life as a whole.	SMSC Certification Outcome in July 2018.	ATH	July 2018
	Student Leadership, Student Parliament and Student Charity Committee opportunities for all year groups.	Students who are engaged in a wide range of extra-curricular and non-academic activities are more likely to develop the resilience required to	PP/NPP attendance at extra curricular events including the Arts, STEM, Sports and those linked with SMSC	ATH IHA	December 17 April 18 July 18

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	<p>BYA participation in Army, Air and Combined Cadets Budgeted cost £900</p>	<p>overcome barriers to learning often seen within the PP cohort.</p>	<p>PP/NPP representation in Student Leadership, Student Parliament and Student Charity Committee.</p> <p>PP/NPP engagement in Cadets.</p> <p>Improve academic and non-academic trends for the students involved.</p>	KWI SGU	
	<p>Provision of start up money for clubs and societies in school, funding of staff time and provision of resources. Budgeted cost £720</p>	<p>Students will develop inter-personal, communication and problem solving skills which will support them across the curriculum.</p>		ATH	
<p>Improving trends of behaviour and attitudes to learning from identified cohort of PP students.</p>	<p>Increased ratio of staffing within the pastoral structure including the structure of 6 Cathedrals rather than 5.</p> <p>Budgeted cost included in total budgeted staffing costs £307,000</p>	<p>PP students are in greater need of pastoral support than NPP students. PP students are more likely to have issues regarding attendance, BFL and wraparound school home issues.</p> <p>The BYA Child Protection caseload is predominantly from the PP cohort.</p>	<p>Attitude to Learning grades to show improvement at each PTP.</p> <p>Gap between PP and NPP to close in relation to attendance, ATL and BFL.</p> <p>Contact and involvement in school life to increase within the families on the FSW caseload.</p>	<p>DKI JAS JFX</p>	<p>December 17 April 18 July 18</p>
	<p>Appointment of a Family Support Worker employed by the academy.</p> <p>Budgeted cost included in total budgeted staffing costs £307,000</p>				
	<p>Paying into the Cluster. Budgeted cost £34,800</p>				
<p>Total budgeted cost £380,743</p>					