



Evaluation of the Pupil Premium Strategy – September 2017-18

At Weavers Academy, all staff and governors are committed to improving outcomes for disadvantaged learners. We particularly focus on the following outcomes:

- ❖ Ensuring engaging learning in a safe, stimulating learning environment resulting in raised overall attendance and reduced persistent absence for DAS.
- ❖ Increasing the proportion of disadvantaged learners achieving the basic measures, particularly in English and mathematics, and narrowing the gap to non-disadvantaged students nationally so these learners achieve as well as their peers.
- ❖ Improved outcomes across the whole curriculum (See A8 and P8) and increased engagement and participation in extended learning activities.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

ACHIEVEMENT of YEAR 11 (2017/18)				
	All students	Students eligible for PP/A	Students not eligible for PP/A	Difference
% achieving Basics (4+)	56	52	59	7
Av. Progress 8 score (Est)	0.152	-0.004	0.238	0.242
Average grade	4.30	3.94	4.49	0.55

	English	Maths	EBacc	Open	ALL
Overall P8	0.057	0.163	0.355	0.007	0.152
Non pupil premium	0.159	0.232	0.444	0.089	0.238
Pupil premium	-0.130	0.036	0.192	-0.143	-0.004
Overall Average Grade	4.56	4.11	4.23	4.33	4.30
Non pupil premium	4.76	4.28	4.44	4.48	4.49
Pupil premium	4.19	3.73	3.85	4.02	3.94
	0.57	0.55	0.59	0.46	0.55

All students make strong progress in all subjects including English and mathematics. However, the progress of students entitled to pupil premium funding is not as strong as their peers and, on average, they attained one half a grade less than other students in 2017/18.



Pupil premium expenditure and impact 2017/18

Pastoral strategies – to improve attendance behaviour, attitudes to learning and careers, entitlement to an enriched curriculum																																																
Strategy	Cost	Success criteria	Impact																																													
Provide uniform for PP students	£3000	Students in all year groups are able to attend school in the correct uniform inc shoes	Of 802 incidents recorded for incorrect equipment in 2017-18, 338 were for Non PP students compared to 163 PP students. Repeated offenders were split with 5% of each being issued with this more than twice. Of 359 incidents recorded for incorrect uniform in 2017-18, 142 were for Non PP students compared to 75 for PP students. Insignificant number of repeat offenders – PP students provided with uniform and parents contacted regarding future support.																																													
Provide Breakfast Club from 8am for vulnerable PP students Bacon roll for PP students who arrive by 8:30am	£3000 food £3750 staffing £5000 food	Students attend regularly Attendance for this group improves Improved punctuality	<p>Lateness:</p> <table border="1"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Spring 2</td> <td>1.4</td> <td>2.0</td> <td>3.1</td> <td>2.6</td> <td>2.8</td> <td>3.9</td> <td>2.9</td> <td>2.7</td> </tr> <tr> <td>Summer 1</td> <td>1.2</td> <td>1.8</td> <td>3.0</td> <td>2.4</td> <td>2.3</td> <td>3.7</td> <td>2.7</td> <td>2.2</td> </tr> <tr> <td>Summer 2</td> <td>1.2</td> <td>1.9</td> <td>3.1</td> <td>2.4</td> <td>0.5</td> <td>3.6</td> <td></td> <td>2.1</td> </tr> <tr> <td>Difference</td> <td>0</td> <td>-0.1</td> <td>-0.1</td> <td>0</td> <td>1.8</td> <td>0.1</td> <td></td> <td>0.1</td> </tr> </tbody> </table> <p>Whilst lateness was improving across the majority of year groups, the difference between summer 1 and summer 2 plateaued. Year 11 is an anomaly due to study leave. Year 13 had left the academy. Lateness remains a priority with SLT meeting and greeting students at the gate and challenging lateness.</p>		7	8	9	10	11	12	13	All	Spring 2	1.4	2.0	3.1	2.6	2.8	3.9	2.9	2.7	Summer 1	1.2	1.8	3.0	2.4	2.3	3.7	2.7	2.2	Summer 2	1.2	1.9	3.1	2.4	0.5	3.6		2.1	Difference	0	-0.1	-0.1	0	1.8	0.1		0.1
	7	8	9	10	11	12	13	All																																								
Spring 2	1.4	2.0	3.1	2.6	2.8	3.9	2.9	2.7																																								
Summer 1	1.2	1.8	3.0	2.4	2.3	3.7	2.7	2.2																																								
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Difference	0	-0.1	-0.1	0	1.8	0.1		0.1																																								



<p>Employ Pastoral and Raising Standards Mentors to provide additional specific provisions to support the attendance of PP students.</p>	<p>£56 000 4 staff @ £14k each pa</p>	<p>More parent meetings and home visits Attendance and punctuality of individual students to improve Reduce the PA %</p>	<p>Disadvantaged Students:</p> <table border="1" data-bbox="1332 347 2112 751"> <thead> <tr> <th></th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Spring 2</td> <td>92.9</td> <td>92.9</td> <td>88.8</td> <td>94.1</td> <td>92.6</td> <td>95</td> <td>92.4</td> </tr> <tr> <td>Summer 1</td> <td>93.0</td> <td>92.8</td> <td>92.0</td> <td>93.9</td> <td>93.3</td> <td>96.8</td> <td>93.0</td> </tr> <tr> <td>Summer 2</td> <td>92.4</td> <td>92.7</td> <td>91.7</td> <td>92.9</td> <td>83.8</td> <td>96.6</td> <td>92.4</td> </tr> <tr> <td>Difference</td> <td>-0.6</td> <td>-0.1</td> <td>-0.3</td> <td>-1</td> <td>-9.5</td> <td>-0.2</td> <td>-0.6</td> </tr> </tbody> </table> <p>Disadvantaged students have remained relatively static over the course of the year with some improvements in areas.</p>		7	8	9	10	11	12	All	Spring 2	92.9	92.9	88.8	94.1	92.6	95	92.4	Summer 1	93.0	92.8	92.0	93.9	93.3	96.8	93.0	Summer 2	92.4	92.7	91.7	92.9	83.8	96.6	92.4	Difference	-0.6	-0.1	-0.3	-1	-9.5	-0.2	-0.6
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Difference	-0.6	-0.1	-0.3	-1	-9.5	-0.2	-0.6																																				
<p>Create a bespoke curriculum for a disaffected, underperforming Y8 group</p>	<p>£24000 staffing £500 resources</p>	<p>Attendance, attitude to learning and progress data for the 9 PP students</p>	<p>Improvement in A2L for 5 students – students reintegrated into lessons 1 students at alternatives 2 students moved to other schools 1 student P/Ex</p>																																								
<p>Reward good A2L with a focus on PP students on PSPs</p>	<p>£500</p>	<p>Improved behaviour</p>	<p>Reduction in PP students on PSP – Improved attitude to learning -24% increase in positive rewards received. 56% reduction in negatives received.</p>																																								
<p>Fund the Y10 work experience placements</p>	<p>£520</p>	<p>Key PP students identified by RSL and AP have a funded placement</p>	<p>2 students successfully completed their work experience – improved A2L in lessons and progress improving.</p>																																								



DJ working with a small group of disaffected PP students in KS4 Autumn term and Y8 Spring term	£3000	Students attend and engage with the programme	3 students taking music tech in 2018-19
Sixth form students to mentor and support PP students in lessons	No cost	Pastoral mentoring Programme of support in IT and maths	Pastoral and academic mentoring in place involving 14 sixth form students started w/c 23/04/18 Mentoring support with identified students resulted in a 27% increase in positive rewards received, and a reduction of 46% in negative points received.
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2018	£4950 (to be 50% funded in 2017/18)	Training to be completed in Summer term 2018 Mentoring to start in Autumn 2018	15 trained Yr10 Students who are scholars – Positive feedback received from all participants – excellent feedback received from providers on 2 students. Scholars to begin in 2018 supporting Yr7

Academic strategies – to reduce barriers to learning and diminish the difference in progress in English and mathematics

Strategy	Cost	Success criteria	Impact
Teachers in English and maths at all key stages adopt a priority check-in model for PP students in their classes	none	Lesson observations show priority check in is in place during lessons	Lesson observations in evidenced priority check-in and book looks strongly evidence high quality feedback and response in most instances examined.
PP students identified and higher profile in class and when delivering feedback through marking	£200 stickers	Stickers and class annotations identify PP students in all years and subjects. Book looks confirm staff are delivering high quality feedback	Book looks (whole school and subject area) and external moderation in English and maths confirm PP students presentation, effort, engagement and progress in line with non-PP students



Y11 Tutorial programme inc a weekly session on Hegarty Maths, PiXLit app, revisions skills, with staff to support PP	£5000 Hegarty	All students confidently using Hegarty Maths and PiXLit resources. Y11 students accessing regularly	PP students have all now accessed the learning software and are able to use beyond school. 55% of students targeted in Year 11 made progress in line or better than expected
Y7-10 Invite PP students to break/lunch time Hegarty Maths sessions	£1000 food; Staffing as part of duty rota	Y7-10 invited students attend weekly slot;	All students now able to access Hegarty at home; Y11 Thur lunch session regularly attended by 20+ students inc 8 PP students.
Qualified teacher support to students within and beyond formal maths lessons	£20000	Students supported with a view to ensure students make progress in line with non-PP	SCa timetable impacts on PP students in Y7-11. DCP data indicates an improvement in the numbers of students making expected and better progress. Both PP and Non PP made strong progress in the 2018 exams. Data below shows comparative data between year groups.
Deliver weekly additional maths lessons during PE/RE slot to underachieving Y11 PP HAPS	No cost	Weekly lessons attended and PPE data indicates improved scores	Improved grades for key students; Lessons increased positive impact on more students; 55% of targeted students made progress in line or better than expected in Maths
English initiatives include: Take Y9 PP students on an English Creative writing trip to Warner studios	Transport cost £452	Student feedback shows positive engagement. Aim: progress in English Lit is at least same as non-PP	Student voice following trip showed increased engagement with the subject. As a result almost half of PP students in English achieved grades in line with or better than expected.
Provide literacy based enrichment activities for PP students	£400	Activities that engage students and impact on high numbers of students	Author visit led to increased requests for books from the library. Poet workshop and Oracy club well attended with positive student voice feedback.

APS DIFFERENCE (By Year Group)

APS	ALL	EN	MA
YR	DIF	DIF	DIF
11	0.55	0.50	
10	0.52	0.43	0.88
09	0.44	0.50	0.37
08	0.24	0.29	0.45
07	0.15	0.19	0.23

ON TRACK OR BETTER (By Year Group)

ON/>	% ALL	% EN	% MA
YR	DIF	DIF	DIF
11	4	2	10
10	6	12	18
09	11	12	10
08	2	7	05
07	1	4.5	06

The difference in the proportion of PP students making expected or better in year progress compared to non PP students is very small in most year groups, with the exception of Year 9 and 10. Students make good progress in maths and English but PP students attain, on average, one half grade less than their peers upon the completion of their KS4 examinations.



Academic strategies – to reduce barriers to learning and diminish the difference in progress in other subjects

Strategy	Cost	Success criteria	Impact
Teachers in all subjects and at all key stages adopt a priority check-in model for PP students in their classes	none	Lesson observations show priority check in is in place during lessons	Lesson observations in evidenced priority check-in and book looks strongly evidence high quality feedback and response in most instances examined.
PP students identified and higher profile in class and when delivering feedback through marking	£200 stickers	Stickers and class annotations identify PP students in all years and subjects. Book looks confirm staff are delivering high quality feedback	Book looks (whole school and subject area) and external moderation in English and maths confirm PP students presentation, effort, engagement and progress in line with non-PP students
Purchase visualisers to learning areas	£300	Subject leaders and staff deliver good quality WT Marks and model answers for KS4 and KS5	Embedded into the teaching of English, drama, science and MFL. Used effectively to model exam solutions. As seen in lesson observations and learning walks.
RSLs identify /invite students failing to do HWK to attend Open School. Focus on PP students without home internet	No cost	Open School staffed with members of SLT 2 days/ week to create a supported learning environment	Qualitative evidence suggests there was a good attendance of invited students but no impact recorded.
Holiday and Saturday sessions offered for PP students in: Maths, Business, Humanities, Food and IT	£200 Rewards £2000 Staffing	Targeted students attend. Data to show PP student progress is at least in line with non PP	Attendance of targeted students between 85 and 90% in art, sport, history, geography, food, business and ICT. Outcomes described below. Art – 9/15 PP achieved inline or better than expected; Sport – 8/13 achieved inline or better than expected; History 4/14, Geog, 9/32, Fd, 3/18, Bus 1/8, ICT 1/5
Targeted provision of personalised materials to support revision and accelerated learning.	£1500calcs; £300ifood ing; £100 Art supplies	All PP students have the correct equipment and are therefore able to access learning e.g. calculators, ingredients, art supplies.	Art – 9/15 PP achieved in line or better than expected; Sport – 8/13 achieved in line or better than expected; History 4/14, Geog, 9/32, Food, 3/18, Bus 1/8, ICT 1/5. See outcomes described in summary below.
Science initiatives to improve progress and enhance experiences	£100 transport £150	STEM trip; Twycross Zoo visit (PP cohort); Exam papers provided to all PP students	No significant gap between PP and non-PP progress – 3% overall.



Provide Year 10 IT PP students with a Revision Guide and an e Textbook	£180	Students have access to these resources. Progress of IT PP students at least in line with non-PP	Resources distributed and in use. Majority of student outcomes in line with or better than expected. 6/8 IT PP students working in line or better than expected
Fund individual instrument music lessons for PPs; Buy instrumental books; Buy Charanga an interactive resource to support KS3 learning	£1300 £150 £190	PP cohort to be well represented in the students learning an instrument; Student engagement and progress in music is good	6 PP students taking instrumental lessons; Y11 grades improved; Trip to see Hairspray 50% funding for SC and AK
MFL initiatives to support learning and progress	£100 £100 £200 £500	Theatre trip; Rewards for attendance at intervention; Dictionaries/workbooks for PP HAPS; 1to1 tutoring for key students	Clearer understanding of the A level play and improved their mock scores. Intervention attendance improved from 3 to 30. GCSE revision workbooks given to key students to encourage them to take French/Spanish as their GCSE option – student feedback during guided choices sessions positive
Part fund PP students to allow them to attend a languages trip	£212.50 x3 £637.50 total	3 students able to access the Spanish trip PP progress in line with non-PP	3 students booked on trip; Data to be added following the trip; Increased number of students opted to study Spanish at KS4; improved outcomes
Humanities initiatives to support learning and progress	£200	Resources based on areas of weakness in PPE; Rewards used to improve attendance at intervention	Case study activity packs provided for Y11 Geography and History students; Students made 1 to 4 grades progress; 4/14 student made in line/ better than expected in exams



Outcomes are strong for EBacc and Open subjects. The overall achievement gap between PP and non PP students had diminished and is now very small.

*Creative
Education*

Subject	ALL	PP	GAP(%)		Subject	ALL	PP	GAP(%)		Subject	ALL	PP	GAP(%)		Subject	ALL	PP	GAP(%)
					French	3	1	100		Art	43	15	21		Business	26	8	10
Biology	26	6	17		Spanish	5	2	33		Drama	11	5	13		IT	21	5	11
Chemistry	26	6	17							Home Ec	33	18	30		Media	37	15	1
Physics	26	6	12		Geography	94	32	8		Music	14	4	15		Sport	46	13	19
Science	234	86	3		History	48	14	21		Textiles	10	4	8		Summary			4