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| | Provision of Knowledge Organisers to support homework and independent learning. | books showed good teaching in numerous subjects. Effective Knowledge Organisers are in place for all subjects and year groups. | This strategy will continue as the feedback received by students and staff have confirmed the organisers have been an effective revision and learning tool. | £6000 |
| All staff are consistently effective in their classroom practice thereby ensuring progress for all students. | Through embedding of The Wintringham Way Academy focussed CPD, improving literacy and challenge in every classroom Consistent quality assurance (QA) via observation and work scrutiny to focus on disadvantaged students. MLT to produce working documents; Subject Development Plan to ensure consistency of quality within their departments to ensure high quality CPD. | No gaps in performance across most subjects The P8 improved by 0.19 for PP students from 2016/17 to 2017/18. The following subjects all received a positive residual for progress for our disadvantaged students: Science 0.21 Geography 0.21 French 0.56 German 0.42 Art 0.70 Hospitality 0.47 Health & Social care 1.26 Sports Studies 1.07 With the disadvantaged students exceeding in Hospitality and Geography. | This has been reaffirmed by Ofsted that teaching is now good overall and the progress made by pupils has accelerated considerably over the last year, especially in key stage 4. Resulting in these strategies being continued. The outcomes for geography and history were highlighted by Ofsted to improve the outcomes for rapid progress in history and geography are successful. These were addressed and the results are reflected in the attained progress. These strategies will continue. | £50,000 Directed time (Mondays) |
| Effective use of Mint Class seating to support Disadvantaged students | All classroom teachers to use Mint Class seating plans & adapt throughout the year according to need. | No gaps in performance across most subjects (see above) | Strategy will be maintained as it allows staff to automatically view disadvantaged students and their target grades for informed planning. | £3,500 |

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| To ensure students have the equipment necessary to participate in their learning | Inclusive classrooms – stationary, stock and equipment | No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement. | Strategy will be maintained as it allows teachers to concentrate on teaching all students without the distraction of lost equipment. | £1500 |
| Increase the reading & spelling ages of all KS3 students | Accelerated Reader (Renaissance) | All students at KS3 have made over 12 months progress in a year: Y7 – Average reading age Sept 10.00 – July - 11.01 average improvement 1.01 (163students) Y8 – Average reading age Sept 11.01 – July - 12.02 average improvement 1.01 (179 students) Y9 – Average reading age Sept 11.08 – July - 12.09 average improvement 1.01 (145 students) | Due to the progress made, this strategy will be maintained. | £6000 |
| | Whole Academy Spelling tests | No longer completed | This strategy is being amended to cover year 10 and 11 students, mainly due to the reading programmes success. | £3000 |

ii. Targeted support

| Desired outcome | Chosen action/approach | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation? | Cost |
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| To reduce the disadvantage gap and utilise the PP Champion to ensure students eligible for Pupil Premium funding are supported. | Rigorous monitoring & support of attendance and academic progress for identified key groups. Mentor identified students. Build relationships and liaise with parent/carers | PP and Non PP attendance has increased within the last Academic year, compared to previous year. 2017/18 94.02% Non PP - 92.58% PP 2016/17 93.91% Non PP – 92.13% PP This has meant that the gap has diminished from 1.78% in 2016/17 to 1.44% in 2017/18 No gaps in performance across most subjects (see above). | Due to the progress made, this strategy will be maintained. | £2,667 |

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| <p>To provide supportive materials improving student progress and achievement.</p> | <p>Revision Guides. Knowledge Organisers Mathswatch. GCSEPod.</p> | <p>No gaps in performance across most subjects (see above) Awaiting data from Maths GCSEPod accessed by Year 11 last year equate to 1505 pods, broken down to: PP: 842 Non PP: 663 With 39% of the students being PP students.</p> | <p>Identified the lack of effective monitoring impact of strategy therefore a new tracking document has been created to oversee cost, strategy and progress. Strategies to be maintained</p> | <p>£5,000 £10,000</p> |
| <p>To raise achievement of disadvantaged students in English & Maths to be at least in line with national average, especially for disadvantaged boys.</p> | <p>Implementation of Literacy & Numeracy action plans. Introduction of Maths Mastery Bespoke KS4 Tutor Intervention sessions Directed extra-curricular intervention</p> | <p>47% of PP students achieved 4+ in English and Maths in the summer GCSE's compared to 2016/17 compared 41%in 2016/17 showing an increase of 6%. Introduced to year 7 at the start of the academic year. The PP students started with an overall average of 27.69% (NA 30.67%) compared to Non PP students 31.32% (NA 39.17%). At the end of the academic year PP students had increased to 43.12% and Non PP to 44.16% diminishing the gap to 1.04% against NA of 10.34%. Targeted tutor intervention had an impact on the following subjects French, English, Maths, History and Geography resulting in all achieving a higher attainment in HPA students than ever before. These were carried out by subject areas during lunchtimes, after school and during school holidays. A calendar was supplied on social media platforms and given to students and parents, alongside being advertised around the academy.</p> | <p>Strategies will be maintained</p> | <p>£12,000</p> |
| <p>Improve the aspirations of all students, including</p> | <p>Educational visits (Schedule of visits)</p> | <p>Students show better attitudes to learning, able to relate & apply their work to the 'real world', improve their self-confidence as well</p> | <p>This strategy will be maintained.</p> | <p>£8,000</p> |

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| <p>disadvantaged students, with links to real world learning examples</p> | <p>National Citizenship Scheme</p> | <p>as aspirations in the Academy. Whole school visits increased in number to fifty-seven in the last academic year.</p> | <p>This strategy will be maintained.</p> <p>This strategy will be maintained.</p> <p>This strategy will be maintained.</p> <p>These strategies will be maintained</p> | <p>£16,257</p> <p>£2,500</p> <p>£1,000</p> |
| | <p>Active participation in Russell Group Universities school programmes</p> | <p>University visits have been completed and could support the increased progress and attainment from the 2017/18 results. Where the 7-9 attainment increased to 17.1% for English and Maths from 15.97% in 2016/17.</p> | | |
| | <p>Careers advisers to target work with vulnerable students in year 10/11 to develop pathways to avoid becoming NEETS (Not in Education, Employment or Training)</p> | <p>100% of disadvantaged students have received regular 1:1 careers & guidance meetings – positive progression pathways. Students have accessed careers fairs inside school, during Step up days, lunchtimes and externally at the Grimsby Auditorium. Supporting data not available until November 2018.</p> | | |
| | <p>Increased participation of STEM activities</p> | <p>Students participated in: Year 7 – Rocket Car Dendrite – Race for the Line’ whole year participation Year 8 – Lego Robotics HPA (60% PP) Year 9 – Visit from RAF Road show Year 10 – Big Bang NEC (High & of PP involved) Students were given the opportunity to increase their awareness of careers available for profession in STEM.</p> | | |
| | <p>External speakers for Step Up Day - programmes available</p> | <p>Medical Mavericks, Barclays, Fix up seminars and Push have both attended the academy to deliver careers guidance and motivational performances.</p> | | |
| <p>To ensure students participate fully in all curriculum areas and improve their</p> | <p>Subsidies for bespoke equipment e.g. ingredients in food technology</p> | <p>Active participation, understanding of healthy lifestyles and improved engagement & achievement.</p> | <p>This strategy will be maintained.</p> | <p>£1000</p> |

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| engagement & achievement | | <p>10 year 11 boys, 6 year 11 girls, with equal numbers for year 10 PP students given gym passes to help support their fitness</p> <p>Students within Hospitality had ingredients provided to enable them to complete the event required for their GCSE enabling the progress measure for PP v Non PP to be 0.93</p> | | |
| Vulnerable students are supported effectively and access as many mainstream lessons at a suitably appropriate time. | <p>ALP Unit (Lead role + x2 LSAs)</p> <p>Cathy Mason (Academy Nurse)</p> <p>Simon Cross (Chaplin)</p> <p>Youthoria Counselling Service</p> | <p>Bespoke & effective support offered to increase student life chances. 14 students attended this provision (9 PP), which enabled them to complete their education, 4 with +progress in 5 or more subjects, 6 with some+ progress measures.</p> <p>Students health & wellbeing are positive. Dealt with 983 expressions of concern from staff within the last academic year, which led to 684 meetings. Liaise with external agencies to arrange support, complete assessments, carry out bereavement work, 1:1 work with students. Self Esteem, Sexual Health, oversee Young and Safe team in school.</p> <p>75% of identified cohort increased their attendance. Termly evaluation of attendance, behaviour and achievements for referred students.</p> | <p>Referral process has now been implemented to monitor specific students and track interventions carried out. Internal evaluation process has now been identified and completed via House Managers. This strategy will be maintained.</p> | <p>£25,951</p> <p>£32,514</p> <p>£5,000</p> |
| Raise attainment of disadvantaged students with HPA on entry. | The Scholars Program | <p>All students entered on the program successfully complete the program but wasn't reflected in diminishing the gap as they haven't sat any GCSE's as yet. Twelve (six from year 9 and six from year 20) HPA PP students completed the University Scholars programme upon completion the work and tasks completed were graded as 2 achieving a 1st and 4 achieving a 2:1. This meant that they performed very well and at a key stage above their current level</p> | This strategy will be maintained. | £1,920 |

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| To improve the punctuality of disadvantaged students | Magic Breakfast – to offer disadvantaged students a healthy breakfast and ensure they arrive on time to the Academy. Rewards for attendance | Students who are disadvantaged will be ready to learn and on time for their tutor session – reduction in disadvantaged students who are persistently late to below 3% - whole school lates equate to 1.31%. The number of breakfasts provided average at 200 per week for most disadvantaged students. | This strategy will be maintained however more rigorous monitoring will need to be implemented to measure its impact. This will be carried out by the Grimsby South Hub. | £1500 |
| To ensure all students are able to attend the academy and be on time for learning. Improved attendance of disadvantaged students Effective sharing of attendance concerns | SOL tracker used effectively Effective use of SOL consultancy support Tutors conversations Parental meetings Prosecution Home Academy Liaison Officer | PP and Non PP attendance has increased within the last Academic year, compared to previous year. 2017/18 94.02% Non PP - 92.58% PP 2016/17 93.91% Non PP – 92.13% PP This has meant that the gap has diminished from 1.78% in 2016/17 to 1.44% in 2017/18 During 2017/18 98.69% of students were punctual, showing late has decreased to 1.31% compared to 2016/17 at 1.56%. Attendance target for all students is similar to national average of 94.6% | These strategies will be maintained. | £12,000 £3,500 £12,550 |
| To address & change students with social, emotional and behavioural difficulties which influence teaching & learning | Behaviour Lead role (TOTAL) Time Out Support role X2 LSAs | Fixed term exclusions is below the National Average of 9.4% (NA) at 8.5%. Whilst repeat offenders sit at just above the NA (4.62%) the inclusion of PP students are 6.5% against a NA of 10.72% Improved progress data see above for student outcomes. | These strategies will be maintained. | £35,000 £20,000 £65,028 |

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| | Participate in a Local Authority led Behaviour, Attendance Collaborative (BAC) | There has been a positive reduction in P/Ex to 4 students. This has decreased from 2016/17 (6) reduced by 50% from 2015/16 (12). This equates to 0.51% which is above the NA of 0.20% but quickly reducing. | | |
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3. Prior Year Achievement

| Achievement for: 2017-2018 (pupils) Whole school | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school/national Y6)</i> |
|--|---|---|
| Progress 8 | -0.27 | 0.30 |
| Attainment 8 | 36.68 | 47.35 |
| % taking Ebacc | 10.6% | 14.5% |
| % achieving Ebacc | 3.0% | 10.1% |
| Basics 4-9 | 47% | 67% |
| Basics 5-9 | 20% | 48% |
| Basics 7+ | 5.7% | 17.1% |

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.

In-school barriers

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| A. | Attendance, punctuality and persistent absence |
| B. | Improving behaviour and conduct of key groups of disadvantaged students |
| C. | Improving engagement of key students |

External barriers

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| D. | Lack of aspiration from some family homes |
| E. | Low levels of literacy and numeracy of students on entry to school |

5. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | To 'diminish the difference' against national indicators and eliminate in-academy variation for all groups | |
| B. | To improve overall attendance levels to 95% with a focus on pp | |
| C. | To continue to decrease Permanent and Fixed Term Exclusions along with decreasing internal seclusions (PP comparisons) | |

6. Planned expenditure

Academic year **2018/19**

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

| Issue identified | Action to be taken | What is the evidence and rationale for this choice? | Intended outcome | Staff lead | Expected life span of strategy (months/Years) | Costs (Does this include non PP funding in addition?) |
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| To support with low levels of literacy and raise literacy standards within all subjects. | CPD to support development of student vocabulary, student writing, quality of spoken language and sustain improvements in reading as well as developing classroom practice across the curriculum. Provision of Knowledge Organisers to support homework and independent learning. | Students arriving from KS2 below expected standard Share the effective practice within the English department and utilise gains in Accelerated Reader. To provide resources for homework in an accessible format. To support the transition to an increasing knowledge base curriculum. | Staff consistently teach vocabulary and correct literacy errors in work. Teaching of writing demonstrates effective use of scaffolding and model answers. Students in Years 7-9 make the same growth in reading as their peers. Impact of improved provision is evident in work scrutiny and assessment point data. Effective Knowledge Organisers are in place for all subjects and year groups. | MLT | | £17,419 £2,000 £3,500 |

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| <p>All staff are consistently effective in their classroom practice thereby ensuring progress for all students.</p> | <p>Through embedding of The Wintringham Way</p> <p>MLT to produce working documents; Subject Development Plan to ensure consistency of quality within their departments to ensure high quality CPD.</p> <p>Academy focussed CPD, improving literacy and challenge in every classroom</p> <p>Consistent quality assurance (QA) via observation and work scrutiny to focus on disadvantaged students.</p> | <p>Improved quality of teaching to disadvantaged students will improve their educational outcomes in line with other students in the Academy.</p> | <p>No gaps in performance across most subjects</p> | <p>MLT</p> | | <p>£50,000 Directed time (Mondays)</p> |
| <p>Effective use of Mint Class seating to support Disadvantaged students</p> | <p>All classroom teachers to use Mint Class seating plans & adapt throughout the year according to need.</p> | <p>Utilise Context for Learning documents at each assessment point to provide in class intervention.</p> | <p>No gaps in performance across most subjects</p> | <p>ARo</p> | | <p>£3,500</p> |
| <p>To ensure students have the equipment necessary to participate in their learning</p> | <p>Inclusive classrooms – stationary, stock and equipment</p> | <p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p> <p>Tutors to check equipment and provide where necessary.</p> | <p>No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement.</p> <p>Progress 8 projections to be a minimum of 0 for PP students in all years.</p> | <p>DSc</p> | | <p>£2,000</p> |

ii Targeted support

| Issue identified | Action to be taken | What is the evidence and rationale for this choice? | Intended outcome | Staff lead | Expected life span of strategy (months/Years) | Costs (Does this include non PP funding in addition?) |
|---|---|---|--|--|---|---|
| To utilise the PP Champion to ensure students eligible for Pupil Premium funding are supported. | Rigorous monitoring & support of attendance and academic progress for identified key groups. Mentor identified students. Build relationships and liaise with parent/carers | Disadvantaged students often require additional support through mentoring/coaching to remove any potential barriers to academic success. | Attendance of key groups improves to in line with National Average. No gaps in performance across most subjects | PP Champion AMu | | £2,667 |
| To provide supportive materials improving student progress and achievement. | Revision Guides. Knowledge Organisers Mathswatch. GCSEPod. | To ensure students have appropriate resources at their disposal as well as targeted staff support. | No gaps in performance across most subjects | PP Champion MLT | | £5,000 £4,000 |
| To raise achievement of disadvantaged students in English & Maths to be at least in line with national average. | Implementation of Literacy & Numeracy action plans. Introduction of Maths Mastery to following year groups. Bespoke KS4 Tutor Intervention sessions Directed extra-curricular intervention | Low literacy levels on entry & sharing good practice in Maths Disadvantage students are making less progress than their peers. Utilise all available opportunities to support learning. | No gaps in performance across most subjects | RRe & AAI MPa VDo Following each Assessment Point | | £12,000 |

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| To ensure students participate fully in all curriculum areas and improve their engagement & achievement | Subsidies for bespoke equipment e.g. ingredients in food technology | Previously less disadvantaged students have chosen this subject at KS4 | Active participation, understanding of healthy lifestyles and improved engagement & achievement. Student voice | PP Champion (AMu) Half Termly CMo | | £1,000 |
| Vulnerable students are supported effectively and access as many mainstream lessons at a suitably appropriate time. | ALP Unit (Lead role + x2 LSAs) Cathy Mason (Academy Nurse) Simon Cross (Chaplin) External Counselling Service | Safeguarding data demonstrates that we have high proportion of neglect, domestic violence and these children need to be supported. | Bespoke & effective support offered to increase student life chances. Students health & wellbeing are positive. Students attending mainstream lessons Improvement in progress data Improvement in attendance data for these students. | JGi (DSc) HSt After each assessment point | | £25,951 £32,514 £5,000 |
| Raise attainment of disadvantaged students with HPA on entry. | The Scholars Program | To raise the aspirations of these students – focus on raising the bar and providing opportunities. | All students entered on the program successfully complete the program. Student voice talks about how effective the program has been. | CMo | | £1,920 |
| iii Whole school strategies | | | | | | |
| Issue identified | Action to be taken | What is the evidence and rationale for this choice? | Intended outcome | Staff lead | Expected life span of strategy (months/Years) | Costs (Does this include non PP funding in addition?) |

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| Increase the reading & spelling ages of all KS3 students | Accelerated Reader (Renaissance) Spelling tests for years 10 & 11 | Higher than average students enter Academy with lower than expected standard. Students to access higher grades at GCSE level | All students at KS3 make 12 months or more progress in a year | CRo | | £5,000 |
| Building stronger links between attendance and pastoral team | Develop support strategies around attendance of key groups. Setting up procedures to share information and to monitor PP students across behaviour, attendance and progress to ensure the gap within these areas is diminished. | Strong link between attainment and attendance of PP students | Attendance, attainment and progress are in line with National Average for PP and Non PP students | DSc/ Pastoral team | | £50,000 |
| Improve the aspirations of all students, including disadvantaged students, with links to real world learning examples | Educational visits (Schedule of visits) National Citizenship Scheme Active participation in Russell Group Universities school programmes | Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding. | Students show better attitudes to learning, able to relate & apply their work to the 'real world', improve their self-confidence as well as aspirations in the Academy. Student Voice | MLT (OCo) Termly | | £8,000 |
| | Careers advisers to target work with vulnerable students in year 10/11 to develop pathways to avoid becoming NEETS (Not in Education, Employment or Training) | Gold Standard for Careers Information Advice and Guidance NEET figures continue to reflect a positive picture (3 NEETs in 2016 – Target: 0 in 2018) | 100% of disadvantaged students receive regular 1:1 careers & guidance meetings – positive progression pathways & don't become NEET | SLu (DSc) | | £16,257 |
| | Increased participation of STEM activities | | | STEM Co (CMo) | | £1,500 |
| | External speakers for Step Up Day - programmes available | M&E curriculum Inspiration/Motivation | Diverse activities/visits that engage disadvantaged students. | OCo (CMo) Termly | | £5,000 |
| | SOL tracker used effectively | | | HBo | | £12,000 |

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| <p>To ensure all students are able to attend the academy and be on time for learning.</p> <p>Improved attendance of disadvantaged students</p> <p>Effective sharing of attendance concerns</p> | <p>Effective use of SOL consultancy support</p> <p>Tutors conversations</p> <p>Parental meetings</p> <p>Prosecution</p> <p>Home Academy Liaison Officer</p> | <p>Historic gap between disadvantaged and non-disadvantaged students</p> <p>To remove barriers to attendance</p> | <p>Reduced attendance and punctuality gap for disadvantaged students to less than 1%.</p> <p>Attendance target for all students to be in line with national average.</p> | <p>AMu</p> <p>SAt</p> | | <p>£3,500</p> <p>£12,550</p> |
| <p>To address & change students with social, emotional and behavioural difficulties which influence teaching & learning</p> | <p>Behaviour Lead role (TOTAL)</p> <p>Time Out Support role</p> <p>X2 LSAs</p> <p>Participate in a Local Authority led Behaviour, Attendance, Collaborative (BAC)</p> | <p>Repeat offenders</p> <p>Disruption to teaching & learning</p> <p>Missed learning opportunities</p> | <p>Reduced number of incidents and calls to Time Out. 25% reduction per half-term</p> <p>Reduced repeat offenders</p> <p>Improved progress data</p> <p>Reduction in P/Ex by 50% from the previous year.</p> | <p>ALe (DSc)</p> <p>JHy (DSc)</p> <p>DSc (AMu)</p> <p>DSc (RRe)</p> | | <p>£30,000</p> <p>£65,028</p> |
| | | | | | TOTAL COST | 377,306 |

7. Additional detail

A slush budget has been left of £102 in case of additional small requests or fluctuation of costs for revision guides.