

Essa Academy
Pupil Premium planned expenditure 2016/17

Number of pupils on roll in receipt of free school meals/CLA/Forces children		470 (477)
Level of Pupil Premium Grant received		439,450
Focus of intervention/areas of spend	Cost	Success Criteria
Data and assessment system reinvented Including use of GL assessment	51,258	Data collection moved to a 9-1 flight path for Year 7-11 with appropriate target setting for all students. Impact: Reinvented assessment system and calendar in line with new GCSEs. Teaching, Learning and Assessment Policy found on Essa Academy website.
Curriculum model changed to meet the needs of individual students – balance between Ebacc and vocational model	12,364	Reduced number of GCSE's studied by all students Year 7-9 (apart from those using enrichment time) Where necessary the amendments to timetables for students in Year 10-11 to improve performance in subjects being sat Improvement in performance in all subjects for PP students including improvement in Open Bucket

		<p>Impact: PP students made better progress in 2017 than 2016 – with PP boys making significantly more progress than the previous year.</p> <p>Progress Leaders made necessary changes to timetables to ensure students studying the right courses, making proactive moves.</p> <p>Curriculum structure being reviewed October 2017.</p>
<p>Build on the successful work carried out in developing systems for the monitoring and quality assurance of teaching and learning so that middle leaders play a full and active role in driving improvement across the academy.</p> <p>Teaching and Learning model amended to refine and simplify pedagogical approach focussed on student progress</p> <p>Book scrutiny to be completed for PP students – focus on Feedback. (See work scrutiny matrix) (See Sutton Trust and EEF Toolkit)</p>	<p>34,840</p>	<p>Systems for monitoring the quality of teaching and learning result in the gathering of a range of triangulated evidence to form overall judgements. Both senior and middle leaders are fully involved in this process.</p> <p>Areas for improvement for individual staff are identified clearly so that tailored support can be provided on particular aspects of teachers' classroom practice.</p> <p>Augmented support plans also in place</p> <p>A simple and meaningful teaching model to highlight key pedagogical approach/strategy</p> <p>Development of Schemes of work linked to robust assessment system</p>

		<p>Teaching and Learning walls created in each learning space</p> <p>Inform Professional Support Plans in line with PP needs.</p> <p>Impact: Schemes of work all updated in line with latest specification and curriculum overviews can be found on the Essa Academy website.</p> <p>Increased reliability in teacher effectiveness judgements. Increased number of staff wanting access to PSP to support improvement in practice.</p>
<p>Attendance – reduction of in school gap between PP students PA and non PP students PA</p> <p>Social Capital Leaders to provide strategies to improve attendance for PP students</p>	72,241	<p>Increased attendance of PP from 92% - 96%. Reduction in PA numbers PP students PA 12.5% Non PP students PA 4.5%</p> <p>Impact: Attendance gap for 2016/17 - -3.24% PA gap - - 13.81%</p>
Pupil Premium review to be completed	NA	<p>Full picture to provide detail of strength and weaknesses of strategy to support the development for students.</p> <p>Impact: Complete February 2017 – actions taken and follow up review booked for October 2017</p>

<p>Introduction of greater finance measures to track FSM students</p> <p>Introduction of finance tracker and staff finance application</p>	<p>12,000</p>	<p>Following a drop of FSM from 36% 2015/16 to 26% Sept 2017 target to increase through accessing FSM</p> <p>Finance to inform SCL of students dropping of FSM list to be selected</p> <p>Termly letters to be sent out to non FSM students</p> <p>Letters included in admissions pack and talked through on admissions interview.</p> <p>Impact: Increase of FSM students to 31.4%. Monthly meal reports ensures students tracked and individual student issues addressed when needed.</p> <p>Increased staff accountability for evidencing impact. Positive feedback from staff regarding ability to bid rather than pre-planned spend. Increased students accessing individual provision where needed.</p>
<p>Appoint whole school EAL, Literacy and Numeracy Lead</p>	<p>11,200</p>	<p>3 members of staff appointed internally to take up roles.</p>
<p>Reading tests completed annually and data used to form strategy.</p>	<p>23,086</p>	<p>Improvement in Literacy skills in identified students. Reduction in performance gap in English between PP and National non-PP.</p>
<p>Additional intervention with literacy and EAL focus to be developed for Pod Time.</p>	<p>14,945</p>	<p>Improvement in English performance and reduction in gap.</p>

		<p>Embedded routines in Pod Time.</p> <p>Impact: Improvement in performance in English. Pod time – changed to form time and set activities in place.</p>
Progress Leaders to track and monitor all students and identify underperformance early – introducing appropriate strategies	70,703	<p>MA students achieving 0.25 progress score</p> <p>Impact: HPA students 0.09 progress</p>
<p>CEIAG</p> <p>Students are provided with appropriate college information – including meeting with sixth form leader from Bolton School Girls Division</p> <p>Additional pod time provision based on the Reach for the Future model for PP students.</p> <p>Careers provision tracked for all students.</p> <p>Careers assemblies (Ofsted Inspection Handbook)</p>	14,373	<p>Activity survey</p> <p>All students receive one to one careers interview and guidance</p> <p>Positive feedback on questionnaire – see document</p> <p>All students to access careers opportunity throughout the year.</p> <p>Impact: 98.4% EET higher than the LA.</p> <p>A wide variety of careers activities and trips completed (see full report for more detail).</p> <p>Fortnightly careers assemblies completed by professionals targeted at a range of students including PP.</p> <p>All Year 11 PP students received one to one interview and careers guidance. Some PP</p>

		students given additional options for course suitability.
Social Capital Leaders to provide strategies to improve behaviour for learning. Target a reduction of FTE for PP students and increase overall engagement in learning.	65,344	Reduction in FTE from 94% to 72% PP students. Use of Restitution to provide a personalised approach to learning and reintegration into lessons. Number of exclusions for PP students 2015/16 – 94% Reduction in 2016/17 New behaviour system 2016/17 – resulting in different targets being set and no historical information
Closing gaps between PP and non PP strategies in school where present, and then targeting National Averages (as shown on data sheet)	29,674	Reduction in gaps. Data shared with all staff, supported by training on analysing and using the data at each data drop. Year 11 Session 5/3 introduced for all students as exam preparation. Impact: Improvement of progress of PP students from 2016 to 2017 from -0.36 to -0.11. Session 5 attendance for Year 11 was positive and feedback from students and staff ensured that more individual needs were met.
Increase in intake in Year 7, supporting Primary schools in KS2 provision. Including reading comprehension.	18,720	Increased number of primary students attending sessions at Essa Academy. Currently, none. Increased number of first choice application from

(See Sutton Trust and EEF Toolkit)		129 2016 to 140 2017. Impact: Increased intake in Year 7 in September 2017 to 210.
------------------------------------	--	---