North Liverpool Academy 2015-2016 Pupil Premium Strategy Statement

1. Summary information					
School	North Liverpool Academy				
Academic Year	15/16	**Total PP budget**	£787,703	**Date of most recent PP Review**	Oct '16
Total number of pupils	1420	**Number of pupils eligible for PP**	920		

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2014-15 only)	**24.7%**	64.7%
% achieving expected progress in English / Maths (2014-15 only)	**52.8% / 49.1%**	75.8% / 73.4%
Progress 8 score average	**-0.74**	0.12
Attainment 8 score average	**36.05**	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy • Deliver a three year programme starting with Year 7
B.	Attainment, raising the attainment of all Pupil Premium students and ensuring that they exceed floor standards • Narrow the gap in Year 11 progress in mathematics • Narrow the gap in Year 11 progress in English • Narrow gap in all PP versus NPP KPI indicators in all years
C.	Transition • To improve transition and attainment outcomes between KS3 and KS4 for PP* students to ensure attainment is in line with or exceeding expected levels of progress
External barriers	

D.	Attendance • To ensure the gap between PP and Non PP student attendance is narrowed and that PP attendance is moving towards national comparators	

4. Desired outcomes *(desired outcomes and how they will be measured)*		Success criteria
A.	High levels of progress in literacy for all Year 7 pupils eligible for PP.	Reading age assessments providing both ages and standardised scores are compared in order to demonstrate improvement. Gap between Year 7 PP and national non PP is narrowed.
B.	Improved attainment across both key stages and progress for Year 11 students in maths and English, eligible for PP.	The attainment, progress and ATLs are measured and tracked across the year and the gap between school PP and national non PP is narrowed for attainment and progress. ATLs improve across the academic year.
C.	For the gap between PP and Non PP students to be narrowed at KS3 and for this to be maintained moving on to KS4	Students access KS4 curriculum which is appropriate and in which they have the provision to ensure they have equal access and perform equally as well as Non PP students
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP improves to be in line with 'other' pupils.

5. Expenditure	
Academic year	**2015-2016**

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.		
Desired outcome	**Chosen action / approach**	
Literacy	Implement Phonics intervention strategy with year 7 and 8 using Lexia Implement reading comprehension strategies with year 7 and 8 using various reading programmes	Students who accessed the reading intervention programme that was implemented last October 2015 were re-tested prior to the February half term 2016. Results demonstrated significant impact on the reading ages of the students across both KS3 and KS4. For example; • In Yr. 7: of the 103 students who were identified as requiring intervention, 61% of students made reading progress. 33% of the cohort made progress which exceeded the identified benchmark (SAS – 90) therefore no further intervention was deemed appropriate/ required. • In Yr. 10: of the 28 students who were identified as requiring intervention, 50% of students made reading progress. 35% of the cohort made progress which exceeded the identified benchmark (SAS – 85) therefore no further intervention was appropriate/ required. • As a result, the reduced number of students requiring withdrawal reading intervention has created increased GLSA capacity to provide in class support in identified curriculum areas.

Attainment	Actions that have been taken: • Tracking documents created and shared with all stake holders • Intervention form time and period 7 sessions run throughout the year • Challenge meetings held with Curriculum Leaders • Assemblies delivered on motivation, exam skills and attainment targets • Easter school provided for each subject on every day in the break • Year 11 information evening held for parents and students • Revision resources and strategies provided for all students • Attendance targeted with KS4 attendance officer Reduced Class sizes in key core curriculum cohorts Revisit Home Learning Strategy 'Show My Homework' to now being introduced to develop quality of tasks and monitoring of impact. Year 11 students are tiered in form groups and form time intervention programme is taught and resourced for targeted group of PP students. Small Group Tuition in English programme of study (additional staff) Small Group Tuition in Mathematics programme of study Homework – To provide resources to help with home learning, to PP students Revision Intervention Programmes for PP students After school revision classes, reduced timetable revision classes and half-term and weekend revision classes to be provided including a maths residential.	Maths 3+ LoPs. 14/15 gap of 32.6% reduced to 15/16 gap of 11.3% Maths 4+ LoPs 14/15 gap of 21.7% reduced to 15/16 gap of 13.4% English 3+ LoPs 14/15 gap of 11.5% reduced to 15/16 gap of 7.4% English 3+ LoPs 14/15 gap of 5.9% increased to 15/16 gap of 9.9% 5+ A*-C inc. EnMa 14/15 gap of 22.6% predicted to 15/16 gap of 12.5% Basics 14/15 gap of 26.1% reduced to 15/16 gap of 10.2% P8 14/15 gap of -0.53 reduced to 15/16 gap of -0.09 The English C/W marks of 71% A*-C show that intervention has impacted upon final submissions. Spanish GCSE 3+ LoPs 14/15 gap of 6.5% reduced to 15/16 gap of 5.4% Spanish GCSE 4+ LoPs 14/15 gap of 3.5% reduced and closed as PP students out performed Non PP students by 2.8% Psychology GCSE 3+ LoPs 14/15 gap of 34.7% reduced to 15/16 gap of 5.7% Psychology GCSE 4+ LoPs 14/15 gap of 10.3% reduced and closed as PP students out performed Non PP students by 8.6% Food Technology GCSE 3+ LoPs 14/15 gap of 55% reduced and closed as PP students out performed Non PP students by 16.6% Textiles GCSE 3+ LoPs 14/15 gap of 64.3% reduced to 15/16 gap of 10.7% Textiles GCSE 4+ LoPs 14/15 gap of 52.4% reduced to 15/16 gap of 26.8%

Transition	Deploy teachers with additional time and LSAs to provide reading interventions	Students were targeted on entry. Impact as described in previous literacy objective: • In Yr. 7: of the 103 students who were identified as requiring intervention, 61% of students made reading progress. 33% of the cohort made progress which exceeded the identified benchmark (SAS – 90) therefore no further intervention was deemed appropriate/ required. • As a result, the reduced number of students requiring withdrawal reading intervention has created increased GLSA capacity to provide in class support in identified curriculum areas.

Attendance	**Promote student motivation to attend school by use of financial rewards and sanctions** • Christmas and Spring term attendance challenges for all year groups with rewards bespoke to each year group and including Pizza lunch, Movie night and Easter eggs. • Interclass competition for attendance with the winning form choosing Bell music each week. • Send home information highlighting both the value of attendance and incentives and the consequences of poor attendance. Ensure families know about the incentive programme, why school attendance matters for academic success and understand school policies about when poor attendance can result in failing a course or being retained. Sanctions should never be used without incentives. • Y11 Prom place dependent on acceptable attendance, tickets part funded for those with exceptional attendance. • Daily automatic text home for lateness or absence. • Home visits occur across all year groups on third day of absence and a letter requesting engagement with school to explain absence if no contact can be made. • Year manager contacts home to request absence note if a student returns after an absence with no explanation. • Fixed penalty notices issued for all unauthorised holidays in term time. **Create positive culture of attendance** Teachers 1. Positive comment to child from teacher about their good attendance 2. A note home to parents in Student planner 3. Extra time enrichment activities at kS3 chosen by students, including Xbox tournament and a Bake Off 4. 100% attenders displayed on screens in main refectory 5. Form certificate for the best attendance record within a time period via year assemblies 6. Name on the "Attendance Wall" in the classroom- effective uplift 2016 Wider school 1. Special school recognition during morning announcements 2. Certificate/award at house/year assembly 3. Breakfast/lunch with the principal- effective uplift 2016, 4. Pizza party or Movie Night for students with 100% attendance during Attendance Challenge Weeks 5. Earn rewards to buy from the school rewards programme via Merit stickers for attendance	Whole school attendance has increased by 1.7% to 93.17% YTD. The Liverpool average for 14/15 was 93.59% and National was 94.7%. Attendance has risen across each year group except Y8 and Y10 in comparison with last year. The attendance Pupil Premium gap has reduced by 0.9% from 2.84% in 2015 to 1.95% 2015/16 YTD. The attendance Pupil Premium gap has also reduced across each year group in comparison with 2014-15.
	Total budgeted cost	£