

# North Liverpool Academy 2019 – 2020 Pupil Premium Strategy Statement

1. Summary information					
School	North Liverpool Academy				
Academic Year	19/20	Total PP budget	£688 253	Date of most recent PP Review	January '20
Total number of pupils	1341	Number of pupils eligible for PP	795	Date for next internal review of this strategy	April '20

2. Current attainment (Outcomes 2019)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving standard pass EM	39.1	71.5
% achieving strong pass EM	18.8	50.1
% achieving standard pass maths	42.8	XX
% achieving standard pass English	60.9	XX
Progress 8 score average	-0.58	0.13
Attainment 8 score average	35.9	50.1

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils and also in all other years, which prevents them from making good progress.
B.	Progress of high ability students High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across both key stages. This prevents sustained high achievement at KS4.
C.	Behaviour and attitudes to learning Behaviour issues for a small group of pupils in each year group (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

External barriers		
<b>D.</b>	Attendance Attendance rates for pupils eligible for PP are well below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.	
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High levels of progress in literacy for all pupils eligible for PP.	Reading age assessments providing both ages and standardised scores are compared in order to demonstrate improvement. Gap between school PP and national non PP is narrowed.
<b>B.</b>	Improved rates of progress across both key stages for high attaining pupils 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.
<b>C.</b>	Behavioural issues in all years addressed and proactive interventions in place for support with the gap for PP and non PP to be reduced.	Behaviour points and incidents are tracked and a decrease is evident in the data including a reduction in the gap between PP and Non PP.
<b>D.</b>	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.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-2020</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Attendance	Additional Attendance Officer £27 000	To split the key stages and have an AO for each.	Tracked and monitored by GP	Director of Inclusion	Every Data Cycle
	Attendance Rewards Trips £20 000	Students respond well to short term goals	Tracked by AOs and impact measured	Director of Inclusion	At the end of every attendance rewards programme
	Additional EWO support £20 000	To support the allocation and increase the coverage across the school	Tracked and monitored by GP	Director of Inclusion	Every full term
	School Counsellor £20 000	To support the inclusion team with students at risk of poor attendance due to vulnerabilities	Tracked and monitored by GP	Director of Inclusion	Every full term
Literacy	GL Assessment Complete Package £25 000	On advice of Ian Mooney to drill down to investigate specific barriers	To provide detailed data for teachers and ensure it is used in QA of teacher files	SENDCo / AP Line Manager for English	At the end of the academic year
	English teachers to reduce class sizes £56 000	Evidence from Sutton Trust on reducing class sizes improving outcomes	PL and CL to track COG and PG data for impact	AP Line Manager for English / AP Senior Progress Leader	At the end of every data capture
	Assistant SENDCo £50 000	Targeting and overcoming barriers to learning will improve outcomes	SEND register used in classrooms and T&L files contain strategies to meet individual needs	SENDCo	During termly QA routines
	Literacy Coordinator £60 000	Raising profile of Literacy across all subjects improves reading ages	Reading age data to be used to demonstrate impact	AP English Line Manager	At the end of the academic year

Intervention	GCSE Pod £8 000	Other schools report impact	Monitor use and take up and measure against outcomes	AP Data	Last 2 data cycles
	Maths extraction and intervention GLSA £20 000	Data evidence of impact last year	Compare progress made before and after intervention in COGs, PGs and Actuals	CL Maths/ VP Progress	At the end of the academic year
	Maths teacher to reduce class sizes £28 000	Evidence from Sutton Trust on reducing class sizes improving outcomes	PL and CL to track COG and PG data for impact	CL Maths/ AP Data	At the end of every data capture
	Literacy lead across the Trust £90 000	Strategically leading on all assessment and tracking and developing a cross trust policy for addressing vocabulary and literacy	Tracked and monitored by the CEO of the trust	Principal and CEO of the trust	At the end of every data capture
<b>Total budgeted cost</b>					<b>£424 000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Literacy	GLSA extraction and reading support £90 000	Sutton Trust and 2016 data demonstrates impact of small group extraction	Tracking and monitoring after six week programme	SENDCo / AP Line Manager for English	At the end of the academic year
	Summer School Induction Programme £45 000	Recruitment and transition information. Targeting KS2 underperformance to close gap	Transition data, inclusion data and literacy (RA) data tracked	AP Comm & AP / AP Line Manager for English	End of DC1
	Easter School Literacy Programme £15 000	Literacy and numeracy programme 2016 demonstrated more than expected progress	Literacy and numeracy pre and post testing to evaluate impact	AP Comm & AP / VP Literacy	End of DC4
	After school reading club and reading room provision £5000	Immersion in reading for pleasure improves reading ages	Reading age data will measure impact and borrowing levels	Literacy GLSA/ Literacy Coordinator	Termly
	Reading strategies for transition £5000	Fluidity of transition and early intervention improves outcomes	Reading age data will measure impact	Literacy GLSA/ Literacy Coordinator	Termly
	Performances of KS4 texts £5000	Knowledge of KS4 literature texts and performances improve understanding	Literature responses tracked and demonstrate improvement	AP Line Manager for English	At the end of the academic year
	External support from exam board and consultants for English and literacy £10 000	Improved assessment and staff training to meet these needs	Assessment and intervention pathways in place	Literacy Coordinator/ AP Line Manager for English	At the end of the academic year
	Training for peer mentoring, guided reading and oracy support £5000	To improve reading ages and communication skills	Reading age and BPVS data will measure impact	Literacy Coordinator	At the end of the academic year
High Ability PP	MAT leaders per year group £13 000	National focus on HAT PP students and requirement to ensure stretch and challenge	MAT to track outcomes after data capture	AP Data	Every Data Cycle
	Residential Maths School £10 000	Data from 2015 and 2016 demonstrated impact	Final grades analysed and compared to students who did not attend	AP Data and AP Line Manager Maths	At the end of the academic year

Behaviour and ATL	Behaviour Support Assistant £20 000	Need to improve intervention to support pupils	Improvement in behaviour data	Director of Inclusion	At the end of the academic year
	New role: Inclusion Officer £30 000	Need for capacity to link with outside agencies	Increased number of partnerships with school to support students	Director of Inclusion	At the end of the academic year
	Alternative Provision Programme £30 000	Need for alternative learning environment in order to access education	Progress and attendance data demonstrates improvement	Director of Inclusion	At the end of the academic year
	Home Education Tutor £25 000	PA pupil requires home education in order to access learning	Progress data demonstrates impact	Director of Inclusion	After every data capture
	Merits/Rewards System £30 000	Need to develop confidence and celebrate success and progress in order to motivate students	Merit records and progress data to demonstrate improvement	Director of iLead/ AP Line Manager for English	After every term
	'Show My Homework' Software £10 000	Use of technology for improving participation in home learning	Progress and completion data demonstrates improvement	AP Line Manager for English	After every term
	Year 7 Induction Residential £25 000	Inclusion workshops setting expectations and launching AtL ethos	Inclusion team to monitor through inclusion data	AP Line Manager for English	After every term
	Uniform Bursary £5000	Need to remove barrier to attendance and learning	Attendance data demonstrates improvement	Director of Inclusion	At the end of the academic year
Attendance	EWO Officer Support £60 000	Home visits improve outcomes in attendance	Attendance data demonstrates improvement	Director of Inclusion	Every data cycle
	Minibus Driver and costs £30 000	Picking up PA students from home improves attendance	Attendance data demonstrates improvement	Director of Inclusion	At the end of the academic year
	School Police Officer £50 000	Link s with police force improve attendance and ATL and support safeguarding	Attendance and punctuality data demonstrates improvement	Director of Inclusion	At the end of the academic year
	Youth Worker £6000	Need to improve intervention to support pupils	Improvement in behaviour and wellbeing data	Director of Inclusion	Every term
<b>Total budgeted cost</b>					<b>£524 000</b>

<b>1. Data Capture October 2019 (Predicted grades for 2020 outcomes)</b>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving standard pass EM</b>	<b>14.5</b>	71.5
<b>% achieving strong pass EM</b>	<b>5.8</b>	50.1
<b>% achieving standard pass maths</b>	<b>18.1</b>	
<b>% achieving standard pass English</b>	<b>29.0</b>	
<b>Progress 8 score average</b>	<b>-1.51</b>	0.13
<b>Attainment 8 score average</b>	<b>26.42</b>	50.1
<b>% High ability achieving standard pass EM</b>	<b>41.0</b>	
<b>% High ability achieving strong pass EM</b>	<b>15.4</b>	
<b>% High ability achieving standard pass maths</b>	<b>48.7</b>	
<b>% High ability achieving standard pass English</b>	<b>61.5</b>	
<b>High ability Progress 8 score average</b>	<b>-1.73</b>	
<b>High ability Attainment 8 score average</b>	<b>37.52</b>	
<b>Whole School Attendance</b>	<b>92.92</b>	

<b>2. Data Capture December 2019 (Predicted grades for 2020 outcomes)</b>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving standard pass EM</b>	<b>15.9</b>	71.5
<b>% achieving strong pass EM</b>	<b>8.7</b>	50.1

<b>% achieving standard pass maths</b>	<b>19.6</b>	
<b>% achieving standard pass English</b>	<b>33.3</b>	
<b>Progress 8 score average</b>	<b>-1.38</b>	0.13
<b>Attainment 8 score average</b>	<b>27.77</b>	50.1
<b>% High ability achieving standard pass EM</b>	<b>46.2</b>	
<b>% High ability achieving strong pass EM</b>	<b>25.6</b>	
<b>% High ability achieving standard pass maths</b>	<b>51.3</b>	
<b>% High ability achieving standard pass English</b>	<b>69.2</b>	
<b>High ability Progress 8 score average</b>	<b>-1.52</b>	
<b>High ability Attainment 8 score average</b>	<b>39.64</b>	
<b>Whole School Attendance</b>	<b>91.48</b>	

<b>3. Data Capture February 2020 (Predicted grades for 2020 outcomes)</b>		
	<b>Pupils eligible for PP (your school)</b>	<b>Pupils not eligible for PP (national average)</b>
<b>% achieving standard pass EM</b>		
<b>% achieving strong pass EM</b>		
<b>% achieving standard pass maths</b>		
<b>% achieving standard pass English</b>		
<b>Progress 8 score average</b>		
<b>Attainment 8 score average</b>		

<b>% High ability achieving standard pass EM</b>		
<b>% High ability achieving strong pass EM</b>		
<b>% High ability achieving standard pass maths</b>		
<b>% High ability achieving standard pass English</b>		
<b>High ability Progress 8 score average</b>		
<b>High ability Attainment 8 score average</b>		
<b>Whole School Attendance</b>		

<b>4. Annual Review September 2020 - Results</b>		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving standard pass EM</b>		
<b>% achieving strong pass EM</b>		
<b>% achieving standard pass maths</b>		
<b>% achieving standard pass English</b>		
<b>Progress 8 score average</b>		
<b>Attainment 8 score average</b>		
<b>% High ability achieving standard pass EM</b>		
<b>% High ability achieving strong pass EM</b>		
<b>% High ability achieving standard pass maths</b>		
<b>% High ability achieving standard pass English</b>		
<b>High ability Progress 8 score average</b>		
<b>High ability Attainment 8 score average</b>		
<b>Whole School Attendance</b>		

