Pupil Premium Strategy / self- evaluation: Open Academy 2019 - 2020

1. Summary information					
School	Open Academy, Norwich				
Academic Year	2019-2020	**Total PP budget**	£192,504	**Date of most recent PP Review**	04/07/19 (AIR format)
Total number of pupils	523	**Number of pupils eligible for PP**	192	**Date for next internal review of this strategy**	September 2019

2. Current attainment: 2019 Headlines		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	2019: -0.93 (Internal calculation) (2018: -0.18)	
Attainment 8 score average	2019: 37.28 (2018: 42.26)	4.8

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A.	Ensuring the highest quality teaching so that PP students are confident and successful learners
B.	Poor literacy skills and language acquisition
C.	Embedding new tracking system to ensure evidence of impact informs Academy priorities
D.	Student capacity for independent study
Additional barriers	
E.	Lack of cultural capital and enrichment activities outside of academy compared to non-PP students due to financial constraints
F	Lower self-belief, motivation and aspirations that can also lead to poor behaviour
G.	Poor attendance and punctuality

	4. Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
A.	High 'quality first teaching' (Truly Great Teaching) will be the focus for CPD. Planning will show how the curriculum is personalised for specific learners and their progress	Monitoring cycle is embedded in the school and led by SLT, middle leaders and governors (Faculty Review processes: Student voice, Book Sampling and lesson observations) Monitoring informs CPD requirements and impact of CPD monitored as part of review cycle Quality first teaching in all areas of school underpinned by accurate use of assessment
B.	Student's literacy, including oral language and communication strategies will be developed so that vocabulary knowledge, spelling and writing are improved	Staff CPD on language and literacy increases confidence in this area PP students make better progress in reading so that their writing is influenced by this PP students can achieve well in spelling PP students achieve in line with non-PP children and are confident communicators
C.	The new tracking and monitoring system will identify where and why individual students and vulnerable groups are falling behind	Progress of PP students and learning over time will accelerate due to effective quality first teaching informed by consistent and accurate assessment
D.	Revised Home work approach will be embedded where it is set regularly, checked and recorded on Sims	Improved submission of homework and less detentions for missing homework across PP cohort Home work is frequent and of good quality PP students are making use of additional resources to complete homework such as targeted learning hubs Students develop quality responses to assessment information including peer learning, self-suggested home study or subject specific intervention
E.	Extra-curricular experiences, activities and trips will improve cultural awareness, providing necessary equipment and resources	PP students have the opportunity to access activities that help develop the 'whole child' and put them on an equal footing with non-PP students
F.	The new pastoral system and planning for T&L will improve relationships in order to address barriers effectively. This will positively impact behaviour and achievement data Careers advice actively supports our most vulnerable students	PP students become less passive in the classroom, they are confident to participate and engage with learning and understand how to manage triggers that impact self-esteem and poor behaviour for learning PP students are inspired to use their education to pursue appropriate post-16 futures
G.	The new pastoral system will effectively challenge patterns of absence and poor punctuality and intervene to remove barriers. Gaps in progress of PP students previously impacted by this will reduce	Attendance and punctuality data for PP students in comparison with Non-PP improves. PP students closing gaps in learning via effective homework, opportunities to access provision in Learning hubs and through activities provided by class teachers that support students in feeling and being successful

5. Planned expenditure					
Academic year	**2019 to 2020**				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
CPD Programme: Develop 'Truly Great Teaching' at the Open Academy	To provide quality first teaching for all students, ensuring PP students fulfil potential	TGT co-constructed between all teaching staff, identifying components that support student success. Built on foundation of research such as EEF and Norwich Research School	Internal CPD programme of pre-determined Twilight sessions Performance management objectives Quality assurance processes such as faculty review Time for LCL to implement and monitor	LCL	Half-termly (in line with Faculty Review calendar)
Use of BlueSky Performance Management system to track, consolidate and inform improvements for Teaching and learning and to evaluate impact on student progress	PP students will be an explicit focus for teaching and learning, where staff are held to account over their progress and training needs are identified and addressed. QA processes consolidated in BlueSky will accurately inform Academy priorities	To ensure evidence-based practise research is widely used to impact PP progress and that pedagogy is developmental. To record and consolidate evidence for PP specific PM objectives	LM meetings and processes Student specific PM objectives QA processes such as faculty review	PST/LCL	Half-termly (in line with Faculty Review calendar)

Provide access to research and developmental time	Evidence based practice is central to developing quality first teaching at the Academy. All developments and initiatives are credible and support students in making improvements	To empower staff to understand and meet the individual needs of our students, ensuring our most vulnerable are not left behind	Memberships of Chartered College Directing staff through individualised CPD to opportunities with the Norwich Research School Using meeting time for the dissemination of reading and sharing of good practice Establishing routines for peer support	LCL	Fortnightly (Line management meetings) Faculty review processes will also provide evidence of impact
Use of PiXL principles and resources	To compliment strategic work for ensuring improved progress of PP students	To provide T&L opportunities to share best practice nationally and participate in initiatives that empower PP students to understand next steps and make progress	Use of PiXL wave and mini-wave, PPE and DTT processes, attendance at subject networks	KWE	Termly – using data from PPE (Pre-Public Exam) processes
Embed revised tracking and monitoring system in KS3 Use of 4Matrix in KS4 Data Administrator	Student progress and learning over time will accelerate due to effective quality first teaching informed by consistent and accurate assessment and recording of data	Use of examination assessments will test student knowledge, understanding and ability to demonstrate learning in timed conditions. Analysis of data will show how well PP students are progressing through curriculum and gaining key skills identifying specific areas for improvements	RAP meetings to standardise and moderate quality of examination assessments Use of faculty review and FROAP QA processes HOY/HOF analysis and intervention	KWE/PWL	In line with assessment and progress calendar (termly for KS3 and in line with PPE analysis in KS4)
				Total budgeted cost	**£17,460**

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Establish PP champion (part of AP responsibilities for KWE)	To ensure PP provision is effectively mapped, relevant and ensures a positive impact on the progress and experience of PP students at the Academy	An evidence-based approach to the allocation of PP spending is needed, that is closely monitored and communicated so that all staff are clear on strategies to support progress	Regular accountability reporting to governors, the SLT and DNEAT Regular whole staff-updates RAP meetings (Raising Achievement and Progress)	KWE	In line with half-termly data updates from Accelerated Reader and termly examination assessments PM review
Guided Reading in Years 7 and 8	To narrow the gap for students arriving at the Academy with below expected levels of literacy and to sustain improvements as PP students move through the school	To improve student confidence and enthusiasm for reading; empowering students to be able to discuss new ideas and articulate their thinking (tier two vocabulary)	EPAC faculty will ensure regular AR reading tests occur Expectations for how GR lessons should be delivered will be shared with teaching staff Librarian to ensure wide range of appropriate reading materials available that also addresses cultural capital	KWA	In line with half-termly data updates from Accelerated Reader and termly examination assessments
Accelerated Reader (computer-based program)	To engage PP students in reading and monitor progress in reading ages To support understanding of student ability to comprehend and use new information	AR data allows us to monitor reading practice and progress. It helps teachers guide students towards books on individual reading levels. AR quizzes after reading a book to check if they've understood it	EPAC faculty to oversee Results of AR tests to be shared with staff to inform Teaching and Learning Awards and recognition for student engagement	KWA/ATA	In line with half-termly data updates from Accelerated Reader and termly examination assessments

Librarian	To engage PP students in reading and continue to build a flexible space with a wide and inclusive range of resources	Use of Librarian expertise to provide better support and initiatives for PP students i.e. AR and encouraging students to read a wider range of materials so they become and remain motivated readers and learners for life.	Regular reporting of AR data and insights Performance management associated with progress of PP students	KWA/DLI	In line with half-termly data updates from Accelerated Reader and termly examination assessments PM meetings
A* Centre	To ensure students with lower starting points on entry to the academy are supported in improving literacy skills and confidence in the classroom	A number of students arrive at the Open Academy "not school ready" and require additional support. The A* Centre provides a range of 1:1 and small group interventions linked to the curriculum that supports students in accessing learning more confidently	Regular Star Reading tests/literacy assessments Line Management and collaboration with KGR to review and amend curricular and extra-curricular academic programmes as appropriate to student needs	KWA/KWE	Half-termly
Deployment of English, Maths and Science HLTA's	To ensure students with lower starting points on entry to the academy are supported in improving knowledge, skills and confidence in core subjects	A number of students arrive at the Open Academy "not school ready" and require additional support. HLTA's provide flexibility for a range of 1:1 and small group interventions linked to the curriculum that supports students in accessing learning more confidently	Progress data from examination assessments RAP meetings to establish next steps Regularly revised timetables to support student needs	KWA/LCL (IFI/SMU)	Half-termly/in line with examination assessment data

Resourcing Inclusion Based	To ensure students are not disadvantaged by missing lessons due to internal exclusion procedures	Students need to be held to account over poor behaviour but not at the cost of their learning. Students need to be confident in accessing learning when returning to the classroom	Inclusion meetings and in work with pastoral team

RAP meetings and use of internal monitoring processes to ensure students are not left behind | PWL | In line with assessment and progress calendar (termly for KS3 and in line with PPE analysis in KS4) |
| Extra-curricular revision sessions and resources | To provide targeted support in Y11 informed by accurate question level analysis to support students in making improvements | To support students in closing gaps in knowledge and understanding and to help students develop more confidence for independent learning | Published revision programme, students clear on purpose and benefits of sessions

Assemblies, parental contact and use of rewards to encourage attendance Faculties held to account through RAP meetings | KWA/KWE | In line with PPE analysis (up to 3 times per year) |
| Learning Hubs | Students identified as falling behind are supported in making improvements through a targeted extra-curricular academic facility | Students struggling to meet homework deadlines due to lack of facilities. Students identified by teachers and data to be targeted by HOY to attend earning hubs; Students to be taught skills needed to work independently | Pastoral structure; inclusion and Rap meetings | PWL | In line with assessment and progress calendar (termly for KS3 and in line with PPE analysis in KS4) |
| Seneca Premium Licences | To improve progress of Y11 PP Students with access to premium level revision software | Student voice demonstrated students prefer to work online, Seneca provides more subject and specification specific resources including a range of exam style questions for student to practice | SLT mentoring

RAP meetings and progress data | KWE | In line with PPE analysis (up to 3 times per year) |

Amazon Fire electronic devices to support home work	To improve progress of Y11 students with limited access to facilities to support on-line revision and homework	Students are more likely to engage with methods of revision/homework linked to preferred ways of working	SLT mentoring RAP meetings and progress data	KWE	In line with PPE analysis (up to 3 times per year)
				Total budgeted cost	**£62,010**

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
New pastoral structure: teaching Heads of Year supported by non-teaching Assistant Heads of Year	By overseeing the behaviour, safeguarding and attendance of the PP students in a year group, disengagement in academy life will be prevented and PP students will be successful learners	Provision of pastoral support to improve behaviour and improve positive relationships. PP students account for a disproportionate amount of low-level disruptive behaviour	Clear structure of roles and responsibilities. Teaching HOY supported by non-teaching assistant. Regular progress meetings to inform T&L Proportionate responsibilities of HGA (Inclusion/Attendance Secretary)	PWL	Regular and periodic review of behaviour and progress data
Mentoring (SLT and Peer)	PP students will gain practical advice, encouragement and support. Their social and academic confidence will increase.	Mentoring will provide knowledge and skills and professional socialisation Quality mentoring will greatly enhance student chances for success.	Agreed venues, agenda items and mentoring support documentation to monitor progress. Tactical partnerships between mentors and mentees	PWL	Fortnightly and in line with assessment and engagement data
Counsellor	PP students will become more independent and skilled in managing situations that cause them stress and anxiety, allowing students to manage their academic studies more successfully	Meeting a counsellor can help students keep a clear mind, helping them to make the most of the time at the Academy and keeping free from symptoms of depression and other mental problems	HOY to monitor guidance and ensure students are engaging positively in academy life	PWL	Half-termly/according to individual needs

Careers guidance and work experience	Career interviews are conducted with all KS4 PP students; KS4 PP students are supported with college visits, taster days and mock interviews	Tailored support ensures disadvantaged students are confident, aware and sure of their Post 16 opportunities and likely to take them up and continue with them effectively	HOY to monitor guidance Careers advisor working with NOA in pursuing Gatsby Benchmark	KWA/CDA	Half-termly
Awards and leadership responsibilities	To promote a positive experience of academy life amongst PP students and ensure awards and responsibilities received are proportionate to non-PP students.	PP students must experience success to improve aspirations. Leadership opportunities help PP students to build relationships with others, providing opportunities to learn to identify and display effective communication and interpersonal skills.	HOY to monitor opportunities to celebrate success and to allocate leadership opportunities such as awards evenings and prefect roles	PWL	Half termly
Breakfast club	PP students to eat a healthy breakfast in a safe environment before tutor time and their first lesson	This should benefit PP students; helping them to be ready for learning, improving attendance, punctuality and behaviour at the academy	Daily staffed breakfast station with a range of choice. All students having breakfast to be monitored to ensure PP students benefitting and discreetly encouraged to participate	PWL/JPP	Half termly
Trips and hardship fund	Rates of participation in our extracurricular and off- site activities programme are comparable between our PP cohort and our non-PP cohort Hardship fund enables access to activities that raise aspirations and breadth of experience	Maintaining an inclusive approach, not excluding PP students from the wider community within the context of enrichment activities. PP students engage positively with academy life	Monitoring of student participation of trips via Evolve and extra-curricular offer via HOY All trips reviewed at SLT to ensure inclusivity	PWL	In line with when trips take place and reviews of attendance at extra-curricular activities
				Total budgeted cost	**£113,034**