



**Pupil premium strategy statement:**  
**Ernesford Grange Community Academy**

**Summary Information**

Academic Year	2018/19	Total PP budget	£232,816
Total number of pupils	642	Number of pupils eligible for PP	286

**Current Attainment**

	Pupils eligible for PP	Pupils not eligible for PP
Attainment 8 score	22.86	40.03
Progress 8 score	-1.20	-0.51

**Barriers**

A	The attendance of disadvantaged students is less than that of non-disadvantaged students in the school
B	There are more negative behaviour incidents from pupils from a disadvantaged background than that of a non-disadvantaged background
C	Disadvantaged students, as well as other students in the school, have low levels of reading on entry and often do not undertake wider reading
D	Disadvantaged students are lacking aspiration and do not realise their own potential to succeed. This is linked to a culture capital deficit and a lack of ambition to succeed in their educational studies.

## Outcomes

	Desired outcomes	Success criteria
A	Improved attendance of disadvantaged students within the school, further closing the gap relative to others in the school.	Significantly improve on last year's pp to non-pp attendance gap of 3.94% aiming for at least national average of 95% attendance.
B	Improved behaviour of disadvantaged students further closing the gap compared to non-disadvantaged students	Reduced fixed term exclusions and to ensure positive to negative behaviour ratio of above 90%
C	Improve reading skills of disadvantaged students within the school and develop a thirst to read.	To meet or exceed their chronological reading age.
D	Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	To achieve an attainment score of 40-43 and basics 4+ score 49-53% or above and progress score of 0+

## Planned expenditure

The expenditure will be divided into three sections: quality of teaching for all, targeted support and other approaches.

### Targeted support for PP students

**£120,000**

Desired outcome	Chosen action/ approach	Rationale/ evidence for this choice	Staff lead	Reviewed
B. Improved behaviour of disadvantaged students further closing the gap compared to non-disadvantaged students	Behaviour mentors	PP Students with poor behaviour records to have an allocated mentor to help them work on improving their behaviour	DCO/KHU/GHE	Termly
B. Improved behaviour of disadvantaged students further closing the gap compared to non-disadvantaged students	Breakfast provision for PP students	Research suggests that PPG students respond better to learning when they have had a nutritious breakfast	DCO/TWI	Termly
B. Improved behaviour of disadvantaged students further closing the gap	Sports contract	PP Students work towards incentives if they meet a	DCO/KHU/GHE	Termly

compared to non-disadvantaged students		certain behaviour criteria set by mentors.		
A. Improved attendance of disadvantaged students within the school, further closing the gap relative to others in the school.	Sports Contract	PP Students work towards incentives if they meet a certain attendance criteria set by mentors.	DCO/KHU/GHE	
D. Disadvantaged students to be more motivated and aspirational and therefore improved their progress and attainment.	KS3 enrichment trips	Trips to be built into KS3 curriculum for PP students to positively engage and build their cultural capital.	DBU, DCO	Termly
D. Disadvantaged students to be more motivated and aspirational and therefore improved their progress and attainment.	Funding to purchase necessary ingredients for disadvantaged students to partake in cooking lessons.	To ensure students all have the same opportunities and due to many PP students not being able to provide their own ingredients.	SGA	
C. Improve reading skills of disadvantaged students within the school and develop a thirst to read.	Accelerated reader subscription	PP students at EG typically have lower reading ages than other students therefore using this subscription gives them a tool to improve their reading age.	ASH	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Intervention during tutor time (English, Maths)	Year 7 and 8 Catch-up students are targeted in tutor time slots to close any previous gaps in knowledge and understanding.	Subject leaders, house heads, and literacy and numeracy leaders.	Half-termly
A. Improved attendance of disadvantaged students within the school, further	Heads of House budget	Heads of House to have a funding allowance to help provide emergency uniform for students who may not	Heads of House, SLT links	Termly

closing the gap relative to others in the school.		be able to provide the correct uniform.		
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Revision packs/ guides and tutor time revision slots (KS4)	Providing revision guides and high quality resources as well as giving allocated time during tutor time to develop and practise revision skills.	Heads of house, SLT links, DCO	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Brilliant club	Selected PP students from KS3 are set termly challenges and tasks in competition with each other. Links set up with local universities to broaden horizons.	DCO/ ESM	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Target 10	Target 10 identifies 10 underperforming PP students from each year group and staff have an extra-focus and share strategies that work with each other to close the gap. SLT conduct learning walks to ensure that teachers are changing their practice to suit	DCO	Half-termly, Weekly Drop-ins
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Primary school specialist teacher and permanent LSA attached to the class	Having a primary school specialist teacher will help us maximise progress with some of the catch-up premium year 7+8 students and give them continuity of delivery in English, Maths	DBU, HNI	Data collection points

		and Science and help them with the transition into secondary school.		
A. Improved attendance of disadvantaged students within the school, further closing the gap relative to others in the school. D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Wellbeing mentors	Wellbeing mentors help the most vulnerable PP students stay in school and ensure they have a healthy mind for learning and are resilient enough to attend school. One to one sessions are arranged as well as group sessions and support from outside agencies.	ETH,JRO	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Academic Mentoring	Year 10 +11 PP students who are not meeting their targets are allocated an academic mentor who they have a good relationship with and plan together how to close their gaps in learning.	ARE	Termly

**Quality of teaching for all**

**£48,000**

Desired outcome	Chosen action/ approach	Rationale/ evidence for this choice	Staff lead	Reviewed
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Classcharts (use of seating plan)	PP students need targeted support if they are underachieving and a well thought out seating plan helps to provide this.	NDG	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Assessment and tracking	Assessment data for PP students is analysed in depth and produced quickly and analysed so that staff can be held account and students can be targeted effectively.	LSP	Termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Introduction of new feedback policy	Whole staff approach gives students a set routine and expectation and therefore encourages response to feedback.	NDG	Calendared lesson observations, CPD sessions
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Embedded 4 part lesson	Uniformed approach to lesson structure gives students continuity and a set of expectations they are required to meet each lesson.	NDG	Half termly drop-ins and lesson observations
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Graduate scheme (year 11)	The graduate scheme offers incentives each data collection point. Year 11 students are working towards a positive progress 8 score as well as good attendance and behaviour. This is competitive as the top 40 students will be the only students invited.	DCO	Half- termly
C. Improve reading skills of disadvantaged students	Literacy tutor time slot	Using Pixl articles the literacy tutor time slot has a focus on reading speeds and comprehension	DCO/ASH	Half- termly, tutor drop-ins

within the school and develop a thirst to read.				
C. Improve reading skills of disadvantaged students within the school and develop a thirst to read.	Talking Points/ Talking toolkit	Talking points is now a whole school focus. Aiming to improve student's vocabulary and oracy skills as well as develop a thirst for reading, literary and debating.	NDG	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Introduction of LRC to year 7+8 lessons and curriculum	Year 7+8 to have a focus on 3 characteristics within lessons. (Leadership, resilience and communication) this is to build a stronger character and self-esteem.	DCO	Lesson drop-ins, Observations, Half-termly

**Other approaches**

**£65,000**

A. Improved attendance of disadvantaged students within the school, further closing the gap relative to others in the school.	House competitions	House competitions have a focus on attendance and punctuality within school with a half-termly reward	DCO/HNI/ Heads of House	Half-termly
B. Improved behaviour of disadvantaged students further closing the gap compared to non-disadvantaged students	House competitions	House competitions have a focus on behaviour and achievement within school with a half-termly reward	DCO/HNI/ Heads of House	Half-termly
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Parents evenings	Encouraging parents to attend parents evening. Personal phone calls to be made by subject teachers/House Heads	Heads of House, Subject leaders and LSP	Before and after every parents evening
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Mini-bus cost	To improve cultural capital the cost of the mini-bus for extra-curricular activities and enrichment trip is paid for by the school.	TWI	Termly budget reviews
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Year 7 transition week	New year 7 cohort to receive a special experience and inspirational lessons within the first week to motivate to become 'Ernesford excellence' students	DNE	October 2018
A. Improved attendance of disadvantaged students within the school, further	Education Welfare officer	Persistent PP non-attenders to be a focus of the	THE	Half-termly



closing the gap relative to others in the school.		attendance liaison officer, may require home visit		
D. Disadvantaged students to be more motivated and aspirational and therefore improve their progress and attainment.	Breakfast provided on days of exams	Breakfast is provided for all students that want it before each external exam.	DBU/ LPA	After exam timetable finishes
A. Improved attendance of disadvantaged students within the school, further closing the gap relative to others in the school. B. Improved behaviour of disadvantaged students further closing the gap compared to non-disadvantaged students	Non-teaching House Heads	Heads of House are available to make contact with parents with any behaviour, progress or attendance concerns and pick up students throughout the day	Heads of House/ DCU	Half-termly reviews of behaviour and attendance
C. Improve reading skills of disadvantaged students within the school and develop a thirst to read.	Embedded literacy leader	To ensure further developments within literacy across the school the role of the literacy leader is important.	DBU/ASH	Half-termly