



# Pupil Premium Action Plan

| 1. Summary information |                         |                                  |           |  |            |
|------------------------|-------------------------|----------------------------------|-----------|--|------------|
| School                 | <b>St James Academy</b> |                                  |           |  |            |
| Academic Year          | 2018 -19                | Total PP budget                  | £314,160  | Date of most recent PP Review                  | Sept 2018  |
| Total number of pupils | 629                     | Number of pupils eligible for PP | 360 (62%) | Date for next internal review of this strategy | April 2019 |

| 2. Current attainment (Y11)   |                            |                            |
|-------------------------------|----------------------------|----------------------------|
|                               | Pupils eligible for PP     | Pupils not eligible for PP |
| % 4+ En & Ma                  | <b>33.3%</b>               | 53.8%                      |
| % 5+ En & Ma                  | <b>11.6%</b>               | 30.8%                      |
| % achieving EBacc (4+/5+)     | <b>4+ = 1.4% 5+ = 1.4%</b> | 4+ =10.3% 5+ =5.1%         |
| Attainment 8 score average    | <b>32.03</b>               | 38.65                      |
| <b>Attainment Y11 2017-18</b> |                            |                            |
|                               | Pupils eligible for PP     | Pupils not eligible for PP |
| % 4+ En & Ma                  | <b>30.6%</b>               | 36.5%                      |
| % 5+ En & Ma                  | <b>12.2%</b>               | 20.5%                      |
| % achieving EBacc (4+/5+)     | <b>4+=2% 5+=2%</b>         | 4+=44% 5+=23.8%            |
| Attainment 8 score average    | <b>29.13%</b>              | <b>34.56%</b>              |

| <b>3. In-school barriers</b> |   |   |
|------------------------------|---|---|
| <b>A.</b>                    | Some parents did not value their own educational experience and therefore are not prepared to engage in their son/daughter's education in a supportive way. This leads to poor engagement with school and support when preparing for education. |   |
| <b>B.</b>                    | Because of lack of exposure to high quality and wide-ranging texts students have limited vocabulary which affects their reading test performance.   |   |
| <b>C.</b>                    | Some families have no experience of further or higher education and are unable to advise and guide their youngsters of the benefits. Some have low aspirations for them.  |   |
| <b>External barriers</b>     |   |   |
| <b>D.</b>                    | Some families do not value education due to poor experiences and because of financial issues around holidays and do not see attendance at school as a priority.   |   |
| <b>E.</b>                    | Some families live in disadvantaged areas where there is an increased risk of safeguarding issues and poor mental well-being.   |   |
| <b>4. Desired outcomes</b>   |   | Success criteria  |
| <b>A.</b>                    | Parents are more engaged in the learning of their youngsters and support them in different ways at home and with learning. PP learner's outcomes are improved in school.  | The % of PP parents attending school events increases from 35% to 75%.<br>PP outcomes increase from by 12% (4+) |
| <b>B.</b>                    | Students develop a love of reading, build up a bigger vocabulary and a confidence to tackle unfamiliar words. Learners have higher levels of engagement in lessons.   | % of PP students at ARE for reading increases from 15% to at least 75%  |
| <b>C.</b>                    | Parents are more informed about the choices for their youngsters and are able to raise aspirations and engage in discussions about future pathways.   | % of PP students entering higher and further education increases to 95%   |
| <b>D.</b>                    | Families place a higher value on education and expect their youngsters to attend school on a more regular basis.  | Attendance of PP students increases from 90% to at least 94%  |
| <b>E.</b>                    | School responds effectively to safeguarding and mental well-being issues and work with external agencies supports learners and their families.  | All PP students receive appropriate support in school and PP students feel happy and supported in school.       |

| 5. Planned expenditure   |   |  |   |             |  |
|--|---|--|---|-------------|--|
| Academic year  |   | 2018-19  |   |             |  |
| 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. |   |  |   |             |  |
| i. Quality of teaching for all   |   |  |   |             |  |
| Desired outcome  | Chosen action / approach  | What is the evidence and rationale for this choice?  | How will you ensure it is implemented well?   | Staff lead  | When will you review implementation?       |
| A and D  | Collaborative learning structures embedded in lessons.                                      | A strategy which will increase Oracy and engagement. This will make school a more attractive place to be. EEF research into metacognition and self-regulation shows +7 months additional progress.   | Regular QA and feedback. Workshops to support those teachers who require support. TDP used to enhance and share good practice | IMO         | Half-termly.<br><br>First review: April 19 |
| A, B & E   | Recruit and retain high quality first teaching  | Teaching is too varied across subjects and has limited impact on the progress learners make. "Effective classroom strategies for closing the gap in educational achievement" Centre for Excellence & Outcomes in Children & Young People "The quality of teaching makes the biggest difference to outcomes"<br>The Academy has found it difficult to recruit to English, Maths & Science | Increased recruitment drive with flexible pay and rewards for first class teachers with a proven track record.                | MKI/<br>DAT | Termly                                     |
| A & B  | Teachers receive training on the importance of Oracy for all. Through the Oracy 21 program. | Increase a love of learning and a love of reading. This will support access to increasingly complex examination questions. EEF research into Oracy strategies shows +6 months additional progress  | Regular QA and TDP observations which are linked to PMR. Targeted reading time in lessons/form time.                          | IMO/<br>DAT | Half-termly.<br><br>First review: April 19 |

| <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>                |
|------------------------|--|--|---|----------------------|--|
| A & B                  | Live marking and feedback. Launched and linked directly to the performance and outcomes of PP learners.                                    | Learners have stated that they like this. Allows teachers to target PP learners in real time and intervene. Raise self-esteem through positive feedback and challenge and extend PP learners.<br>Quicker and higher engagement from learners in their work/books. EEF research into effective feedback +8 months additional progress | CPD session which brings this strategy to life. PP learners used to voice their support for this strategy. Use of lesson observation sheet which captures the movement of a teacher and the purpose of their interactions with PP learners. | IMO/<br>HoDs         | Half-termly.<br><br>First review: April 19                 |
| A, B & D               | Targeted and challenging questioning.  | Increase the self-esteem of PP learners who will become more inquisitive and engaged through challenging questioning. School will become a positive place to be and learners will have more confidence in their abilities.   | CPD session on targeted questioning.<br>Teachers planning of questioning sampled. Good practice shared.   | IMO                  | Half-termly.<br><br>First review: April 19                 |
| A, C, D & E            | Differentiated learning through the effective use of Progress Indicators.  | PP learners to gain self-esteem from achieving and "seeing" that they are making progress. Progress indicators are not always understood by the learner.   | Good practice shared. Support for teachers who require further guidance and support. SMART curriculum to include Progress Indicators which have been QA'd<br>Learners aware and understand progress indicators                              | IMO/<br>All teachers | Seen through QA process<br><br>Termly evaluation: April 19 |
| A, C & D               | Effective use of the rewards system through merits in planners. This is linked to home through use of postcards, enhanced use of planners. | Raising self-esteem. School to become a positive place where PP learners want to attend.<br>Planner's main means of communication for everyone.<br>Strategies employed to ensure effective use of planners and purpose.  | Monitoring of merits through VDE data. Teachers trained and supported in the effective use of merits and how they support high quality T&L.<br>Record of postcards issued to PP students. Celebration assemblies,                           | MFO/<br>HoY          | Implementation reviewed<br>February 19                     |

| <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> |
|------------------------|---|---|---|-------------------|---|
| B, D,                  | Introduce L4L into the curriculum and ensure there is appropriate setting of PP learners. This will also include L4L parent events for both Y7 and 8. | PP learners arrive in school with lower than average attainment score with a significant number not secondary ready. The L4L approach will reduce the gap. Transition from primary is challenging and learners find it difficult to adjust. The use of Digital technologies can enhance +4 months of additional progress (EEF)  | Monitor progress through GL testing. Ensure that all teachers delivering L4L are trained. Have regular visits from Shirelands to ensure that quality is high, and the program is being effectively delivered. DAT QA. Regular meetings to review the impact of the programme. | MBH/ THI          | Embedded by September 19 into year 7 & 8    |
| B,D                    | Increased intervention classes and extra lessons. Target VIP learners for period 7 and ensure that PP attendance to all sessions is high.             | PP learners to receive extra time for learning and this will have a positive impact upon outcomes. Parents/carers will see school as apposite place where their children are being given extra support and guidance. The gap between learners is evident and extra support will help close the gap. EEF research confirms +2 months additional progress through extended school time. | 100% engagement and attendance in lesson 7<br>Targeted students fully engage in Elevate programme and 10 for 10 programme to improve attendance. Increase rewards for learners that make improvements.  | THI/ IMO          | Introduced: February 19                     |
|                        |   |   |   |                   | £260,000                                    |

## ii. Targeted support

| <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>        |
|------------------------|---|---|--|-------------------|--|
| B                      | Reading clubs established for PP learners. PP learners targeted for reading in L4L. PP learners to read in detentions. Book boxes and book loaning established for PP learners/ tutor groups. | PP learners arrive at St James with lower than national average reading scores. This reduces their ability to achieve in exams and access more difficult questions. Need to encourage learners to read and make them aware of the benefits and the joy of reading. Reading comprehension delivers an additional +6 months progress (EEF toolkit). | Share reading as a target with PP parents/learners. Ensure we target the correct students based upon data. Provide opportunities in lessons to read together and individually. | MBH and THI       | Implementation: January 19<br><br>Review: April 19 |

| <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>  |
|------------------------|---|---|---|-------------------|--|
| E                      | Effective and supportive CP which supports vulnerable PP students and their families.                             | There are a high number of vulnerable PP learners. The learners are at risk of underachievement and poor mental well-being as a result.<br>Additional support for individuals and family is often required.<br>Parents as partners, increased communication and extensive support has a positive impact on Trust, engagement in learning, and attendance (EEF, engagement in parents research). | Records of attendance and progress kept for this group of PP students. Continued strong CP support at St James.<br>Learners get the support they need. Audit and evaluation of available support is completed.                | PTO/HOY           | Reviewed at KAP points for progress of this group and review of CP/PP group Half-termly. |
| A, D                   | Introduce Maths tutoring for PP learners.   | Maths outcomes for PP learners need to be improved. Some PP parents are less able to support learners with Maths at home. One to one tuition shown to add 5 months additional progress (EEF toolkit)  | QA the quality of tutoring. Ensure that PP learners are targeted. Track progress for impact.<br>% increase in use of Maths online resources used at home  | CPU/ THI          | Reviewed: May 19   |
| A, C                   | Increase support for PP learners with both school equipment and uniform.  | Financial constraints can be an issue for some PP learners. Increased support will reduce lines for PP learners and time in SE. Attendance will improve if PP learners feel they will not be sent to SE. Outcomes will increase with increased lesson time.   | Monitor the number of days in SE for PP learners regarding uniform and equipment.<br>PP students in SE reduced by 50% by February   | MFO               | Monitored weekly and evaluated at the end of each half term.                             |
| C, E                   | Targeted careers interviews which focus on PP students. Careers advice from Year 7 built into the PSHE programme. | PP learners need more advice on future employment. This will support the raising of aspirations. Learners will have greater purpose, and this will have a positive impact on attendance.<br>Learners do not know what they want to do when they leave nor how to get there.<br><br>Parents aspirations are important and support pupils outcomes by +2/3 months (EEF toolkit)                   | Student voice to capture the views of PP in all year groups.<br><br>Targeted PP students in years 9-11 have received careers support by end of February 19<br><br>Drop down days have a careers programme for all year groups | SCO/ MFO          | Completed by June 19   |

| <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> |
|------------------------|---|--|--|-------------------|---|
| C                      | Meaningful work experience and visits to employers                                | PP learners need to experience what different types of work are like and be more informed of career choices and the demands of work.   | PP students mapped to work experience and given priority over places.<br>SCO to liaise with employers to provide this. Gatsby benchmark referred to for this work.<br>Increase the number of visits to employers and raise awareness of  | SCO               | Reviewed June 19                            |
| C                      | Employer engagement   | PP learners need to experience the world of work to support them on having a purpose at school and link education to the world of work. Increase the number of employer visits to school.  | SCO to use the Gatsby benchmark to support this.<br>Use of the Enterprise partnership.<br>PP students to be targeted to increase impact. Ensure that employment sector are invited to engage with learners.  | SCO               | Reviewed June 19                            |
| E, D                   | External agencies support PP learners in school. Increase the range of providers. | There are a high number of PP students who require support regarding mental well-being. This support will enable them to focus on education and their learning. This should also have a positive impact on attendance to school. Provide support to reduce barriers to learning.   | QA the support from outside agencies. PTO to produce impact reports and to ensure that the correct PP students are accessing the support as required. Involve parents/carers where it is appropriate to do so.   | MFO/PTO           | Half Termly review of support and need      |
| A                      | Increased PP parental/carer attendance at events across all year groups.          | There is a need to get parents/carers of PP learners into school and to engage in the education of PP learners.<br>Joint Teach the parents present events for year 11. Make school a welcoming place for employers.<br>EEF research concludes increased Parental engagement shows improvements in school ethos & discipline. | Target PP carers/parents when advertising and arranging events. Arrange events where PP parents/carers are more likely to attend. Ensure that Parents evenings are not intimidating and offer refreshments etc. Ensure that all year groups are targeted and we engage Y7 parents in particular. Provide opportunities that both | MFO               | After each calendared event.                |

| <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>  |
|------------------------|--|--|--|-------------------|--|
| D                      | Enrichment   | PP learners have less opportunities to access clubs outside of school. Enrichment in school will increase self-esteem and support attendance as well as supporting learning. Support extra clubs such as basketball which are delivered by external providers. Art classes run for parents. Additional +2 months can be seen for arts/music participation (EEF Toolkit). | Registers kept of PP attendance at enrichment activities. HODs to target PP learners for these activities. Student voice to suggest activities and clubs so that what is offered matches what is wanted. Advertise classes.                      | HODs/<br>MFO      | Termly   |
| A,C                    | Subscriptions to PiXL, GCSE Pod and Century Tech.      | Some PP learners have less access to learning materials at home and some have parents/carers who are less likely to engage and support learners with home learning.<br><br>Provide opportunities if no access from home. The use of Digital technologies can enhance +4 months of additional progress (EEF)  | Ensure that PP parents are aware of the apps and how they can be used. Monitor usage by PP learners. Invite parents/carers into school for sessions around these apps.<br><br>Promote through assemblies and share usage and reward accordingly. | IMO/SCO           | Track and report on half termly use.   |
| A, C                   | Increase access arrangements for PP learners with SEND | Increased access arrangements for PP learners with SEND will improve outcomes for this group of learners with SEND are more likely to attend if they are supported with exams.   | Access arrangements for PP learners with SEND monitored. Parents/carers kept informed of the support.  | THI/FBA           | Access arrangements monitored before examination periods. Outcomes of this group of PP learners checked when results are available.<br><br>Dec 18 for Mocks<br>March for PixL<br>April for Exams |

| <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>   |
|------------------------------|---|--|---|----------------------|---|
| A, C                         | Introduce extra music lessons.  | PP learners have less opportunities to access music outside of school. There are not enough extra music lessons run at the moment. Extra music lessons will increase self-esteem and support attendance as well as supporting learning.<br>Additional +2 months can be seen for music participation (EEF Toolkit). | Target PP learners. Ensure that parents/carers are aware of the extra lessons. Invite Parents/carers into school to watch PP learners perform.  | SCO/PCH              | Termly offer  |
| A, C, D, E                   | Attendance. Target PP learners and allocate specific time and rewards to attendance | Attendance of PP learners is too low and has a negative impact on their attainment and progress.<br>High number of learning days lost.   | Targeting of PP students for calls home and chasing of absence. Involve parents and share attendance research about the impact upon attainment and progress. Increase rewards for attendance and ensure that PP are targeted. | MFO/SLH              | On-going records of PP contact home and PP attendance figures.<br>Weekly/half-term. |
| <b>Total budgeted cost</b>   |   |  |   |                      | <b>£90,500</b>  |
| <b>iii. Other approaches</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>   |
| D                            | Links with Baileys Trust  | Some PP learners have financial constraints which may exclude them from opportunities available. Higher engagement with activities will increase parental engagement and ensure they see school as appositive. Extra activities accessed will support PP learner progress.   | PP learners supported at the time of advertising activities. Target PP learners for specific opportunities such as Base Studios.<br><br>Applications increase to at least 10 per year.  | MKI                  | Termly applications   |
| A, D, E                      | School trips/visits   | PP learners have reduced access to experiences like this outside of school.  | PP learners targeted for trips/visits. Make it clear that support is available to families and learners.  | Trip leaders/<br>IMO | Termly reviews  |
| <b>Total budgeted cost</b>   |   |  |   |                      | <b>£10,000</b>  |

| <b>Previous Academic Year : 2017/8</b>  |   |   |  |
|---|---|---|--|
| <b>Desired outcome</b>  | <b>Chosen action / approach</b>                                 | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>                                   | <b>Lessons learned (and whether you will continue with this approach)</b>  |
| Targeting of PP learners for questioning, challenge and support in the classroom. | Introduction of teaching files to identify clearly PP learners. | This took place and teachers have files. Impact has been limited without collaborative learning and the new behaviour system which has now been introduced. | Continue this as it will have greater impact now that both collaborative learning and the VDE has been embedded.   |
| Supporting PP learners with improved routines and classroom behaviour.            | Every Lesson Expectations                                       | Routines expected in all lessons in order to improve engagement of all learners including PP.   | Engagement was higher but there was more compliance from learners rather than active engagement. Collaborative learning will address this. ELE will continue.  |
| B   | Literacy  | Improved rates of progress in English. More confident readers and writers. Success criteria not met.  | Greater emphasis on Quality First teaching needs to happen. External GL tests will provide more reliable evidence of impact.   |
| A   | Numeracy  | Improved rates of progress in Maths. Success criteria not met.  | Greater emphasis on Quality First teaching needs to happen. External GL tests will provide more reliable evidence of impact.   |
|   | EAL   | Intensive intervention. Support from Dudley College EAL department.   | EAL intervention to continue this year.  |
|   | KS4 English   | English outcomes improved slightly but were still below expected.   | Approach has been adapted in the above plan to include Period 6 and 7 and the use of GCSE Pod, PiXL Apps as well as Century tech. English interventions to continue through RAG rating and intervention which follows. |

| <b>Desired outcome</b> | <b>Chosen action / approach</b> | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b> | <b>Lessons learned (and whether you will continue with this approach)</b>  |
|------------------------|---------------------------------|---|--|
|                        | KS4 Science                     | Science outcomes were poor. Target not met.   | Approach has been adapted in the above plan to include Period 6 and 7 and the use of GCSE Pod, PiXL Apps as well as Century tech. Science interventions to continue through RAG rating and intervention which follows. |
|                        | In-class support                | SEN improved in outcomes last year.   | This will continue but there will also be greater emphasis on access arrangements and also more focused tracking of behaviour through VDE data.  |
|                        | Counselling                     | Counselling has supported PP learners well and CP and emotional well-being have also been dealt with well.                | This will continue and there will be an extension of the services and a restructure.   |
|                        | Attendance                      | Attendance of PP learners has dropped.  | This needs to continue but we need to rationalise the work of attendance officer. Working smarter with greater use of headline figures.  |
|                        | Behaviour support groups        | Self -esteem of this group has been raised.   | Needs to continue and will be addressed via the restructure mentioned in the previous point.   |
|                        | Outside agency support          | This has been a strength of our work with PP learners.  | This work will continue and we will extend provision. Some aspects of the previous plan have stopped running.  |
|                        | Young Carers                    | Dudley Young Carers support officer working with learners   | Identify and provide pastoral support earlier where possible. Raise awareness of availability  |

| <b>Desired outcome</b> | <b>Chosen action / approach</b> | <b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b> | <b>Lessons learned (and whether you will continue with this approach)</b>   |
|------------------------|---------------------------------|---|---|
|                        | CLA                             | 1:1 Tuition   | This will continue for Maths and English if quality tutors can be sourced.  |
|                        | Individual support              | Ed psychologist<br>Learning support service.  | Increase the units brought from service   |
|                        | Uniform provision               | This has been provided by the DAT and we have supported in some cases.  | This needs to be extended as PP students need more time in classrooms accessing learning.   |
|                        | Assessment and tracking         | Data has been tracked. Outcomes were not good enough for PP learners.   | This will happen for each of the areas in the new plan.   |
|                        | Breakfast Club                  | Take up is too low for this to be successful  | This will remain but there will need to be are launch and we need to advertise and share this with parents/carers of PP learners.   |
|                        | Curriculum enrichment           | Food was provided for Food technology. Outcomes were very low.  | This will continue for the vocational Y11 group but will end after this academic year.<br>Additional external support and a change of teacher has been completed for Sept 18. |
|                        | Confident readers               | Year 11 reading partners  | Only happened for a small group of learners. To be increased across form groups.  |

