

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Rossington All Saints Academy				
Academic Year	2016-17	Total PP budget	243,148	Date of most recent PP Review	July 16
Total number of pupils	632	Number of pupils eligible for PP	284	Date for next internal review of this strategy	Dec 16
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		48		64.7%	
% achieving expected progress in English / Maths (2015-16 only)		82 (E) 69 (M)		75.8% / 73.4%	
Progress 8 score average		0.33		0.12	
Attainment 8 score average		47.06		52	
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.	Low attainment upon entry (not secondary ready)				
B.	Low aspiration and preparedness for learning (PASS testing)				
C.	Exam preparation (movement towards linear examinations)				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates (compared to non-PP)				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	All pupils considered not secondary ready to have received intervention in order to diminish the difference between PP and all other learners. Data collections to measure progress and attainment.			Student outcomes to be in line with national averages	
B.	Pupils to have a more positive approach to learning and achievement.			Student outcomes to be in line with national averages	
C.	Pupils to feel prepared and supported ahead of exams.			Pupils to have attended exam preparation workshops Pupils have access to revision rooms Pupils to have exam tips for each subject area All Y11 pupils to have a revision timetable Identified pupils to have received SST mentoring Student voice	
D.	Ensure that Pupil Premium students' attendance is in line with the national average.			Attendance data to show gap is closing. PA 14.6% (NA 12.6)	

5. Planned expenditure					
Academic year		2016-17			
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 & learning 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?
All pupils to receive high impact feedback	Whole school marking and feedback policy	The Sutton Trust-EEF Teaching and Learning Toolkit suggests that marking and feedback should be clear, specific and challenging.	Half-termly SST and Department work scrutinies Marking and feedback is considered during lesson observations.	RF/NWa	LL and SST to carry out work scrutiny each half-term
Boost the overall quality of teaching and learning in the academy.	Teaching and Learning Training and Support	Bespoke Teaching and Learning support offered to all staff. Those teachers in need of more focussed mentoring and support will receive this from the Teaching and Learning Intervention Team.	Tracking via the MTL database. Meetings and discussions with SST, department leaders and the Teaching and Learning Intervention Team.	RF/NWa Teaching and Learning Team	KPI/MLT - SST T&L Database – RF Lesson observations/learning walks Bluesky
Raise pupil attainment so that the gap between Pupil Premium students and all other learners is diminishing.	Additional staffing and support in core subjects	The Sutton Trust-EEF Teaching and Learning Toolkit suggests reducing the number of pupils in a class. As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Feedback at RTPM, data collections, lesson observations and work scrutinies.	GR/JHL/RF	LL/RF will monitor through departmental tracking sheets, SIMs and SISRA. Department vulnerable groups tracking and reports
	Intervention management	Evidence from the Sutton Trust-EEF Teaching and Learning Toolkit indicates that one to one & small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Learning walks, data collection, feedback from intervention teachers	RF/KJW/ JMa/DS	KJW/RF will monitor through departmental tracking sheets, SIMs and SISRA.

	Small group tutoring	Evidence from the Sutton Trust-EEF Teaching and Learning Toolkit shows that tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size.	Learning walks, data collection, feedback from intervention teachers	RF/KJW/ JMa/DS	RF will monitor through departmental tracking sheets, SIMs and SISRA. Tracked on Passports Department vulnerable groups tracking and reports
	Holiday and weekend booster sessions	Overall, the evidence from the Sutton Trust-EEF Teaching and Learning Toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time. There is some evidence that disadvantaged pupils make approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	Data collections, RTPM, line management meetings, SST meeting time.	GR, SST, LLS, RF	LL/RF will monitor through departmental tracking sheets, SIMs and SISRA. Tracked on Passports Department vulnerable groups tracking and reports
	After school sessions	Overall, the evidence from the Sutton Trust-EEF Teaching and Learning Toolkit indicates that, on average, pupils make two additional months' progress per year from extended school time. There is some evidence that disadvantaged pupils make approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	Data collections, RTPM, line management meetings, SST meeting time.	GR, SST, LLS, RF	LL/RF will monitor through departmental tracking sheets, SIMs and SISRA. Department vulnerable groups tracking and reports
	IFS (Certificate in Financial Education CeFE))	CeFE introduces the student to the impact of finance on the economy and encourages them to consider how this can affect business and the individual. Through this it develops knowledge and a valuable range of applied and transferable skills and provides a foundation for further study in business and finance-related disciplines.	Standardised SoW delivered across Year 10 to ensure quality and consistency. Pupils complete regular quizzes and mock exams throughout the course in order to track progress.	GR/RF	Data tracked and monitored by GR & RF

Total budgeted cost					
ii. Targeted support					
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?
To raise the attainment of underachieving pupils in Maths and English	1:1 and small group sessions	Evidence from the Sutton Trust-EEF Teaching and Learning Toolkit indicates that one to one & small group tuition can be effective, on average accelerating learning by approximately five additional months' progress. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	Learning walks, data collection, feedback from intervention teachers	RF/KJW/ JMa/DS	Monitored by JM/GR & DS and RF (data tracking, learning walks and work scrutiny) Pupils will complete pre and post assessment in order to demonstrate progress SISRA shows students are closing gaps. Department vulnerable groups tracking and reports

	Ruth Miskin Phonics	<p>According to the Sutton Trust-EEF Teaching and Learning Toolkit, Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. For older readers who are still struggling to develop reading skills, phonics approaches may be less successful than other approaches such as Reading comprehension strategies and Meta-cognition and self-regulation. The difference may indicate that children aged 10 or above who have not succeeded using phonics approaches previously require a different approach, or that these students have other difficulties related to vocabulary and comprehension which phonics does not target. However, many of our learners have not yet received small group tuition with Phonics approaches and previous data from past cohorts has shown that this approach does have a significant impact on pupils accessing this scheme in Y7.</p>	Data collections, learning walks, pupil voice.	KJW, SM, RF	<p>Data tracked and monitored by JMa/KJW</p> <p>Department vulnerable groups tracking and reports</p>
	Additional Learning Facilitator support	<p>Evidence suggests that LFs can have a positive impact on academic achievement. In the most positive examples, it is likely that support and training will have been provided for both teachers and LFs so that they understand how to work together effectively, e.g. by making time for discussion before and after lessons.</p> <p>There is also evidence that working with LFs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.</p>	Learning walks, lesson observations, data collection, liaison between LFs and teaching staff, department meeting time, Learning Support training, attendance at whole staff Teaching and Learning meetings and appropriate INSETs	KJW/ NW, LLS	KJW & JM to monitor results from Successmaker & Nessy.

	Accelerated Reader	<p>According to the Sutton Trust-EEF Teaching and Learning Toolkit, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>'Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.' - EEF</p>	<p>Close monitoring of individual group data via each class teacher on a weekly basis.</p> <p>Librarian overview and scrutiny of data.</p> <p>Report written by RF January and July, which monitors progress and achievements.</p> <p>Termly assembly to celebrate success.</p> <p>Paired reading partners selected through analysis of AR data.</p>	RF, LM, JMa, English class teachers	<p>Data monitored by RF/LM and class teachers.</p> <p>Celebration assemblies held each term.</p> <p>Students are also entered into a prize draw each time they successfully pass a quiz. One student per year (each term) is also chosen to receive an additional prize in order to celebrate their achievements in reading.</p>
	Lexia	<p>Lexia delivers a highly personalised learning experience where exercises adapt automatically, according to individual need. As students work independently on the software, Lexia's browser based reporting system instantly provides teachers with real-time data to inform planning and differentiated instruction. This saves time as it reduces the need for time consuming paper based tests. Lexia's reports identify at-risk students and provide printable resources if additional support is required. Used as an essential part of any reading curriculum, this research proven, scalable technology can ensure both student and teacher needs are met.</p> <p>This was introduced in the Autumn of 2015. Over 99% of students made a full year's progress across from the start of the program to Summer 2016.</p>	<p>Individual teacher monitoring & tracking during lesson time.</p> <p>LL Learning Walk and progress report</p>		<p>Individual teacher monitoring and tracking.</p> <p>Data entries tracked and monitored (RF/JMa). Termly progress report</p> <p>Department vulnerable groups tracking and reports</p>

	<p>My Maths</p>	<p>We have used My Maths in the academy for a number of years for the following reasons:</p> <p>Intervention MyMaths is used as part of maths surgery on Wednesday evenings where pupils can come and access additional help with homework or topics they are struggling on. A number of pupils who come to maths surgery choose to use MyMaths to recap and consolidate previous knowledge. What makes MyMaths a powerful tool for doing this is that they can complete and online assessment which self-marks. If pupils have not performed well they can access an online lesson to practice these skills before trying the assessment again.</p> <p>In addition a number of students have been provided with additional out of class work using MyMaths.</p> <p>Formative Assessment Due to MyMaths ability to self-mark and record results of pupils it is a powerful tool for formative assessment. Where teachers can set a range of tasks for pupils to complete with pupils picking the ones they need to work on. The teachers are able to access the feedback for each student and adjust their planning accordingly. The current aim is that each class should have one of these lessons every 3 weeks.</p> <p>Cover Lessons As MyMaths contains both online lessons and homeworks it is widely used across the department as cover lessons when required so pupils can access a range of tasks and the support required to complete them, with the teacher being able to quickly assess how the class has done and what they need to adapt their medium term plans to address misconceptions. This means that when a teacher is absent pupils can</p>	<p>Data monitored by DS. Intervention provided based on need.</p>	<p>DS and individual Maths teachers</p>	<p>Data monitored by DS. Intervention provided based on need.</p>
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	Literacy and Numeracy Leaders (Paired Reading and numeracy intervention)	According to the Sutton Trust-EEF Teaching and Learning Toolkit, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.	Sessions are monitored by LM. Accelerated Reader reports also track and monitor the progress of the Paired Reading cohort. Annual training is delivered to the Y10/11 Paired Reading partners by RF.	Data monitored by RF.	Accelerated progress made in reading ages and English/Maths data collections.
Ensure that pupils at risk of under achieving are receiving the support needed.	SST and senior member of staff intervention and mentoring	Detailed tracking is shared and closely monitored to ensure that pupils at risk of under achieving are receiving the support needed via SST mentoring. This has proved a successful strategy in the past and has meant that some of our most vulnerable learners receive positive outcomes.	RTPM/curriculum leaders' meetings and discussions at SST meetings.	SST	RF will monitor through SISRA and Passports Meeting minutes Mentoring records Data collections
	PP and LAC students to receive support when purchasing revision guides and resources	The academy believes that pupils should have the resources and equipment available to them in order to enhance and aid the revision process. Therefore, we support the purchase of tools to support this and provide quiet revision spaces within the academy as pupils may not have these available in their home environments.	LLs track pupils in receipt of revision guides.	LLs	Purchase information to be monitored by LLs. Tracked on Passports

Ensure that pupils at risk of disengaging with education receive the emotional and behavioural support needed.	Introduce a policy to address low-level disruption within lessons: Consequence System	This is a proven strategy employed by a number of academies within and beyond the academy trust (including a Pupil Premium Award winner). The academy believes that this new policy will ensure that low level disruption is quickly addressed thus ensuring a positive, working climate throughout the academy.	AP for Inclusion and Behaviour to track pupil data through the behaviour log at weekly meetings with HD. Identified pupils will receive suitable intervention and provision to include (though not exclusively) fixed term exclusions, Consequence Room, nurture group, mentoring, 1:1 intervention, bespoke timetables/curriculum provision. Some students receive alternative provision at St. Wilfred's academy as they are at risk of disengaging with education.	NW	Behaviour Logs Tracked on Passports
	Attendance intervention and support	Attendance officer and a wider team works with case load of PA students and their families in order to raise their attendance levels and remove barriers in preventing them accessing education.	Daily absentees are called and recorded. Direct interventions are triggered: letters, home visits, attendance panels and legal action. Weekly meeting to discuss PA and the impact of interventions.	NW	Attendance logs Tracked on Passports
	Total budgeted cost				
iii. Other approaches					
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?
Ensure that PP have opportunities to broaden their life experiences and those beyond the classroom	Support for peripatetic music lessons	Nick Gibb: 'When it comes to provision of music education, the government believes in equity, but it also believes in excellence. Talented young musicians need the opportunity to make music with others of a similar standard, and access to selective ensembles and demanding	Weekly timetabled lessons are monitored by M Smith.	MS	Monitored by MS and DW Identified on Passports

		repertoire...There is a clear concern amongst the public that careers in the arts have become the preserve of the privileged and privately educated.' We want all of our students to have the opportunity to extend their learning beyond the classroom and to be able to learn to play a musical instrument.			
Support for educational visits	The Sutton Trust – Extra-Curricular Inequalities Study (2014)- A large proportion of parents involve children in regular extra-curricular activities. However, there is still substantial social inequality	<ul style="list-style-type: none"> • 76% of parents across all social groups involved their children in some form of regular extra-curricular social activity over the last year. Parents with professional or administrative occupations are 15% more likely than those with manual or routine jobs to involve their children in these activities 	Students in receipt of PP funding are offered financial support to ensure that the cost of attending extra-curricular opportunities is not a barrier to their learning beyond the classroom.		Monitored and tracked by AB / Passports
Support when purchasing food ingredients	The academy aims to ensure that no PP students are unable to take part in Food Technology lessons because they cannot purchase the ingredients needed. Therefore, we offer support to such students.		This is tracked and monitored by SS and SH.	SS/SH	Department vulnerable groups tracking and reports
Drama Club	The Pupil Premium: How schools are spending the funding successfully to maximise achievement '...inspectors could see that however much funding the schools had, there were common characteristics to the most successful spending – spending that had led to standards rising and <u>opportunities broadening for the most disadvantaged pupils.</u> '		Input and programme designed and delivered by teaching staff leading to whole school and evening performances as well as a Poetry Slam event at Sheffield University.	MS/IM	Attendance at the club and final performance. Monitored by Drama teacher (MS)
Doncaster Book Awards Club			This is led by the academy's librarian and an English Teacher. Pupils meet fortnightly to discuss their books and to write reviews, which are published on the DBA's website.	LM/CD	Attendance monitored by LM. Tracked on Passports
STEM Club			This is led by the academy's science department. Pupils are able to take part in activities to inspire them in the world of science, engineering, technology and maths.	TH	Attendance monitored by TH. Tracked on Passports

	University Visits and Outreach (Discover Us)		Four 'missing talent' pupils are involved in the Sheffield University's Discover Us programme which has been designed and organised by the university. Pupils will be supported by RF in ensuring that they are aware of dates/timings of events as well as supporting with transport/supervision at the planned days at Sheffield University.	RF	Monitored by RF Tracked on Passports
	Widening Participation Events: Night at the Museum Oxbridge Y9-12 opportunities.		A range of pupils have the opportunity to experience workshops linked to various different faculty areas, student life residential and future planning days at university and within the home academy.	RF/JM	Monitored by RF Tracked on Passports
	Mock Trial Group		The Citizenship Foundation provide resources and a case for pupils to work alongside SP and SM. The sessions are run by a teacher with a Law Degree and a Humanities teacher. The group is also supported by Law students from Sheffield University and a serving Doncaster Magistrate.	SM	Monitored by RF/SM/SP Tracked on Passports
Ensure that pupils have the guidance and support needed to move into post-16 education or training	Additional careers guidance meetings	DfE Careers guidance and inspiration in schools (2015): 'Schools should secure access to face-to-face careers guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities.'	Vulnerable pupils are given priority careers meetings and additional guidance to support their choices beyond 16.	SS	Monitored by careers team Tracked on Passports
Total budgeted cost					

6. Review of expenditure																				
Previous Academic Year																				
i. Quality of teaching for all																				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
Raise pupil attainment so that the gap between Pupil Premium students and all other learners is diminishing.	Bespoke literacy and numeracy sessions primarily aimed at closing the gap in KS3 & 4, particularly for those at risk of not making expected progress.	<p>Maths 1:1 tuition utilised by 1 PP+ student aided by his PP+ funding. This began during Spr 2 and ran for 6 weeks (facilitated by John Doubtfire). This has had a positive impact on his CWA and Predicted LOP.</p> <p>Various cohorts at Y11 received further intervention for Maths and English in particular in order to ensure exam preparedness.</p> <table border="1"> <thead> <tr> <th></th> <th>National 2015</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>5A*-C inc EM – Pupil Premium</td> <td>36%</td> <td>40%</td> <td>48%</td> </tr> <tr> <td>5A*-C inc EM – Non – Pupil Premium</td> <td>63%</td> <td>76%</td> <td>69%</td> </tr> <tr> <td>Gap</td> <td>-27%</td> <td>-36</td> <td>-21</td> </tr> </tbody> </table>		National 2015	2015	2016	5A*-C inc EM – Pupil Premium	36%	40%	48%	5A*-C inc EM – Non – Pupil Premium	63%	76%	69%	Gap	-27%	-36	-21	This will continue with a larger cohort of students at risk of not making at least expected progress in English and Maths. New Intervention teachers have been employed.	15,000
	National 2015	2015	2016																	
5A*-C inc EM – Pupil Premium	36%	40%	48%																	
5A*-C inc EM – Non – Pupil Premium	63%	76%	69%																	
Gap	-27%	-36	-21																	
	Booster sessions (after school, holidays and weekends) Identified students (to include PP) invited to OoHL.	<p>A wide variety of sessions were delivered from all curriculum areas particularly during the Easter holidays. All PP students were invited to attend. Registers of all attendees collated by HoD.</p> <p>Areas were allocated their own evening (options on a shared evening) so that pupils were aware of when sessions were being held. This timetable was also shared with parents.</p>	We will continue to offer OoHL and after school sessions and ensure that all attendees are recorded on Passports. Parents will be invited into an evening of workshops in order to discuss the OoHP and to share revision session timetables.	25,000																
ii. Targeted support																				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																
Raise pupil attainment so that the gap between Pupil Premium	Extra-provision available in English and Maths to support and	Extra classes in Maths (Y10 & 11) and English (Y11) have resulted in much smaller class sizes.	This approach will continue.	124,095																

students and all other learners is diminishing.	Co-ordination of the intervention programmes – catch-up English/Maths (Y7 & 8) and SEN interventions.	Students entering the academy below level 4 in Literacy and Numeracy received additional intervention as will students with SEN, who need additional literacy and key skills intervention to allow them to access the curriculum. English - Of the 28 PP pupils entering the academy below level 4 – 50% are now working above level 4. Those not currently working above level 4 made on average 2.7 SLOP. Maths – 53% are working above a level 4. Those who did not attain this measure made less than 1 SLOP.	We will continue to offer intervention to those pupils entering the academy below AREs. A new maths intervention tutor has been appointed.	
	Fresh Start Phonics is designed for Y7 & 8 students who, for whatever reason, have failed to grasp the basics of phonics during Primary School and consequently find it very difficult to read.	2 students moved to a higher English group due to progress made. On average pupils made 2.5 SLOP in this group with the PP students making 2.53 SLOP.	This approach will continue but will be delivered by the SENCO and a HTLA.	200
	Additional support in lessons and in the Learning Support department in order to provide students with SEN with specific interventions to suit their needs: Nessy etc.	Successmaker – 60% of PP cohort made progress Corrective Reading – 54% of PP cohort made progress Nessy – 86% of PP cohort made progress	Year 7 pupils entering the Academy below 89 will receive Phonics intervention. Dyslexic pupils will still access Nessy.	16,661

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Raise pupil attainment so that the gap between Pupil Premium students and all other learners is diminishing.	SLT intervention / monitoring	Of the 20 PP pupils mentored by SST, pupils (on average) attained 6.35 A*-C (inc. Eng and Maths)	SST will continue to mentor Y11 pupils.	17,517
	A range of strategies to improve teaching and learning across the academy.	All staff have been part of bespoke T&L Coaching groups linked to their area of missed opportunity as identified in learning walks, lesson observations and work scrutiny. There three sessions have included opportunities to research and put into practise new approaches and ideas linked to their target areas. All staff attend a carousel session where findings and tips are shared with everyone in order to support T&L across the academy.	We will continue to work with staff to raise standards and address bespoke needs and missed opportunities arising from observations and Learning Walks.	
To improve reading throughout Y7 & 8 (inc some LA Y9)	Accelerated Reading	All classes demonstrated an improvement in the key areas of Standard Scores and Reading Ages. This is pleasing progress. Y8 generally have better overall figures, as we might expect as they should be a year further on, but Y7 have shown a faster rate of improvement, which is pleasing, particularly in terms of the progress made by 7J6 and 7J4 to their Standard Scores. If we look at an overall average for all the groups then the students have made an improvement on Standard Score of 60, which equates to approximately 6 months improvement in reading age, although some classes have made 14 months' improvement to their reading ages. This is extremely pleasing as it shows that students are making progress yet there are some groups where their progress is significantly below this so this will be monitored closely. In general, the lower groups (J5s) also need to be monitored closely as these are the groups that made more limited progress.	We will continue to use the program with an increased focus on 8J5 & 9J5. Year 7 will be taught in mixed ability classes.	2,579
	Lexia	Over 99% of students made a full year's progress across from the start of the program to Summer (years 7 & 8).	We will continue to use the Lexi program but ensure that it is used 3 x 20 minutes per week.	1,283

	47 Y11 and Y12 Literacy Leaders took part in weekly numeracy and reading sessions with more vulnerable KS3 learners as identified through AR results and KS2 scores.	77% of the PP pupils with Paired Reading partners made progress (on Average 12 months) between Sept 2015 and July 2016	We will continue this intervention 2016-17	
Support Maths teachers to personalise maths practice, differentiate instruction and monitor progress.	My Maths	My Maths has been especially helpful this year due to a number of long term staff absences. The groups which otherwise would have been working with a non-maths specialist practicing previous skills on a worksheet have been able to continue to progress through their mathematics due to being able to access online lessons and activities in lesson time.	We will continue to use My Maths	565
To ensure that homework is set effectively across the academy, with statistics available by year, class, teacher and subject.	Show My Homework	Awaiting update from the company regarding the SMHW PP function. This will enable staff to filter down into their groups at look at homework completion for PP students.		1,320
Create bespoke Science tests based on students' needs.	Exampro	Ongoing in line with Y11 exams in oiredr to target student intervention.	Will continue to use Exampro to ensure that students receive appropriate intervention.	240
To ensure staff has a system that helps process academy data allowing staff to identify underperformance and generate the relevant interventions and support.	SISRA Analytics	Five data collections per year to track pupil progress. Interventions are targeted in order to fill gaps in learning as identified by data collections.	We will continue to use SISRA Analytics but measures will change to reflect the new 1-9 assessment system.	1,495

Measure students' attitudes to learning and provide interventions to support disengaged learners.	PASS Online	<p>Students were tested a third time in January 2016.</p> <p>The results inform particular mentoring cohorts and the Commando Joe cohort.</p> <p>From analysis of the results we can see that 64% of the Year 8 cohort have an improved attitude towards school and their overall PASS score has improved. This can be compared to their previous year's results.</p> <p>Additions have been made to the Commando Joe program based on 2016 PASS data.</p>	We will continue to measure student's attitudes to learning via the PASS system.	150
Identify students' learning style preferences so that teaching styles can be tailored to suit students' and classes' preferences.	CAT Testing	Learning styles were identified and shared with staff.	We will not conduct CAT testing in the future The EEF Toolkit finds that 'learners are very unlikely to have a single learning style, so restricting pupils to activities matched to their reported preferences may damage their progress.'	1,000
Raise pupil attainment so that the gap between Pupil Premium students and all other learners is diminishing.	<p>Provide revision resources and workshops that students can use at home and in the academy in preparation for their exams.</p> <p>Positively Mad</p>	<p>Positively Mad sessions led by one practitioner were delivered to the whole of Y11 sharing ideas and advice about ways to approach revision and the types of activities students may like to try when revising at home.</p> <p>This session was then followed up with more bespoke session focussing on particular content in curriculum areas with both the class teacher and Positively Mad practitioner delivering content and revision ideas/tips.</p>	The academy will offer in-house revision workshops only in the future (ways to revise, how to create a revision timetable and how to cope with stress) as well as continuing to support PP pupils with the purchase of revision guides and resources.	<p>500</p> <p>6,000</p>
Ensure that PP have opportunities to broaden their life experiences and those beyond the classroom.	Financial support with peripatetic lessons	12 Pupil Premium students accessed peripatetic lessons 2015-16.	Continue to support PP students accessing Peri lessons.	4,903
	Support with funding extra-curricular excursions	31 PP students received financial support for excursions including residential in Paris and London and for theatre trips.	We will continue to support PP pupils in accessing extra-curricular excursions to broaden their life experiences.	2,000

Encourage students to attend and achieve whilst in school.	Vivo	Rewards were given to students during lessons for having the right attitude to learning, for completing excellent homework, attending after school or holiday sessions etc. Students were also rewarded within forms and houses for being considered the students of the week or month. House trophies were awarded to the forms with the highest Vivo totals each week, therefore encouraging competition and a drive to achieve. Students collected their own Vivos that were managed on an online account; these could be saved or spent as they wished – either to purchase small items like keyrings or saving up to buy larger items. Pupils also had the choice to donate their Vivos' monetary value to charity.	This has been re-assessed in line with Growth Mindset and re-launched.	5,000
Encourage students to attend on time, every day.	Attendance Draws	Whole school attendance is above the NA for PP and all other students.	This has been re-assessed in line with Growth Mindset.	1,663
Ensure that PP have opportunities to broaden their life experiences and those beyond the classroom.	Drama Club	3 PP students attended the weekly drama club where they coached each other and gave feedback and suggestions for how to improve their characters. They were also involved in all aspects of the behind the scenes decisions such as: costumes, lighting, music etc.	We will continue to run a Drama club 2016-17.	250
	Doncaster Book Award club	40% of the DBA group were PP. They attended weekly sessions where they discussed the books they were reading and wrote reviews, which were shared on the DBA website. They also had the opportunity to attend the launch and finale events where they met the authors of the shortlisted books and heard them speak about their passions for reading and writing.	We will continue to run a DBA club 2016-17.	250
	STEM Club	Pupils attended weekly STEM club thus taking part in activities to inspire and engage them in the fields of Science, Technology, Engineering and Maths.	STEM club to continue 2016-17.	250

Raise pupils' aspirations as regard their feelings about school, their preparedness for learning and training for staff to meet the different needs of varied learning styles.	Commando Joe	Key Impacts: 1. 0.26% - Attendance improvement by CJ cohort (compared to whole school regression of 0.3%) 2. 40% - Improvement of general behaviour 3. 84% - Pupils believed Commando Joe improved their attitude towards learning	We will not continue with this program 2016-17	10,000
Raise pupil attainment so that the gap between Pupil Premium students and all other learners is diminishing.	ECDL	100% pass rate	This will continue with C2017.	8,653
Raise pupils' aspirations and achievement in school.	House Director & Learning Mentor Support	HD and Learning mentors work with LAC and identified PP students in order to ensure that they are prepared and have the right mindset for learning. Individuals are mentored and met with in order to address their bespoke needs.	This will continue into 2016-17	13,000
Raise pupils' aspirations and achievement in school by adopting a growth mindset approach.	Growth Mindset Action Research Group	An action research group focussed on a particular area where pupil and parental mindsets can have an impact on approaches to learning and success. From their research, we have set up the Academy App, Learning Boxes, Collaborative Seating Structures, Mindset for Learning grades and a new Rewards Policy.	Findings have been implemented across the academy.	5,000

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

