

1. Summary Information					
School	Sirius Academy West				
Academic Year	2018-19	Total PP budget	£613,360	Date for first internal review of this strategy	Nov '18
Total number of students	1405	Number of students eligible for PP	656	Date of follow-up internal review of this strategy	Jan '19

2. Current Attainment (2017-18)						
	<i>Students eligible for PP (SAW)</i>		<i>Students not eligible for PP (SAW)</i>		<i>National Average</i>	
% achieving 5 passes including En/Ma	5 passes, 4+ in En/Ma - 40%	5 passes, 5+ in En/Ma - 16.4%	5 passes, 4+ in En/Ma - 61.8%	5 passes, 5+ in En/Ma - 27.6%	5 passes, 4+ in En/Ma -	5 passes, 5+ in En/Ma -
% achieving passes in En/Ma	4+ En - 49.1% 4+ Ma - 58.2%	5+ En - 24.5% 5+ Ma - 22.7%	4+ En - 73% 4+ Ma - 68.4%	5+ En - 52.6% 5+ Ma - 34.9%	4+ En - 4+ Ma -	5+ En - 5+ Ma -
Progress 8 score average	-0.52		-0.07			
	Boys -0.78	Girls -0.24	Boys -0.27	Girls -0.15	Boys -	Girls -
Attainment 8 score average	37.64		45.85			
	Boys 35.91	Girls 34.25	Boys 44.93	Girls 46.82	Boys -	Girls -
English P8	-0.80		-0.20			
Maths P8	-0.56		-0.34			
English Baccalaureate P8	-0.48		-0.02			
Open P8	-0.35		-0.15			
Higher Ability Students P8	-0.74		-0.27			
Middle Ability Students P8	-0.55		-0.11			
Lower Ability Students P8	+0.03		+0.71			
Attendance Average (all PP students)	92.47%		75.8%			

3. Barriers to future attainment	
In-school barriers	
A.	Tracking and monitoring of the progress of PP students.
B.	Less developed literacy and numeracy skills of some PP learners mean that they do not make as much progress as their non-PP peers.
C.	The quality of teaching is inconsistent for PP learners and this impacts the learning and outcomes.
D.	There is not yet a structured programme to develop metacognition and self-regulation.
External barriers	
E.	Keeping attendance at/ or above the national average rate for PP pupils.
F.	A significant number of PP students do not get access to cultural and social activities that would broaden their knowledge or raise their aspirations due to cost.
G.	Parental engagement for some PP learners is lower than that of their non-PP peers.

4. Outcomes		
	<i>Desired Outcomes</i>	<i>Success Criteria</i>
A.	Robust tracking system that monitors the progress of PP students effectively, leading to intervention to increased outcomes.	<ul style="list-style-type: none"> ✓ Progress of PP students is tracked and shared with staff. ✓ Intervention is tailored to data gathered. ✓ Monitoring system includes qualitative data to support the tracking of external barriers. ✓ After analysis of data, identify cohorts for intervention.
B.	Improved levels of literacy and numeracy for those eligible for PP.	<ul style="list-style-type: none"> ✓ Gap between PP and non-PP averages decreases in all years. ✓ PP students regularly improve the literacy in their work in a range of subjects across the school. ✓ PP students have regular opportunities to use numeracy skills in a range of subjects across the school. ✓ Students eligible for PP in Year 11 make progress in line with their peers.



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C.	PP Students have consistently high quality teaching, learning and assessment within their lessons.	<ul style="list-style-type: none"> ✓ CPD is available for all staff to support PP students effectively. ✓ Internal Quality Assurance data will demonstrate that teaching and learning across the curriculum is strong with PP students being well-catered for in lessons through the PP T&L strategy and through waves of intervention. ✓ Assessment data will show that the gap between the attainment of PP students and non-PP students is decreasing or is not evident.
D.	PP students participate in coaching sessions to increase motivation and aspirations.	<ul style="list-style-type: none"> ✓ PP students can articulate their motivations and aspirations. ✓ PP students can demonstrate an ability to self-regulate and evaluate their own learning. ✓ Comparative student voice activities show a decreased gap between the aspirations of PP students and non-PP students.
E.	Continued high attendance rates for students eligible for PP.	<ul style="list-style-type: none"> ✓ PP students will have attendance in line with their non-PP peers, in line with, or above the national average.
F.	Increased participation in enrichment opportunities for students eligible for PP.	<ul style="list-style-type: none"> ✓ PP students participating in enrichment opportunities increases. ✓ PP students are able to articulate an increase in their motivation and/or aspiration.
G.	Increased parental engagement for students eligible for PP.	<ul style="list-style-type: none"> ✓ PP families will attend events that are pertinent to their child in line with parents of non-PP learners.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
A. Robust tracking system that monitors the progress of PP students effectively, leading to intervention to increased outcomes.	Create a tracker that monitors the progress of all PP students.	Robust monitoring of the progress of PP students will enable effective interventions to be implemented quickly and effectively.	<ul style="list-style-type: none"> • Ensure tracker uses both quantitative and qualitative data to inform intervention. • Feedback progress to SLT and staff to enable staff to implement effective intervention. • Use IDACI data to monitor most deprived groups within the tracker.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
B. Improved levels of literacy and numeracy for those eligible for PP.	Cost of employing primary trained nurture group teachers. One FTE in English.	EEF Toolkit promotes the use of small group tuition.	<ul style="list-style-type: none"> Monitor the progress of students in the Turquoise pathway.
B. Improved levels of literacy and numeracy for those eligible for PP.	Cost of employing lead teachers in Maths, Science, English, Computer Science and MFL to oversee support in narrowing the gap in student outcomes.	EEF Toolkit recommends smaller class sizes allowing day-to-day in class support, leading to a reduction in the gap between the progress of PP students and non-PP students.	<ul style="list-style-type: none"> Lead teachers to be line managed by T&L lead.
B. Improved levels of literacy and numeracy for those eligible for PP.	Reading and literacy intervention improvement programmes including cost of employing 3 Literacy PSA staff.	Literacy identified as an area of weakness. New staff member appointment as Literacy Lead to drive improvements in this area.	<ul style="list-style-type: none"> Monitor and review current literacy programmes. Liaise with new Leader of Literacy to generate new ideas for intervention.
B. Improved levels of literacy and numeracy for those eligible for PP.	Cost of employing primary trained nurture group teachers. One 0.6 in Maths.	EEF Toolkit promotes the use of small group tuition.	<ul style="list-style-type: none"> Monitor the progress of students in the Turquoise pathway.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
C. PP Students have access to consistently high levels of teaching and learning.	Internal and external CPD	Internal CPD will focus on aspects such as feedback, metacognition, PP Marking strategies and collaborative group learning, which are all effective strategies as identified by EEF Toolkit. Hanushek's study deduced that students can gain 40% more in their learning with highly effective teachers (those on/ above the 84 th percentile)	<ul style="list-style-type: none"> Internal CPD is planned with a group of expert practitioners and subsequently evaluated. Whole school internal CPD is then discussed in departments to help with its application. Quality Assurance procedures will ensure that teaching and learning is monitored effectively and that timely CPD is put in place where needed.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
D. PP students participate in coaching sessions to increase motivation and aspirations.	1:1 coaching sessions with PP lead/ Head of Sixth Form/ Y12 mentor.	EEF Toolkit promotes the use 1:1 conversation with PP students in relation to their own metacognition and self-awareness.	<ul style="list-style-type: none"> • Monitor conversations with students. • Track student's aspirations and motivation. • Monitor progress in grades.
D. PP students participate in coaching sessions to increase motivation and aspirations.	Student voice groups.	Solution Focus Research suggests that students can take more responsibility for their progress if they are able to articulate and challenge their own mind set.	<ul style="list-style-type: none"> • Compare PP student voice information to non-PP student voice information.
D. PP students participate in coaching sessions to increase motivation and aspirations.	Engage with Hull Youth Justice Service.	The service is responsible for reducing the number of students whom are at risk of offending and can offer free training for students and their parents in relation to offending behaviour.	<ul style="list-style-type: none"> • Work with Behaviour Lead to identify students who are at risk of offending and are PP. • Track work completed with family and subsequent progress.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
E. Continued high attendance rates for students eligible for PP.	<p>Increased communication with home when students are missing school:</p> <ul style="list-style-type: none"> • Attendance Officer/ HOH to call parent/ carer of absent student within the first hour of the day and encourage back to school. • HOH/ Behaviour managers to use enhanced PP model of intervention, contacting home, setting up meetings and target setting to remove barriers. • EWO involvement when student is PA. <p>Promotion of positive attendance:</p> <ul style="list-style-type: none"> • Tutors to promote • Celebration in tutor time/ assembly to include excellent attendance and improved attendance awards. 	<p>NFER/ DFE Nov 2015 identifying that attendance needs to be addressed. We know that a 10% reduction in attendance often makes the difference of 1 grade at GCSE.</p>	<ul style="list-style-type: none"> • AHT (Behaviour) will quality assure. • HOH will monitor attendance data, removing barriers and monitoring progress. • Attendance Officer will monitor PP attendance daily. • AHT (Behaviour)/ CP Officer will monitor PA and involve EWO as needed)

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
F. Increased participation in enrichment opportunities for students eligible for PP.	Contribution to employment of enrichment coordinator	According to the EEF Toolkit, Increased participation of PP students in a wider variety of activities will increase the motivation and aspirations of those students.	<ul style="list-style-type: none"> Review/ audit current enrichment data for PP students.
F. Increased participation in enrichment opportunities for students eligible for PP.	Extend the range of extra-curricular activities that are offered to students, particularly after school clubs.	According to the EEF Toolkit, Increased participation of PP students in a wider variety of activities will increase the motivation and aspirations of those students.	<ul style="list-style-type: none"> Consult curriculum directors on current clubs, activities and revision sessions. Monitor number of PP students attending sessions.
F. Increased participation in enrichment opportunities for students eligible for PP.	University visits for Y9 and Sixth Form PP students.	Opportunity to experience further education sectors to raise aspirations.	<ul style="list-style-type: none"> Monitor the number of PP students attending University days.
F. Increased participation in enrichment opportunities for students eligible for PP.	College Clinics (Y11 Students).	Promotion of progression to FE and peer learning with PP Y11 students.	<ul style="list-style-type: none"> Monitor the number of PP students attending college clinics.

5. Planned expenditure			
Academic Year	2018-19		
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
G. Increased parental engagement for students eligible for PP.	High visibility of events (parents' evening, revision events, options talks etc.) Emails home, letters home, promotion to students in tutor time, assembly, posters etc.	NFER guidance shows the correlation between parental engagement and narrowing the attainment gap. Parents who understand their child's education will be able to support them better in their learning. The EEF toolkit promotes parental involvement, which can increase progress by 3 months.	AHT (Behaviour and Safety) and HOH + PP Lead will ensure that events are advertised in multiple methods.
G. Increased parental engagement for students eligible for PP.	HOH/ PP Lead will contact parents/ carers personally to encourage attendance at events such as parent's evening, revision evening, options talks etc. Behaviour Managers will meet with parents of PP students to address concerns and/ or celebrate improvements.	NFER guidance shows the correlation between parental engagement and narrowing the attainment gap. Parents who understand their child's education will be able to support them better in their learning. The EEF toolkit promotes parental involvement, which can increase progress by 3 months.	PP Lead will ensure that parents/ carers are personally contacted before events.



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	PP Lead will allocate themselves to most hard to reach parents, building relationships and being the main point of contact.		
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