

Pupil Premium Strategy

2017-18

MELIOR COMMUNITY ACADEMY

The context of the Academy

Melior Community Academy opened in January 2013 for students aged 11-16. It is an Academy that is sponsored by the Delta Trust Academies.

The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is significantly below the national average.

It is smaller than most secondary schools with currently 606 students on roll. The school PAN is 190. Despite low numbers in our partner schools in years 5 and 6, recruitment is strong. The year groups are generally balanced in terms of gender. 36 students in total which represents 5.9% of the population have English as an additional language which is well below the national average. The vast majority of students come from white British backgrounds. 17.3% of students are on the SEN register which is above average. 9 students have a statement of Special Educational Needs or an Educational Health Care Plan and 96 students are identified as K. 300 students in Years 7 to 11 qualify for Pupil Premium. 9 students qualify for Forces pupil premium and 4 for Pupil Premium Plus (this includes 3 students looked after). This represents 49.5% of the school population.

There are high levels of child protection issues and currently there are 131 students who are known to Children and Young Peoples' Services (past and present).

The prior attainment of learners is significantly below national averages in terms of APS. The APS on entry for each year group is Y11 26.22, Y10 25.48, Y9 26.44, Y8 - Not Achieved standard – 67.86% Achieved standard – 32.14%, Y7 - Not Achieved standard – 52.86% Achieved standard - 47.14% where we have data from Raiseonline these figures are significantly below national averages, in particular year 11 is -2.3 and Y10 -2.0. In terms of the context of the year groups with the greatest proportion of Disadvantaged students are centred within the Y7 to Y9 cohorts and in particular boys in Y7 are 59% of the disadvantaged cohort. The ability range is skewed towards middle and low attainers on prior entry.

In December 2016 the academy received an OFSTED Section 5 Inspection and was graded as 'requires improvement' in all categories. The current Principal was appointed in January 2014. The primary focus has been on improving behaviour, developing leadership, redesigning curriculum and driving improved first quality teaching. A new SENCo and Head of Maths, and Science have also strengthened leadership. Recruitment has historically been a significant barrier to improvement. The current profile of teaching is now much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching staff have now left the Academy.

There has also been a change of leadership in the trust at CEO level and this has resulted in a positive change of culture across the organisation. The trust is now known as Delta Academies Trust. The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

Pupil premium strategy statement 2017-18

1. Summary information					
School	Melior Community Academy				
Academic Year	17/18	Total PP budget	£292655	Date of most recent PP Review	27/6/17
Total number of pupils	606	Number of pupils eligible for PP	300	Date for next internal review of this strategy	Sept 2018

2. Current attainment		
	Pupils eligible for PP	All Pupils
% achieving a pass in English / Maths (grade 4)	36%	60%
Progress 8 score average	-0.08	0.26
Attainment 8 score average	34.61	43.13

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.
B.	Pupils who are eligible for PP on average are making less progress than other groups in English and Mathematics at KS4. This reduces future life choices.
C.	Low aspiration, resilience and a thirst for learning is having a detrimental effect on their academic progress.

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for year 7 pupils eligible for PP.	Pupils eligible for PP in Y7 make more progress by the end of the year than 'other' pupils. Evidence through ART and Vernon testing, in school English assessment data (six times per school year) Accelerated reader outcomes
B.	Improved rates of progress at KS4 English and Mathematics for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in English and mathematics at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results

C.	Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils identified through survey, behaviour data and the inclusion team as causing concern or vulnerable are able to engage more positively in learning and require less interventions either via mentoring or behaviour management. Evidence RAG, behaviour data.
D.	Increase in the attendance of pupils eligible for PP	Attendance figures show that the gap between PP pupils attendance is closing and in line with 'other'. Evidence through half termly attendance data.

5. Planned expenditure

Academic year

2017-18

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?
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A – High levels of progress in literacy for Year 7 and 8 eligible for PP	Whole school	<ul style="list-style-type: none"> CPD on improving literacy – SMERT 	Provide high quality teaching to all pupils to drive up results, low levels of literacy have been identified as being higher amongst disadvantaged.	QA process	LL AP T&L	After formative QA Regular by LL, AP T&L Drop in
		<ul style="list-style-type: none"> Robust reading and spelling testing, data shared across the academy and used in planning (class profiles) 	To enable all teachers to differentiate appropriately so that all pupils can access reading material. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.	QA process Differentiated reading material or reading material appropriate to the ability of the group Data feeds into seating plans using Kagan model	AP data & interventions LL AP T&L	Class profile checking LL Drop ins
	English Dept	<ul style="list-style-type: none"> CPD on Accelerated Reader and its effective use and developing key questioning/reading strategies to target key disadvantaged pupils. 	Variety of reading activities used to support pupils in active reading. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.	LL to monitor progress of reading age data via Accelerated Reader	LL English Director	Feb 18, July 18
		<ul style="list-style-type: none"> Year 7 bottom set to be taught using 'Fresh Start Phonics' resources to fill in gaps from beginning to learn to read. Reading Buddies and Reader/listener pairs used to support PP pupils who are reading close to chronological age 	<p>Age related resources used to address missing concepts with phonics. Pupils need to be able to read to access the full curriculum</p> <p>Allows pupils opportunity to continue to progress with reading across the curriculum. This is good practise model used within outstanding schools</p>	<p>Year 7 bottom set tracking of reading age at the end of the year. Ongoing assessment throughout using the different stages in Fresh Start Phonics</p> <p>Reading age tracking at appropriate intervals not greater than 3 terms apart.</p>	<p>Director LL English Nominated Teacher</p> <p>AP Data & interventions LL English</p>	Feb 18, July 18

B – Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	Increased differentiation, diagnostic feedback and personalised revision	Differentiated materials and PIN marking improve the quality of feedback, EEF teaching and learning toolkit sites feedback as having high impact +8 months	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work	Directors M&E LL M&E	
Current allocated spend					£51500
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?
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	Personalised and small group provision following diagnostic testing (CATS, ART, VERNON, Dyslexia screening) to include literacy program that is appropriate.	Diagnostic testing ensures that pupils needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other Academies within the chain. EEF Teaching and Learning toolkit sites that 121 tuition has a moderate impact +5 months. Regular feedback is included in these interventions which the EEF rate as +8 months.	Withdrawal timetable monitored regularly to ensure that there is enough preparation/delivery time Regular monitoring of progress through data tracking CPD staff delivering Fresh Start Phonics, Hackney, Sounds Training	AP Intervention and SENCO	Feb & July 2018

B – Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.	EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months	Regular monitoring through RAG and other data tracking relating to PRP Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses	LL M&E	RAG meetings as per the school calendar
	Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only	Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen.	Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses Letters home to parents and register of attendance	LL M&E	Begin Feb 2018, review at RAG
	Provide specific revision guides appropriate to the mathematics and English examinations. Provide passwords to Hegarty Maths and a space afterschool to access the internet	Pupils use revision guides within lesson to aid pupils in revision skills. They complete work on Hegarty Maths. Pupils are given individualised feedback on Hegarty Maths from class teacher which EEF rates as a high impact strategy +8	Improvements in assessments	LL M&E	Regular RAG

Current allocated spend £44095

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?
C - Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying	Learning Manager support identified vulnerable pupils on a daily basis. A cohort of pupils have been identified for the 'Mental Toughness' scheme.	The EEF Toolkit suggests that targeted interventions matched to the needs of pupils with particular needs or behavioural needs can be effective especially for older pupils	Phase Leaders engage with parents prior to the start of an intervention. Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar	AP Inclusion	Feb 18, July 18

concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils make use of the APU to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.		Phase Leaders and APU Lead engage with parents before and during placements.		
Increase in the attendance of pupils eligible for PP	Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school. The EWO will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.	A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils Tracking 2016-17 showed that there was a gap between PP pupils and 'other' in the Academy.	Tracking of pupils' attendance on a daily basis EWO. Regular meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA Tracking of group attendance data on a half termly basis Targeted interventions are in place to improve attendance and to re-engage pupils to ensure progress across the curriculum. These include referrals to external agencies where appropriate.	AP Inclusion EWO	Half termly data track
Current allocated spend					£113630

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
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
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

7. Additional detail

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

