

Pupil premium strategy statement

1. Summary information					
School	The Cornwallis Academy				
Academic Year	16/ 17	Total PP budget	£276, 125	Date of most recent PP Review	7/16
Total number of pupils	1176	Number of pupils eligible for PP	321	Date for next internal review of this strategy	11/16
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)		35%		64.7%	
% achieving expected progress in English / Maths (2015-16 only)		81.13% 56.36%		75.8% / 73.4%	
Progress 8 score average		-0.57%		0.12	
Attainment 8 score average		36.94		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.	Literacy and Numeracy skills are lower for students eligible for PP than for other students.				
B.	PP students are not as actively engaged within their learning as other students				
C.	Time for teachers and support staff to further engage PP students				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance for PP students is lower than other groups.				
E.	Emotional well being for some students due to home issues can cause difficulties with his/ her readiness to learn				
F.	Lack of parental support & engagement for some students produces disengagement				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Improve understanding and skills within literacy for all PP students			All students improve their literacy skills with the majority attaining and going beyond their expected levels.	

B.	Increase PP students capability and confidence within numeracy	All students improve their numeracy skills with the majority attaining and going beyond their expected levels.
C.	All staff have the opportunity to focus, discuss and share good practice on effective strategies to improve their PP students attainment levels.	All staff have effective strategies that target and improve their PP students outcomes
D.	Students understand and value the importance of good attendance.	All PP students have an attendance of 95% or higher
E.	All students have the confidence to tackle emotional issues that they may face	All students `SMILE' (Successful, motivated, inspired, learning, excited & engaged)
F.	All students are motivated by a consistent approach (by home and school) to improve their outcomes	Parents are better engaged and are supportive of the school in all circumstances

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 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?
For all Pupil Premium students to reach their minimum expected grades and for many to go above these expectations	Our Pupil Premium Coordinator will create an Action Plan that targets all of our PP students to improve their outcomes within their education and with life skills	To ensure that PP is further developed and is led effectively this role will ensure that all staff are aware of their responsibilities for PP students. This role will ensure that our practices develop yearly so that our PP students make the required progress.	SLT will ensure that this person is in post, supported through line management and within the role	WP	September, February & June
Improve understanding and skills within literacy for all PP students	Launch of 'Success-Maker' which supports students literacy skills and tracks and monitors their progress. The software also creates a unique learning Pathway for each student.	The success maker software will support all students who are behind their learning age to improve their literacy skills. It will allow for students and staff to see individual progress and adapt to the each student's needs.	Key staff will be trained during INSET in January and it will be an expectation that this is embedded into the identified students curriculum.	WP LB	December, February, April, May, July
Increase PP students capability and confidence within numeracy	Launch of 'Success-Maker' which supports students numeracy skills and tracks and monitors their progress. The software also creates a unique learning Pathway for each student.	The success maker software will support all students who are behind their learning age to improve their numeracy skills. It will allow for students and staff to see individual progress and adapt to the each student's needs.	Key staff will be trained during INSET in January and it will be an expectation that this is embedded into the identified students curriculum.	WP LB	December, February, April, May, July

<p>All staff have the opportunity to focus, discuss and share good practice on effective strategies to improve their PP student's attainment levels.</p>	<p>Consistent CPD on INSET days and regular updates within staff briefings and meetings.</p> <p>Within Progress Meetings (held by the DHTs and HoDs) focus and analysis of PP students progress, attainment and outcomes will be discussed as a standing item. Agreed actions to improve attainment will be discussed and reviewed.</p>	<p>Through several presentations and reviews staff have highlighted that they would like more time to adequately plan, prepare and understand their classes in CPD sessions. CPD time will be allocated to support staff with deepening their knowledge, understanding and planning of PP students. This allocation of time will also provide departments with the opportunity to regularly share good practice.</p> <p>This will continue to raise the awareness and the need to close the gap between PP and Non-PP students. This will support the cascade effect for all staff to be made aware through department meetings.</p>	<p>This will be planned into the INSET days. Friday morning briefings will also be used to raise awareness of PP students who are achieving and underachieving with input from staff who are having positives outcomes with the individual.</p> <p>Progress Meetings happen three times a year and are booked into the school calendar.</p>	<p>LB</p>	<p>September, October, January, April, May</p>
<p>Students understand and value the importance of good attendance.</p>	<p>Rewards for high attendance, reward assemblies, targeted assemblies and group work for low attainers, raised profile through communication with home and at school</p>	<p>Rewards are positive ways to encourage engagement and act as an incentive for those who struggle to come to school.</p>	<p>By getting the school council to suggest rewards that come from the student voice this will ensure that the rewards are an appropriate incentive for students to come to school.</p> <p>Reward assemblies will be held at the end of each term and postcards will be sent specifically to PP students.</p>	<p>LB</p>	<p>October, December, February, April, May, July</p>

All students have the confidence to tackle emotional issues that they may face	Targeted support through internal strategies such as pastoral teams, safeguarding, SEND, Counsellor and external organisations.	Emotional and external issues that are not academic have an impact on students' ability to learn. By ensuring that we have strategies on place to support those struggling we can try to minimise the impact on the students' academic progress.	Surveys will be the starting point to identify key concerns that may need to be addressed. WBLs will lead on analysing this data and targeting support accordingly.	LB WBL	October, December, February, April, May, July
All students are motivated by a consistent approach (by home and school) to improve their outcomes	Improved relationship between the Academy and parents is crucial to ensuring that we are all encouraging and supporting the importance of education.	By parents and the Academy working together to support the outcomes of the young people there will be a consistent message to students that education is important.	Parents forum, newsletter, recognising support from parents will allow us to spread our philosophy and invite parents to be part of it. This will increase parents engagement and also invite them to be a part of making a stronger team for the development of learners	LB WBL	October, December, February, April, May, July

Total budgeted cost

£134,955

ii. 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?
To reduce the gap in the provision for families less able to provide additional resources.	To provide resources and opportunities specific to Literacy, Numeracy and Attendance	The pupil premium is designed to support those students from less advantaged backgrounds and so by reducing the difference in resources available this should provide a better foundation for learning	HODs are required to bid for resources identifying and showing how it will improve attainment in literacy, numeracy and attendance	LB	October, December, February, April, May, July

Total budgeted cost

£8000

iii. 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?
All PP students have a clear plan for their post 16 options and for the	Careers Coordinator will monitor all PP students with regards to their post	PP students are more likely to become NEET students.	Careers advisor will set out a suitable plan to meet with all PP students.	LB TMC	December, March, May

school to achieve zero NEET	16 steps and ensure that all PP students have a suitable onward route				
For eligible PP students to be supported through unexpected personal challenges that they may face	The School Counsellor will meet with eligible PP students to support through difficult times	Some PP students may not have the family support network to overcome difficult personal challenges that may hinder their education	The School Counsellor will work with ICMs to identify students who require personalised and expert support	DB LB WBLs	October, December, February, April, May, July
For PP profile to be raised, to ensure that these students are targeted with essential interventions and that the attainment gap closes	SLT support through the line management of the PP Coordinator, strategic planning	PP is a key area for the school to improve. Through the effective line management and experience that SLT brings, this support will ensure that PP is a priority for the school and moves further forward with bringing about positive change.	SLT will ensure that PP has a clear and detailed strategy to follow with milestones to meet along with specific support for the PP Coordinator.	WPE	October, December, February, April, May, July
For all PP students to have solid and productive links with the school to improve attendance and access to education	Our Family Liaison Officer will monitor and work with our PP students who have low motivation for education and poor attendance so stronger links are forged and students attend and enjoy school	Some PP students find it very difficult to become motivated with their education and place very little importance with attending school. Equally some PP families find it very difficult to engage in a supportive way for their child/ children and the FLO works hard to build this links	Termly report from Family Liaison Officer of what PP students have been worked with and the outcomes	FLO - JWA PP Coordinator (LB)	October, December, February, April, May, July
For some PP students to be able to better understand situations and act accordingly to bring about a positive outcome to difficult situations	Students will be referred to Anger Management classes if they cannot control their behaviours	So our students can be well rounded successful young people at times it may be required that some are given additional support to help better manage and stop situations from escalating. It is clear that when students can better control their feelings and emotions they are able to progress within their daily lives and prioritise their education	WBLs, ICMs, SEN dept and Safeguarding will refer students as and when required to take advantage of this support	WBL, ICM, SEN dept and Safeguarding as appropriate	October, December, February, April, May, July

For all of our PP students to successfully transfer from primary to Cornwallis	To run a summer school for PP students	We endeavour for all of our students to transfer successfully from Primary to Cornwallis and this is an important tool within this process.	Summer School Coordinator & SLT Transitional coordinator will work together to ensure the summer school is well organised, run effectively and supports the transition of our PP students	Summer School Coordinator & SLT Transitional coordinator	September, April, June
For staff to clearly understand their PP students within classes to place the correct intervention where required	The data team to produce clear and user-friendly PP data so it can be analysed by HoDs, teachers and support staff	Without user-friendly data it would be incredibly hard for staff to know and analyse their PP students and what interventions to put in place	The data team will be requested to create clear and user friendly spreadsheets three times a year for each group.	PP Coordinator, Data Team, SLT	October, December, February, April, May, July
For PP students to be further motivated and feel valued by their teachers and the school	The PP Coordinator will monitor PP students achievements, progress and work ethic and reward them accordingly	Students are encouraged through rewards and recognition to work harder. This is also a system that highlights that they are valued by the school.	At the end of each term rewards will be directed by the PP coordinator	PP Coordinator	October, December, February, April, May, July
All of our PP students are able to participate within trips to gain the required knowledge and experiences to be successful within their studies	PP students may be subsidised or have an excursion paid in full.	Some educational trips are essential for students to gain experience, knowledge and to complete course work assignments	PP Coordinator will work with the trip organiser as needed and support when and where necessary with funding	Trip Organiser and PP Coordinator	October, December, February, April, May, July
Total budgeted cost					£133, 170

