

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
<b>School</b>	Queensbury Academy		Lead SLT: MMO		
<b>Academic Year</b>	2019 / 2020	<b>Total PP budget</b>	£302845	<b>Date of most recent PP Review</b>	10 October 2019
<b>Total number of pupils</b>	913	<b>Number of pupils eligible for PP</b>	322	<b>Date for next internal review of this strategy</b>	September 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
<b>Progress 8 score average</b>			-1.58 (2019)	-0.02 (2018)	
<b>Attainment 8 score average</b>			25.71 (2019)	46.53 (2018)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
<b>A.</b>	39.6% of disadvantaged pupils in Year 7 have KS2 reading scores below 100 37% of disadvantaged pupils in Year 8 have KS2 reading scores below 100 40.9% of disadvantaged pupils in Year 9 have KS2 reading levels below 100 30.8% of disadvantaged pupils in Year 11 have KS2 English levels below level 4.				
<b>B.</b>	37.9% of disadvantaged pupils in Year 7 have KS2 Maths scores below 100 34% of disadvantaged pupils in Year 8 have KS2 Maths scores below 100 34.8% of disadvantaged Year 9 pupils have KS2 Maths levels below 100 32.3% of disadvantaged Year 11 pupils have KS2 Maths levels below level 4				
<b>C.</b>	93% of disadvantaged pupils in Year 7 have KS2 reading scores below 110 87% of disadvantaged pupils Year 8 have KS2 reading scores below 110 90.9% of disadvantaged pupils Year 9 have KS2 reading levels below 110 79.5% of disadvantaged Year 11 have KS2 English levels below level 5				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					

<b>D.</b>	<ul style="list-style-type: none"> <li>• 21% of pupils have English as an Additional Language</li> <li>• 36% of pupils come from areas which are within the bottom 20% nationally for deprivation</li> <li>• A significant minority of pupils live outside the academy catchment, with the majority of these coming from families who have moved as a result of immigration or rehousing from another part of the country, to social housing in other areas of Bradford</li> </ul>	
<b>4. Intended outcomes (specific outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Disadvantaged students improve their literacy and numeracy skills during KS3 to achieve 5+ or better in English and Maths in Year 11	An improvement in the GCSE results achieved by disadvantaged pupils compared to the results achieved by the school in 2018 / 2019
<b>B.</b>	The attendance of disadvantaged pupils increases and the percentage of disadvantaged pupils who are persistently absent falls	An improvement in the attendance of disadvantaged pupils and their rates of persistent absence compared to the academy figures from 2018 / 2019
<b>C.</b>	The academy provides strong pastoral care to disadvantaged pupils, in order to remove barriers for learning and achievement	A reduction in the number of disadvantaged pupils who receive a permanent and/or fixed term exclusion from the academy compared to the results achieved by the school in 2018 / 2019
<b>D.</b>	The academy provides financial assistance to disadvantaged pupils for educational visits	All disadvantaged pupils have the opportunity to experience learning away from the formal curriculum and are not disadvantaged in their choices by the cost of experiences

## 5. Planned expenditure

Academic year

£302845

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
CPD focuses on improving teachers ability to consistently deliver stronger teaching	Teaching enables disadvantaged (and all) pupils to make strong progress in lessons	Sutton Trust report on What makes great teaching? States that 'the quality of instruction, which includes using strategies like effective questioning and the use of assessment to target teaching content lead to the greatest gains in attainment'	CPD programme is led by a skilled leadership team sourced from the academy and the Feversham Trust External scrutiny in the quality of delivery of CPD and its impact will be sourced from the Trust and Opportunities Area programme	Vice Principal and Assistant Principal teaching and Learning	The impact of the CPD will be reviewed weekly through learning walks The structure and content of the CPD will be agile; enabling it to be adapted based on findings from the academy's quality assurance strategy
CPD focuses on improving the ability of teachers to deliver consistently strong written feedback to pupils	Disadvantaged (and all) pupils receive high quality written feedback on their work that ensures there is a reduction in misconceptions and an increase in their understanding of why? Moreover, what? they are being taught	EEF toolkit states that this strategy has a 'high impact', it also states that 'this impact effects all age groups'	The academy has a newly developed robust quality assurance programme, that has a strong focus on analysing the quality of work (and teacher feedback) in pupils books Regular external scrutiny on the quality of pupils work and the feedback teachers provide will be provided by the Trust	Vice Principal and Assistant Principal Teaching and Learning	Pupils work scrutiny occurs weekly and is formally analysed at a senior leader level at least every half term

Teachers use Accelerated Reader in the classroom with more consistency and understanding alongside the overarching academy literacy strategy	Pupils demonstrate improved literacy in lessons across the curriculum	EEF toolkit states that reading comprehension strategies have a 'high impact', furthermore 'on average, reading comprehension approaches deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge'	AR testing will provide the academy with a detailed picture of student performance compared to their starting points / reading age	Vice Principal and Director of Learning SENCo	AR testing reports are analysed termly The quality of delivery of AR is analysed as part of the academy's quality assurance system, where learning walks occur weekly and formal reporting is at least half termly
<b>Total budgeted cost</b>					<b>£84,775</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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>
To implement small group work that focuses on Phonics, Spellings and handwriting	Baseline testing completed and all students who were identified as requiring extra support are allocated to interventions	EEF states that 'collaborative learning techniques and phonics develop pupils reading skills' It also states that small group targeted work has a 'high impact'	The academy has a newly developed robust quality assurance programme that encompasses analysis of the delivery of this programme system	Special Needs Coordinator, Head of English	This area will encompass part of the academy's weekly learning walk programme and will be part of the regular review of standards led by the Head of English

<p>Senior and Leaders and Heads of Department strategically plan and deliver intervention focused on Year 11 disadvantaged pupils. This will include:</p> <ul style="list-style-type: none"> <li>• 1:1 tuition</li> <li>• Opportunity for bespoke weekend and/or evening academic support</li> </ul>	<p>Gaps in disadvantaged pupils learning (from previous poor academy performance) are narrowed, resulting in stronger pupil performance in targeted subject areas</p>	<p>The EEF toolkit states that 1:1 tuition and small group working has a 'high impact' on pupils learning</p>	<p>Senior leaders will work closely with Department Leads, using several strands of data to conduct an impact analysis of the interventions</p>	<p>Head of Year 11, Heads of Department, Vice Principal</p>	<p>Learning walks of after school and 'in curriculum' provision will occur weekly. Monthly RAP meetings will analyse and react to the effectiveness (or lack) of these strategies</p>
<p>The introduction of a Mini Buses to collect targeted students</p>	<p>Improvement in targeted pupils attendance and punctuality</p>	<p>Feedback gathered from face to face meetings with targeted pupils and their families was that they did not have the necessary income to consistently pay for a return journey to the academy</p>	<p>A review of targeted pupils attendance and punctuality rates led by the ASO team will react to which pupils need targeted support</p>	<p>Assistant Principal Access &amp; Inclusion</p>	<p>The review of targeted pupils attendance and punctuality rates will occur weekly</p>
<p>Recruit a Community Engagement and Attendance Officer to target students who are eligible for PP funding and are in danger of becoming PA or are already PA</p>	<p>Improvement in targeted pupils attendance and punctuality Reduction in incidences of permanent and fixed term excluded amongst the targeted disadvantaged cohort</p>	<p>2018 / 2019 data and oral feedback demonstrates that disadvantaged pupils from distinct communities were more likely to be absent from the academy</p>	<p>Data sourced from targeted pupils attendance, conduct and academic performance will inform a weekly review of the Community Engagement and Attendance Officer roles</p>	<p>Assistant Principal Access &amp; Inclusion</p>	<p>The review of targeted pupils attendance and punctuality rates will occur weekly</p>

The academy's Pastoral Team will be expanded (by 3 ASSOs) to support our most vulnerable pupils maintaining strong links with external agency support services.	There will a reduction in behaviour incidents and fixed term exclusions for disadvantaged pupils	The levels of deprivation at the school are high, resulting in many barriers for pupils that are often due to external factors involving several support services	Data sourced from targeted pupils attendance, conduct and academic performance will inform a weekly review of the Pastoral Team roles	Assistant Principal Access & Inclusion	Detailed reviews will take place through existing systems (TAC, CP review). Alongside this weekly 'at risk' pupils will be reviewed weekly by the Pastoral Team.
Development of a proactive intervention programme that offers a varied and wide ranging programmes of workshops and courses throughout the year targeted at vulnerable pupils	There will a reduction in behaviour incidents and fixed term exclusions for disadvantaged pupils	The levels of deprivation at the school are high, resulting in many barriers for pupils that are often due to a variety of emotional, social and/or mental health issues Previous academy data demonstrates that disadvantaged pupils are more likely to have behaviours which lead to fixed term and/or permanent exclusion	Rates achievement assessed through teacher and external assessment	Director of Learning, Special Needs coordinator	Pupil outcomes assessed in line with the academy's teacher assessment programme Quality of provision will be assessed through weekly learning walks conducted by the Assistant Principal Support and Special Needs coordinator

**Total budgeted cost    £96,926**

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</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>
All staff to provide quality enrichment and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress	All disadvantaged pupils have the opportunity to experience learning away from the formal curriculum and are not disadvantaged in their choices by the cost of experiences	Pupil feedback overwhelmingly states that they want experiences that will broaden their academic and cultural understanding of the wider world	Disadvantaged pupils and their families will be targeted by both the ASO team through high levels of communication on the access they have to experiences and trips	Vice Principal and Director of Learning	At the initial interest phase of every trip / experience At the point of payment of every trip / experience Bi annually through a report from the Assistant Principal to the senior team
All students from across all year groups	The progress rates in English and	EEF toolkit states that 1:1 support and small group working has a	The academy has a newly developed robust quality	Head of Mathematics,	This area will encompass part of the academy's

have access to Option English and Option Maths	Mathematics demonstrate significant improvement	'high impact', it also states that 'this impact effects all age groups'	assurance programme that encompasses analysis of the delivery of this programme system	Head of English	weekly learning walk programme and will be part of the regular review of standards led by the Head of English and Head of Mathematics
<b>Total budgeted cost</b>					<b>£124,721</b>

<b>Total planned expenditure</b>	<b>£306,424</b>
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