

1. Summary information					
School	Dixons Cottingley Academy				
Academic Year	2018/19	Total PP budget	£326,315	Date of most recent PP Review	
Total number of pupils	668	Number of pupils eligible for PP	285	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM	28%	40%
Progress 8 score in English / Maths	English P8 is -0.05 Maths P8 is 0.16	English P8 is -0.04 Maths P8 is -0.02
Progress 8 score average	-0.01	-0.03
Attainment 8 score average	37	44.6

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

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

A. Attainment of disadvantaged students in English and maths (4+, 5+, 6+ and 7+)

B. Achievement gaps between disadvantaged and other students.

C. The setting and completion of homework across the academy.

D. The high attaining students (on entry) students are capable of higher levels of progress.

E. Achievement gaps between disadvantaged boys and girls in Year 10/11.

F. There are inconsistencies in achievement in different subjects.

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

G. 56% of the student population do not, or are believed not to, speak English as their first language.

H. The attendance of disadvantaged students

I. Lack of opportunity for disadvantaged student to extend learning at home

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment of disadvantaged students in English and maths rises.	2019 results (internal and external) show attainment is improving.
B.	The achievement of disadvantaged students is in line with other students.	2019 results (internal and external) show attainment is improving and gaps are closing.
C.	Embed homework throughout the Academy as a routine process.	Correction records show the number of students receiving corrections for lack of or poor homework reduces throughout the year.
D.	Create opportunities for students who are high achievers on entry to experience and receive additional support.	Students who were high achieving in entry are seen to make at least expected progress and move on to aspirational destinations post-16.
E.	The progress of disadvantaged boys and girls in Year 10/11 are in line and on the correct flight paths.	2019 results (internal and external) show the gaps in progress are closing.
F.	Raise the progress in the weaker subjects to meet the very best.	2019 results (internal and external) show the gaps in progress between subjects are closing.
G.	Improved literacy skill across the academy.	Reading age testing show improvements in students reading ages in all year groups.
H.	The attendance of disadvantaged students improves so gaps are closing and is in line with others.	PA of disadvantaged students has reduced over 2018/19 and the overall attendance has improved.
I.	Provide opportunity for students to extend learning during out of school hours.	Records show students attended intervention lessons as well as study support sessions after school hours and during student holidays.

5. Planned expenditure

Academic year

2018/19

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?
<p>A. The attainment of disadvantaged students in English and maths rises</p> <p>D. Create opportunities for students who high achievers on entry to experience and receive additional support.</p>	<p>Targeted intervention of students.</p> <p>Knowledge navigators.</p> <p>Marking stickers</p> <p>Photocopying</p>	<p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF website</p>	<p>Faculty leaders are to nominate the students who are most in need of support (those not on track to make expected progress) and they will be registered to attend the intervention sessions.</p>	<p>VP –KKN AP – JWI AP - PMU Faculty leaders</p>	<p>Every cycle (3 times per year)</p>
<p>C. Embed homework throughout the Academy as a routine process.</p>	<p>Photocopying</p> <p>Knowledge navigator sheets and folders</p> <p>Daily quizzes during lesson 1</p> <p>DO NOW activities at the start of every lesson.</p>	<p>Providing students with quality targeted homework to support the learning in the classroom.</p> <p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important.</i></p> <p>EEF website</p>	<p>Homework handed in everyday and collated by support staff. Pastoral leaders with work with the students, and their families, where there are issues. Daily 'low stake' quizzing leading to 'high' stake quizzing will test and QA sure student knowledge.</p>	<p>VP – KKN</p>	<p>Uptake of homework analysed every week. Overall figures compared every cycle (3 times per year) 'Cottingley Challenge' implemented during Cycle 3 to test retention of knowledge weekly.</p>

	Marking stickers	Faculty SOW are very specific about when homework is set and how often it is marked. The homework stickers reinforce WWW/EBI response to homework. The teaching and learning toolkit show that homework and feedback is high impact for low cost.	The DCO QA cycle will track and monitor the use of homework and the stickers make the process easy and efficient.	AP - JWI Faculty leaders	SLT book checks 3 times every cycle (9 times per year)
	Student planners	All DCO students are issued with a student planner to help them organise their work and act and a form of communication between school and home.	Planners are checked every lesson 1 by form tutors (during lesson 1) and teacher (timetabled lessons). Planners are specifically targeted where homework is missing to ensure all homework is recorded correctly.	Form tutors Teachers HOY Pastoral leaders	Weekly reviews of homework completion.
E. Close the gap between disadvantaged boys and girls in Year 10/11.	Teach first – Maths Teach first – History New laptop trolley Y11 intervention Pastoral leaders IAG contract	Smaller teaching groups especially for students with low attainment on entry allow for extra support in lesson. Increase in time for staff to rewrite SOW.	QA of teaching and learning. Student outcomes in all years. Quality SOW, compare with other schools locally.	VP –KKN AP – JWI AP-PMU Faculty leaders	Every cycle (3 times per year)
G. Improve literacy skills across the academy.	Mini whiteboard pens Mini whiteboards for every room	Teaching like a Champion: ‘No Opt Out’, ‘Check for understanding’ and ‘Cold Call’ are methods for continuously checking the progress of students. Mini-whiteboards allow DCO staff to follow these strategies that reinforce the importance and progress of literacy and oracy skills.	The methodology around the use of MWBs is delivered in whole school CPD, reinforced in feedback from performance walks and monitored in the SLT QA process.	CPD leaders Faculty leaders	LM/SLT performance walks occur approximately 8 times per cycle.
	HLTA support EAL support Lead by SLT inclusion	<i>“Successful literacy essentials include: a senior member of staff with knowledge of literacy and pedagogy; effective assessment systems which set targets from national data, not pupil group data; a quality phonics programme; literacy taught within a meaningful and relevant curriculum; ‘students at risk’ having a nominated learning mentor; learners being treated as adults; and good partnerships with parents.”</i> Literacy Guide for Secondary Schools	QA process and testing of reading ages as well as the outcomes of exams. Performance walks will also monitor the teaching of literacy skills in all lessons.	VP-JAM AP-JMO SENDCO	Support reviewed as part of SEN reviews/meetings and adjusted in response to need.

	Increase library stock	The National Curriculum for England clearly states that all schools (including primary schools) should “ <i>provide library facilities and set ambitious expectations for reading at home.</i> ”	The librarian will monitor the use of the library and make recommendations for stock and author visits. Students given guidance towards suitable material for use in DEAR time.	School librarian	Every cycle (3 times per year)
I. Provide opportunity for students to extend learning during out of school hours.	Extra Eng, Ma, Sci intervention + holiday sessions Y11	The teaching and learning toolkit show that small group tuition has high impact for reasonable cost.	Faculty leaders are to nominate the students who are most in need of support (those not on track to make expected progress) and they will be registered to attend the intervention sessions.	VP-KKN AP-PMU Faculty leaders	Leading up to and following key data collection points.
				Total	£49,000

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?
<p>E. Close the gap between disadvantaged boys and girls in Year 10/11.</p> <p>D. Create opportunities for students who high achievers on entry to experience and receive additional support.</p> <p>F. Raise the progress in the weaker subjects to meet the very best.</p>	<p>Student support staff: SLT – Inclusion SLT-Behaviour Pastoral leaders CP officer Police Officer Attendance officers Technicians Education Welfare officer HLTAs/TA/EAL support Cover Supervisor Isolation Uniform for all School equipment</p>	<p>A team of support staff dedicated to improving the outcomes of students. This team is in place to ensure students are in as many lessons as possible and are able to access high quality education.</p> <p>The teaching and learning toolkit states social and emotional learning, behaviour interventions, parental involvement, teaching assistants and aspiration interventions all have positive impact on the progress of students.</p>	<p>All support staff overseen by the Principal and vice-principal. Attendance figures behaviour logs, safeguarding and cause for concern are all closely monitored day by day.</p> <p>Staff to have regularly updates seating plans and live intervention folders highlighted all students who are HA, PP, SENDCO or orange and red progress. The seating plans and intervention folders are monitored in faculty time as well as part of the QA process.</p> <p>Year and subject data books produced after key assessment points and will clearly show students on need of intervention.</p>	<p>VP-KKN AP-PMU</p>	<p>LM/SLT performance walks occur approximately 8 times per cycle.</p>
	<p>IAG – connexions contract</p>	<p>Quality, Choice and Aspiration A strategy for young people’s information, advice and guidance.</p> <p><i>“We want every child to succeed, and we will never give up on any child. That is why we need a radical change in the way Information Advice and Guidance (IAG) is delivered. This strategy will modernise IAG and careers education to make it accessible for today’s generation of young people and to keep pace with a rapidly changing economy.”</i></p>	<p>All Y11 students will have access to the career advisor as well as selected Y10 students.</p>	<p>AP - JWI AP-JMO SENDCO Senior PL</p>	<p>Every cycle (3 times per year)</p>
	<p>Pastoral external support contracts</p>	<p><i>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i></p>	<p>Students provided with appropriate internal and external support and intervention where possible and as needs arise. The process and outcomes to be monitored and reviewed by SENDCO and Senior Pastoral Leader</p>	<p>AP-JMO SENDCO Senior PL</p>	<p>Parental meetings, behaviour review meetings, SEN review meetings.</p>
<p>G. Improve literacy skill across the academy.</p>	<p>HLTAs EAL support</p>	<p><i>“Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</i> EEF evidence summaries</p>	<p>The progress of the students will be measured by reading age at the end of the year.</p>	<p>AP-JMO SENDCO</p>	<p>Every cycle (3 times per year)</p>

	Librarian	The National Curriculum for England clearly states that all schools (including primary schools) should “ <i>provide library facilities and set ambitious expectations for reading at home.</i> ”	The librarian will promote, lead and monitor the use of the library.	School librarian	Every cycle (3 times per year)
H. The attendance of disadvantaged students improves and is in line with others.	Pastoral leaders CP officer Police Officer Attendance officers Education Welfare officer	<p>Attainment in KS4 qualifications by levels of overall absence split into percentage point bands</p> <p>Figure 3: Percentage of pupils achieving stated qualifications at the end of KS4 in the 2012/13 academic year by percentage of sessions missed over KS4</p> <p>In February</p> <p>The link between absence and attainment at KS2 and KS4 - Department for Education, February 2015</p> <p>So what does the evidence say about improving attendance?</p> <p><i>“One of the successful strategies cited here is that most effective schools have strong processes around collecting and analysing attendance data, as this allows them to respond quickly.”</i></p> <p>Supporting the attainment of disadvantaged pupils: Articulating success and good practice, NFER, 2014</p> <p><i>“Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact.”</i></p> <p>Intervening through influential third parties: Reducing student absences at scale via parents, Rogers & Feller, 2017</p>	The Senior Pastoral Leader and Attendance officers monitor attendance on a daily basis. A robust system of checking will be overseen by the VP-Behaviour. Students who are PA (or in danger of being PA) will be placed into target groups based on their actual attendance and will be closely supported and monitored by the attendance officers, pastoral leaders and the educational welfare officer through 1:1 meetings with the student, meetings/phone calls with parents/carers, letters communicating improving or declining attendance. Attendance is always included in achievement data reports and parents evening.	VP-Behaviour Senior Pastoral Leader Attendance Officers	Attendance of key groups and PA students reported to SLT on a weekly basis.
Total budgeted cost					£250,000

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?
A. The attainment of disadvantaged students in English and maths rises E. Close the gap between disadvantaged boys and girls in Year 10/11.	Isolation	<i>The majority of studies report higher impact with older pupils. There is some anecdotal evidence about the benefits of reducing problematic behaviour of disruptive pupils on the attainment of their classmates, but this is an understudied dimension in evaluations of behaviour programmes.</i> EEF website	VP-Behaviour and the pastoral team will monitor students displaying behaviour that has a high impact on learning and place students in isolation as and when appropriate. This will maximise quality learning in lessons by reducing time lost to poor/challenging behaviour.	VP-Behaviour Senior pastoral leader	Every cycle (3 times per year)
I. Provide opportunity for students to extend learning during out of school hours.	Sweeper bus	Ensuring students can get home allow more students to attend extended learning opportunities.	The Pastoral leaders will ensure any students who need assistance getting home out of school hours receives it.	VP-Behaviour Senior pastoral leader	Every cycle (3 times per year)
H. The attendance of disadvantaged students improves and is in line with others.	Uniform Badges Equipment	Ensuring all students are able to attend with correct uniform and equipment within the expectations of the academy will reduce poor attendance and the accrue of behaviour points.	Pastoral leaders to monitor the attendance and behaviour points of disadvantaged students and provide uniform, badges and equipment as and when it is required.	VP-Behaviour Senior pastoral leader	Monitored on a daily basis
Total budgeted cost					£27,000