

## **The context for Pupil Premium allocations in 2018/19 (641 students)**

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- Registered as eligible for free school meals at any point in the last 6 years
- Children who have been looked after continuously for more than six months or who are children who have parents in the armed services.

### **Priorities for 2018-19**

Our rationale is that our use of any available Pupil Premium monies will cascade our investment to ensure we raise standards for all pupils, but particularly those children whose families are in receipt of Free School Meals

At Dyke House College the Pupil Premium enables us to, both directly and indirectly, provide a number of additional support and interventions for those pupils highlighted to needing it most.

Additional funding directed through the Pupil Premium grant has strengthened our school's actions to ensure we demonstrate academic achievement and increase progress outcomes for all. Expectations are high for all pupil groups and individuals. All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme. Promoting our ethos of inclusion and our dedication to providing pupils with equal opportunity to succeed, irrespective of their socio-economic circumstances. We do not equate deprivation and challenge with low ability. Not all pupils who qualify for the Pupil Premium are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for Free School Meal benefits. We therefore focus on the needs and levels of progress of all pupils. In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of pupils receiving the Pupil Premium allocation and those not entitled to this support. The Pupil Premium will support children through investment in personal development. Strategies and interventions are implemented to ensure the personal and academic development of all pupils. This will improve attendance, maintain high standards of behaviour, and ensure the development of pupils attitudes and personal qualities.

• Pupil premium strategy statement 2018-2019

1. Summary information					
School	Dyke House Sports and Technology College				
Academic Year	2018-19	Total PP budget	£540,270.00	Date of most recent PP Review	Sept 2018
Total number of pupils	1268 (including 69 pupils in 6thform)	Number of pupils eligible for PP	641 (50.5%)	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% 5+ in English and Maths	42% ALL (30%PP)	Data un-validated for National figures-due February.
%4+ in English	68.9% (59.4%PP)	
%4+ Maths	71.3% (61.4%PP)	
Progress 8 score average	-0.25 (-0.5 PP)	
Attainment 8 score average	43.94 (ALL) (39.2 PP)	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Outcomes for students, including those eligible for PP funding are fluctuating, but are still not at national expectations vs non pupil premium (4+ 2017 61% 4+ 2018 54%)
B.	Current attendance rates for PP students in the 2017-2018 are 89.6% (National 92.2%). This is impacting on students' progress and expected outcomes in summer 2019 exams.
C.	Literacy levels for students entering Year 7 in September 2018 are lower for PP student than non PP students, which impacts on their progress and outcomes (over 70 %of the new cohort have a non-functional reading age)
D.	Levels of engagement and participation for PP students is lower than for non-PP students due to a number of social, emotional, and behaviour issues as evidenced by a higher rate of FTE and Permanent Exclusions for PP students. This has a detrimental effect on academic progress and at times that of their peers.
External Barriers	
E	Within the Dyke House catchment there are high levels of unemployed (School deprivation indicator 0.4 National 0.2); many students, but significantly PP, have low aspirations and expectations for their life chances as a result. As an academy, it is our responsibility to raise aspirations, especially for those students with an average or higher than average KS2 points score on entry.

<b>F</b>	Disadvantaged students' attendance is improving over the year, but is lower than the national average for all pupils (Previous academic year 89.6%; persistent absence 162 PP with greater than 10%). This reduces time in school and impacts on their progress and outcomes.
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4. Desired outcomes		Success criteria
	<p>Improve the outcomes of all students, but in particular, PP students in Key Stage 4 and diminish the differences between disadvantaged and other students. (Student outcomes)</p> <ul style="list-style-type: none"> <li>• Tracked at STEP data collections with clear progress for PP students between data collections.</li> <li>• Monitored on weekly basis at RAG meeting and in particular for PP students at the Vulnerable Students Register meeting.</li> <li>• In response to data collections and RAG / VSR meetings, students, and in particular PP will be given additional support / interventions / changed timetable to ensure that outcomes improve in 2019.</li> </ul>	For Grade 4 for English & Maths combined to be >54%
	<p>Improve the quality of teaching across the academy (90% OF TEACHING IS Outstanding- May internal review) .</p> <ul style="list-style-type: none"> <li>• Weekly CPD workshops based around collaborative learning</li> <li>• Use of six part lesson and challenge and aspire Los (Bloom's Keywords)</li> <li>• Open door learning walks and drop ins from SLT / NET Curriculum Directors (or other staff)</li> <li>• Observation as per QA calendar.</li> <li>• Support programmes put in place for those teachers who do not improve (Support Plans)</li> <li>• 4i teaching files QA</li> </ul>	<p>100% of teachers use data to inform planning.  100% of planning demonstrates planning for progress.  100% of feedback is timely and meaningful (improvement tasks evident).  100% of lessons are judged to be good or better by summer 2019.</p>
	<p>Improve attendance of all PP students to match the National Average for all students.</p> <ul style="list-style-type: none"> <li>• Daily attendance checked between 8.30-9am each morning with Learning Managers/attendance team making contact with parents</li> <li>• Re-integration meetings following absence from school to focus on correlation between attendance on outcomes.</li> <li>• 100% certificates awarded every half term. Weekly attendance noted in assemblies, League Table (Individual rewards for students) and best class awarded with a refreshments and prize draws (Weekly)</li> <li>• Holidays taken in term time not authorised. Penalty fines continue.</li> <li>• Termly attendance letters to emphasise the importance of good attendance.</li> </ul>	<p>Student attendance  Attendance is closer to NA  Year 11 attendance improves to &gt;95%  PP attendance improves to &gt; 95% for the remaining terms</p>
	<p>PP students in Years 7 (36% are below) and 8 (34% were below), whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers.</p> <ul style="list-style-type: none"> <li>• Identification of students for KS3 interventions, with tracking of progress as a result of those interventions available.</li> <li>• Improvement in Reading ages to tackle low literacy skills (to raise to chronological/functional reading age)</li> </ul>	<p>&gt;85% of Year 7 students are deemed secondary ready/expected standard by the end of the academic year  &gt;95% of Year 8 students are deemed secondary ready/expected standard by the end of the academic year</p>
	<p>C4 and incidents of Fixed Term Exclusion for disadvantaged students reduce each term:</p> <ul style="list-style-type: none"> <li>• The number of C4 to reduce by 50% for all students using 'consequences' behaviour system demonstrating the improved engagement in lessons.</li> <li>• Tracking of FTE to show reduction from introduction of consequences for each year group to summer 2019.</li> </ul>	<p>FTE rates and C4 incidents  Reduce FTE each term by 75% for (PP)  Reduce number of C4 each term by 80% for (PP)</p>
	<p>Increase the number of students that attend enrichment/aspiration provision</p> <ul style="list-style-type: none"> <li>• Embed the aspiration strategies into KS3 through life curriculum reducing NEET</li> <li>• Further improve parental engagement, through whole events and information evenings (Y6 Open evenings/Revision information nights etc)</li> </ul>	<p>Reduce NEET figures  NEET figures in line with national  Attendance records for enrichment  Attendance records at parental events</p>

## 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.

### 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>Improve the quality of teaching and learning across the academy so that all students, but in particular, PP students are able to meet their target grades at the end of Year 11.</p> <p><i>Internal review</i></p>	<p>Timetable to maximise 'setting' and align staff with key groups (<i>specialist teachers in core areas CLFP</i>)</p> <p>Rewrite schemes of work to address progress (<i>planning Backwards from specifications</i>)</p> <p>Weekly CPD workshops based around collaborative learning (Metacognition and self regulation)</p> <p>Consistent use of six part lesson and 'Challenge' and 'Aspire' LOs to maximise pace and progress (Bloom's Keywords)</p> <p>Data focused L&amp;T (4i interventions)</p>	<p>Quality first teaching has greatest impact upon progress. Metacognition and self regulation approaches to teaching and learning +7 months</p> <ul style="list-style-type: none"> <li>• 100% use data to inform planning</li> <li>• 100% plan for progress</li> <li>• 90% of teaching is good or better</li> </ul>	<p>Open door learning walks and drop ins.</p> <p>Observation as per QA calendar.</p> <p>Line managers to QA:</p> <ul style="list-style-type: none"> <li>• 4i interventions to improve targeted groups</li> <li>• Book scrutinies</li> <li>• 100% of lessons to use a selection of Collaborative learning activities</li> </ul>	APA/AFO	Half termly
<p>Improve the attainment and outcomes for all students, but in particular for PP students, with a particular focus on En and Ma.</p>	<p>Weekly RAG meeting / Vulnerable Students</p> <p>Register to identify students to benefit from 1:1 / Option En or Ma.</p> <p>Tracked on weekly basis.</p>	<p>The improvement in PP outcomes from the previous year 2017-18</p> <p>Need to ensure that these differences are diminished between September 2018 and summer 2019 so that outcomes for PP students are in line with non PP.</p>	<p>Students in 1:1 / Option En or Ma to move closer to target grade as a result of additional resources and funding.</p> <p>Tracked at data collections and measured in summer 2019 outcomes.</p>	APA/JAL	Weekly RAG / VSR meetings
<p>Accuracy of assessment predictions Vs actuals</p>	<p>Regular standardised assessment in line with STEPs calendar</p> <ul style="list-style-type: none"> <li>• GAP analysis</li> </ul> <p>Moderation of actuals</p> <ul style="list-style-type: none"> <li>• Standard assessments set across the trust for</li> </ul>	<p>Accurate assessment and grading is essential so that student know where they are in their learning and understand what they need to do to improve (Question level analysis)</p> <p>Accurate assessment is essential for appropriate timely and</p>	<p>Introduce PIN marking and quality CPD.</p> <ul style="list-style-type: none"> <li>• Share good practise.</li> <li>• Analysis of student responses.</li> <li>• NET subject directors to standardise assessments and moderate marking.</li> </ul>	APA/JAL/AFO	Every assessment and data cycle As per QA calendar

	wider use of moderation	targeted interventions.	• External standardisation with exam boards and Northern Alliance		
Implement and monitor new marking policy and ensure staff are compliant in following the policy	CPD to share PIN and PROUD marking policy with focus on improvement tasks	Effective feedback recognised by Hattie and Sutton Trust as having positive impact upon progress EEF toolkit puts the size effect of feedback at 8+ and very low cost. Feedback can be verbal or written but emphasis on improvement. Feedback can be delivered through teacher, other adult or peers.	<ul style="list-style-type: none"> <li>• QA calendar work scrutiny.</li> <li>• Observations.</li> <li>• Learning walks.</li> <li>• Line manager QA.</li> <li>• 4i evidence</li> </ul>	AFO	Half Termly
Targeted questioning	Seating plans Random name generators (Teacher Toolkit) Seating plan required for all lessons and are evidenced in teachers' planning files.	Research shows that other schools have narrowed the gap by targeting first and last questions to PP students. Open ended questions demand a higher level of thinking into a valid response. Scaffolded questioning to develop confidence and secure improved engagement.	Procedures and seating plans clearly identify PP, MA and HAP students and make it easier to monitor performance. Seating plan required for all lessons and are evidenced in teachers' planning files.	AFO	As per QA calendar

<p>Improve literacy: spelling, grammar, punctuation and vocabulary</p>	<p>Develop half termly literacy focus. VMG to be used to deliver literacy and then develop through curriculum areas.</p>	<p>PP students' lower literacy levels impact on their accessing the curriculum and therefore making progress within it. Dyke House Academy PP students enter the academy with low literacy levels which has an impact across curriculum subjects.</p>	<p>QA, book scrutiny, lesson planning, learning walks. Compliance checks. Intervention by interaction (tasks to be given on entry to academy/breaktimes/lunch times)</p>	<p>APA/CNE</p>	<p>Every Half Term</p>
<p>Improve Numeracy:</p>	<p>Develop half termly Numeracy focus. VMG to be used to deliver numeracy and then develop through curriculum areas.</p>	<p>PP students' lower numeracy levels impact on their accessing the curriculum and therefore making progress within it. Dyke House Academy PP students enter the academy with low numeracy levels which has an impact across curriculum subjects such as science</p>	<p>QA, book scrutiny, lesson planning, learning walks. Compliance checks. Hegarty maths monitoring</p>	<p>APA/GLA</p>	<p>Every Half Term</p>

<p>Ensure students catch up and keep up through targeted progress clubs</p>	<p>Students identified via departmental and the RAG / VSR meetings receive timely support and intervention to close their learning gap via after school, weekend and holiday sessions.</p>	<p>Rapid implementation of support and interventions can prevent a student from falling further behind. Subject specialist staff are best placed to deliver and can consolidate learning in intervention time through normal curriculum time and vice versa. Additional specialist teaching at weekends, holidays and after school where identified can accelerate learning and allow students to catch up</p>	<p>Weekly RAG / VSR meetings identifies students in need of additional support. Individual students progress reported back at the following week's RAG / VSR.</p>	<p>APA/JAL</p>	<p>Weekly</p>
<p>NEET to be below 4% at KS4 outstanding CEIAG to PP students</p>	<p>Developing pathways and aspiration to ensure all students have an intended destination High quality careers advice</p>	<p>Reduce the number of students NEET</p>	<p>Monitored by SSH</p>	<p>APA/SSH</p>	<p>Termly</p>
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>See Section 7 Breakdown</b></p>

i. 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>Improve the attendance of PP students to diminish the difference towards national average for all students. Continue to reduce the number of disadvantaged students who become PA*, improve parent academy relationships</p>	<p>Build on existing good links with primary schools in order support each other with 'family' attendance issues and educate parents as to the rigour of Dyke House's challenge of nonattendance prior to entry. Dedicated attendance team to track, support and intervene with PP students' attendance</p>	<p>Direct correlation between poor attendance and underachievement. Virtual school used to ensure that students with long term illness do not miss out on teaching and learning Historic and familial issues of poor attendance from feeder primaries.</p> <p>Use of Bridge and PLC to target key groups to help maximise attendance</p>	<p>Weekly monitoring of attendance with relevant challenge, direct liaison with Local Authority Designated Officer Fortnightly challenge of parents and students at Attendance Panel Daily monitoring of attendance. Home visits by attendance officer &amp; letters sent to parents. Meetings held with parents. Regular contact/meetings with outside agencies. Fixed Penalty Notice warning &amp; prosecution. Weekly, termly and annual rewards for 100% attendance/significant improvements</p>	AJO	<p>Daily Monitoring Weekly monitoring Reviewed January 2019 and April 2019.</p>
				<b>Total budgeted cost</b>	<b>See Section 7 Breakdown</b>
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?
Improve GCSE outcomes	1:1 / Small group tuition Progress Clubs (Mon-Thurs) Holiday School (half terms and summer)	To improve the outcomes of disadvantaged students through specialist tuition to ensure expected outcomes in 2019. (Maths/English 121)	Weekly RAG meeting / VSR to identify students and track progress	ALL SLT	Weekly
Improve attainment and achievement of the most able disadvantaged students	Mentor, access to aspiration visits and speakers and working directly with Higher Education students Expand the enrichment areas	Raising aspirations by allowing disadvantaged students to see the opportunities and removing any barriers to access Enrichment helps to create/strengthen relationships between staff and students.	Termly report to governors of visits, speakers, with the specific focus on PP students. PP student voice on aspiration. Monitor attendance at enrichment	ALLSLT	Termly
Improved outcomes of disadvantaged students through ensuring equipment and resources are not a barrier to success	Provide the necessary equipment and resources such as revision guides, planners, wall charts etc. to ensure all students are equipped for success	To allow disadvantaged students to revise and work independently the necessary resources are provided	All students have access to the necessary equipment. Evidenced in classrooms.	AFO	Termly
Raise outcomes and enjoyment of school for PP students	Ensure that no student is excluded from participation due to finance (Enrichment)	Provide free breakfasts, ensuring PP students receive the sustenance needed to aid concentration and attendance. Support with costs for trips and extra-curricular activities Additional support for activities and events Aspirations/Graduation/Prom/Field trips	Student voice/SLT mentoring conversations/ Learning Guide feedback.	ALL SLT	Termly
Increase parental engagement for PP students	Work with families	Engaging with the parents of disadvantaged students can support students' achievements and attendance and reduce the likelihood of FTE.	DEEP support/SLT monitoring.	AJO	Half-termly
Reduce the number of FTE/C6/C4 for PP students	Modify behaviour policy to add another level C5b	Pilot policy introduced at North Shore and Dyke House significantly reduced FTEs with this additional level in the policy.  This year so far we have significantly reduced the number of FTE's	Daily monitoring of FTE • Meetings held with parents and students for reintegration • Regular contact / meetings with outside agencies for students	AJO	Weekly

		<p>On actual figures the number of FTEs for PP pupils has decreased by 83.1%</p> <p>The C4s PP are 70% of total this year compared to 81% the previous year The C5s PP are also 70% this year and were 84% last year.</p> <p>Overall the FTEs are hugely decreased and the engagement to learning is improving</p>	vulnerable to PEx		
<b>Total budgeted cost</b>					<b>See Section 7 Breakdown</b>

## 6. Review of expenditure 2017-18 TOTAL Pupil Premium budget: £533,238.75

Previous Academic Year				
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
Improving attainment within English & Maths for PP pupils	1 to 1 Mentoring Department internal test data/ Mock exams/ teacher data. Weekly/monthly/termly.	% 5+ in English and Maths    42% ALL (30%PP) %4+ in English    68.9% (59.4%PP) %4+ Maths    71.3% (61.4%PP)	Strategies successful and will continue (needs to be increases in the next academic year)	Y10 1 to1 £68,696. Y11 1 to 1 £65,803
Improving attendance of PP pupils.	Targeted actions to improve any attendance gaps between pupil premium children and whole school. Attendance Officers - focus on targeted PP initiatives	Current attendance rates for PP students in the 2017-2018 are 89.6% (National 92.2%).	Strategies successful and will continue (needs to be increases in the next academic year)	£17,813  + 2 staff £35,070

<p>Narrowing the attainment gap between PP and Non PP pupils.</p>	<p>Targeted actions to improve any achievement gaps between pupil premium children and whole school. Weekly KS4 RAG meetings (Academic and pastoral)</p>	<p>Progress 8 score average -0.3 (-0.5 PP) Attainment 8 score average 43.94 (ALL) (39.2 PP)</p>	<p>Strategies successful and will continue apart from AM intervention. (needs to be increases in the next academic year)</p>	<p>Y11 AM intervention: £30,714  Y11 PM intervention: £24,576  Y10 AM intervention: £8,601</p>
<p>Improving outcomes for high attaining PP pupils.</p>	<p>Developing shared strategies through Whole school CPD/tracking STEPS data across terms. Weekly KS4 RAG meetings (Academic and pastoral)</p>	<p>Year on year improvement-Target 2019 44.11</p>	<p>Strategies successful and will continue (needs to be increases in the next academic year)</p>	<p>Weekly KS3/4 RAG/VRAG meetings  £130,857.00</p>
<p>Increased parental engagement through targeted parents' evenings/contact with home.</p>	<p>Analysis of STEPS data and incentives to attend (parents and pupils) study sessions/Parents' evenings. Weekly KS4 RAG meetings (Academic and pastoral)</p>	<p>Y11 Revision Evening (September 2018 up 60% attendance on September 2017)  Targeted SLT mentoring of pupils-</p>	<p>All staff to attend events and make it part of the 1265, so crucial advice and guidance can be given by specialists (all subject areas). Communication and student involvement at each step of the process (student Voice) is key to the success of the events. (Strategies successful and will continue)</p>	<p>£4,678</p>

<p>Improving reading skills and literacy skills across the curriculum to enable pupils to access exam texts in KS4. Promote wider reading and engage with a variety of texts.</p>	<p>Introduction of a “Word of the Week” that is explored each Monday and shared across the College. All staff are expected to use the ‘word of the week’ as part of in-class discussions across subjects. Accelerated reading. Termly/fortnightly meetings with Literacy lead.</p>	<table border="1" data-bbox="701 92 1294 204"> <thead> <tr> <th>Y7</th> <th>% maintained/ improved RA score</th> <th>% improved RA score</th> <th>% 6m+ improved RA score</th> <th>%12m+ improved RA score</th> <th>%24m+ RA score</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>96%</td> <td>79%</td> <td>51%</td> <td>28%</td> <td>6%</td> </tr> <tr> <td>FSME6</td> <td>86%</td> <td>79%</td> <td>53%</td> <td>29%</td> <td>8%</td> </tr> </tbody> </table> <table border="1" data-bbox="701 244 1294 355"> <thead> <tr> <th>Y8</th> <th>% maintained/ improved RA score</th> <th>% improved RA score</th> <th>% 6m+ improved RA score</th> <th>%12m+ improved RA score</th> <th>%24m+ RA score</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>84%</td> <td>67%</td> <td>44%</td> <td>23%</td> <td>2%</td> </tr> <tr> <td>FSME6</td> <td>81%</td> <td>66%</td> <td>43%</td> <td>16%</td> <td>2%</td> </tr> </tbody> </table> <table border="1" data-bbox="701 395 1294 507"> <thead> <tr> <th>Y9</th> <th>% maintained/ improved RA score</th> <th>% improved RA score</th> <th>% 6m+ improved RA score</th> <th>%12m+ improved RA score</th> <th>%24m+ RA score</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>90%</td> <td>66%</td> <td>41%</td> <td>23%</td> <td>4%</td> </tr> <tr> <td>FSME6</td> <td>91%</td> <td>68%</td> <td>43%</td> <td>25%</td> <td>3%</td> </tr> </tbody> </table> <p data-bbox="701 611 1294 699">Lexia Progress: Current year 8 60 pupils 0-6 months progress 40% 7-12 months progress 11.7% 12 months plus progress 48.3%</p> <p data-bbox="701 730 1294 786">Year 9: 24 pupils 0-6 months progress 29.2 % 7-12 months progress 37.5% 12 months plus progress 33.3%</p> <p data-bbox="701 818 1294 874">Current Y10 20 pupils 0-6 months progress 15% 7-12 months progress 40% 12 months plus progress 45%</p>	Y7	% maintained/ improved RA score	% improved RA score	% 6m+ improved RA score	%12m+ improved RA score	%24m+ RA score	ALL	96%	79%	51%	28%	6%	FSME6	86%	79%	53%	29%	8%	Y8	% maintained/ improved RA score	% improved RA score	% 6m+ improved RA score	%12m+ improved RA score	%24m+ RA score	ALL	84%	67%	44%	23%	2%	FSME6	81%	66%	43%	16%	2%	Y9	% maintained/ improved RA score	% improved RA score	% 6m+ improved RA score	%12m+ improved RA score	%24m+ RA score	ALL	90%	66%	41%	23%	4%	FSME6	91%	68%	43%	25%	3%	<p>Strategies successful and will continue</p>	<p>Lexia Y7 £9539 Y8 £5367 Y9 £5193 Y10 £4398</p> <p>Y10 Literacy/support spend: £68,696</p> <p>Y11 Literacy/support spend: £65,803</p>
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<p>For pupils to receive timely and targeted intervention to aid progression and understanding across subjects.</p>	<p>Weekly KS4 RAG meetings (Academic and pastoral)</p>	<p>Attendance at 1 to 1 and Progress club analysed and issues addressed weekly. High quality resources provided/ pupil star of the week/ rewards.</p>	<p>Strategies successful and will continue</p>	<p>Y10 £17,027 Y11 £14,189</p>																																																						

TA support targeted to support SEN PP pupils	Weekly KS4 RAG meetings (Academic and pastoral)	TAs continue to liase with subject teacher/record interventions and feedback to DE.	Strategies successful and will continue	Y7 £35,244 Y8 35, 493 Y9 28,174 Y10 32,735 Y11 17,269
For 'below level' pupils to make accelerated progress and be able to access KS4 curriculum.	Special Projects	Pupils made good progress but due to changes in college structure, scheme disbanded.	P band no longer exists- pupils now all follow the same curriculum. Pupils are monitored/supported by TAs/RAG meetings.	Y7 £16,520 Y8 £15,917 Y9 £14,108
For pupils to receive the support and interventions they need in a timely way.	<p>Pastoral Support/ Pastoral RAG</p> <p><b>Interventions with pupils to support their success in lessons and reduce behavior:</b>  Change of seating plan in lessons if you see a particular trend/Parental Meetings/Multiagency collaboration/Monitoring cards/Mentoring (Pastoral team, SLT) Positive phone calls home each day they succeed/Peer mentoring/Time out card/Support in lessons/Possible change of class/ Possible change in LG group</p>	Move to collaborative learning structures/ new behaviour systems.	Strategies successful and will continue	£130,857

To provide information, opportunities and support for pupils, parents and staff in order to raise aspiration and achievement throughout Dyke House College and cluster primary schools.	Aspirations	Advice and guidance for post 16 applications/University. Students have a better understanding of curriculum pathways.	Evolved within the DEEPs process.	£24,750
To support pupils in college/co-ordinate multi agency support.	Health mentoring and support In- college Health Workers Weekly KS4/KS3 RAG meetings (Academic and pastoral) Support staff x 1	Advice and guidance given to pupils/ multi agency actions.	Strategies successful and will continue	£29,410
<b>Total Pupil Premium Spend 2017/2018</b>				<b>£735,100.35</b>

**7. Additional detail  
Breakdown of planned expenditure 2018-2019.**

Action	Pupil premium allocation	Measureable impact	Date of review	Lead teacher - responsible for evaluation of action
Option English and Maths	Total Commitment <b>£38,000</b>	Targeted support (reduce curriculum and consolidate learning in English and Maths (Ensure Life Chances)	Termly	JAL
Maths and English Directors	Total Commitment <b>£44,078.68</b>	Planning and Targeted support small group sizes	Termly	JAL
Deeps model implemented	Total Commitment <b>£14,000</b>	Additional support for key areas such as PP/SEND/Attendance and Aspirations	Termly	APA
1 to 1 Tuition in Maths and English	Total commitment - <b>£45,100</b>	1 to 1 tuition in all NET academies has significant	½ termly	JAL

		impact on student outcomes.		
Staff provision for pastoral support in each year group (Learning Managers + x2 Behaviour Managers)	5X Learning Managers 2xBehaviour managers Total Commitment <b>£ 208,363</b>	Analysis of wider school indicators, including class behaviour data, attendance and punctuality data – with demonstrable improvements	Weekly (VSRAG)	JAL
Targeted actions to improve any attendance gaps between pupil premium children and whole school	Total commitment:  <b>£17,580</b>	Analysis of the pupil attendance and punctuality data for those children entitled to receive the Pupil premium grant	Weekly analysis with termly review.	AJO
Revision Materials	Revision materials for English, maths and science Total commitment <b>£5,600</b>	Revision materials provided for Y10 and Y11 students to support them in preparation for KS4 examinations.	Review with HOD – April 2019	AFO
Teacher Toolkits/ Teaching and learning boxes	Total commitment <b>£1,860.65</b>	Teacher toolkits purchased for all teachers to drive collaborative learning structures across the academy based on use at other NET academies.	½ Termly as part of lesson observation cycle.	AFO
Student rewards for attending intervention	Total commitment <b>£2,500</b>	Students are provided with rewards and incentives in order to promote engagement with the intervention programme.	½ termly as part of intervention programme review.	JAL
Revision Sessions and Catering	Total Commitment <b>£18,450</b>	Students provided with revision session program and food will be provided.	½ termly as part of intervention programme review.	JAL
SLT Mentors	Total Commitment <b>£5,335.16</b>	SLT to mentor vulnerable/underachieving students identified at RAG/Vulnerable students meeting/academy waves of intervention	Weekly reviews	AJO

Student Voice	Total Commitment <b>£332.00</b>	Students elections and engagement in the decision making within the academy	N/A	JAL
Celebration/information Evenings	Total Commitment <b>£2,000</b>	Resources to support the enrichment program	Termly.	AJO
Graduation Y8	Total Commitment <b>£25,000</b>	Part of the rewards at the end of Y8, students moving into KS4 options	½ termly as part of intervention programme review.	AJO
Alt Education (ACE and H&H)	Total Commitment <b>£287,577</b>	Attainment and progress of ALT students (Engagement with education)	VRAG- weekly. ½ termly as part of intervention programme review.	AJO
Careers	Total Commitment <b>£25,316.13</b>	Support for careers and destinations. Visits to Universities and work place providers. Resources and materials for the Life curriculum	½ termly as part of intervention programme review.	JAL
Barriers to learning (Uniform)/ Transport	Total Commitment <b>£15,283.87</b>	Remove barriers to learning, and raised expectations regarding uniform	N/A	AJO
Hegarty Maths	Total Commitment <b>£1,063.23</b>	Maths support at home (Home Work)	Weekly.	JAL
MIS/text messaging	Total Commitment <b>£6,441.15</b>	Remove barriers to learning, and raised expectations regarding uniform	N/A	AJO
Literacy Intervention	Total commitment: <b>£300, 145.65</b>	Accelerated progress in reading attainment for all year groups	Weekly/ Termly	APA
KS4 interventions	Total commitment: <b>£350,000</b>	Increased pupil success at GCSE.	Weekly/Termly	APA
			Predicted PP spend 2018/19	<b>£764,339.</b>

Glossary of Terms	
Attendance and Disciplinary	Preliminary challenge from governors to parents of students exhibiting issues around behaviour or attendance.
AVP	Assistant Vice Principal
Basics	Achieving both English and mathematics GCSE at grade C or above until 2016 and Grade 5 or above from 2017.
CEIAG	Careers Education, Information, Advice and Guidance
HOD	Head of Department
CPD	Continuous Professional Development
ELM	Every Learner Matters Mentor
FTE	Fixed Term Exclusions
HATs	High Attaining Students (from their assessment at the end of Year 6 in primary school)
HLTA	Higher Level Teaching Assistant
LATs	Low Attaining Students (from their assessment at the end of Year 6 in primary school)
L&M	Literacy and Numeracy
MATs	Middle Attaining Students (from their assessment at the end of Year 6 in primary school)
NEET	Not in Employment Education or Training
NET	Northern Education Trust
PA	Persistent Absence / Persistent Absentees: students with absence rate of 10% or more
PEX	Permanent Exclusion
Progress 8 / P8	New national measure of progress across 8 subjects at GCSE
SEND	Special Educational Needs and/or Disabilities
SLT	Senior Leadership Team
T&L	Teaching and Learning
VP	Vice Principal