

## Pupil Premium Strategy 2019-2021

1. Summary information					
<b>School</b>	Vale of York Academy				
<b>SLT Lead</b>	Liz Hardy/Rob Orr				
<b>Governor Lead</b>	John Kesterton				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£161,270	<b>Date for internal review of this strategy</b>	Termly
	20/21	<b>Total PP budget Estimated</b>	£160,840		
<b>Total number of pupils 2019</b>	599	<b>Number of pupils eligible for PP 2019</b>	170 29%	<b>Date for trust review of this strategy</b>	Termly
<b>Total number of pupils 2020</b>	TBC	<b>Number of pupils eligible for PP 2020</b>	TBC	<b>Date of most recent external PP Review</b>	1 <sup>st</sup> March 2016
<b>FSM/FSM6</b>	168	<b>Budget £935 per child</b>	£157,080	<b>Date of next external PP Review</b>	April 2020
<b>CLA</b>	3	<b>Budget £2,300 per child</b>	£6,900		
<b>Post-LAC</b>	0	<b>Budget £2,300 per child</b>			
<b>Ever 5 Service Child</b>	2	<b>Budget £300 per child</b>	£600		

2.	3.	4.				
	Using 2019 outcomes		Pupils eligible for PP (your school)	National other (non-disadvantaged)	2017 PP Comparison	2018 PP Comparison
	<b>Progress 8 score average</b>			0	-1.20	-0.88
	<b>Progress 8 English</b>			0	-1.40	-0.88
	<b>Progress 8 Maths</b>			0	-1.00	-0.28
	<b>Progress 8 Ebacc</b>			0	-1.40	-0.88
	<b>Progress 8 Open</b>			0	-1.10	-1.29
	<b>Attainment 8 score average</b>			44.5	29.0	29.3

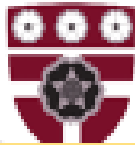
<b>4+ English and Maths</b>		71.5	33.0	27.0
<b>5+ English and Maths</b>		40.2	17.0	12.0
<b>Ebacc entry</b>		42.8	13.0	19
<b>Achieving Ebacc 4+</b>		28.5	0	0
<b>Achieving Ebacc 5+</b>		15.4	0	0
<b>Ebacc Average Point Score</b>		3.85	n/a	2.47
<b>Attendance</b>		94.6		88.8
<b>Persistent Absence</b>				
<b>Fixed term exclusions</b>				
<b>Staying in education or employment for at least 2 terms after key stage 4 (2016 school leavers)</b>		94	95	96

**PP CURRENT NUMBERS- Updated September 2019**

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>ALL 37</b>	<b>ALL 34</b>	<b>ALL 40</b>	<b>ALL 30</b>	<b>ALL 29</b>
<b>FSM TBC</b>	<b>FSM 20</b>	<b>FSM 24</b>	<b>FSM 14</b>	<b>FSM 17</b>

## THE KEY PRINCIPALS OF THE PUPIL PREMIUM STRATEGY





## KEY STRATEGIES FOR 2019-21

### Teaching and Learning

- Introduction of focused intervention and tracking systems by department as well as whole school intervention.
- Catch-up Keep up KSI strategy led by core leads.
- Independent learning support increased for KS4.
- Peer teaching in literacy and numeracy.
- PP focus in CPD for staff, raising profile and improving quality first teaching.
- Working group with a focus on PP needs in the classroom as well as wider opportunities.
- Class charts seating planning to support identifying and meeting PP needs
- PDXL unlock for literacy support and Thinking Reading for targeted reading underachievement.

### Pastoral Support




- PP Coordinator role to track and support across all 3 strands of the strategy, linking home and school strategies.
- Health and Wellbeing support for all PP students with opportunities for parental support and guidance.
- Mentoring focused on PP with specific needs and underachievement.
- CPD for pastoral team on PP strategies and effective use of outside agencies.
- Behavioral support increased with PP coordinator role




### Wider Curriculum


- Leadership and volunteering opportunities with a PP priority focus.
- Tracking of wider opportunities inside and outside school with a PP passport introduction for year 7, spreadsheet for other year groups
- Attendance officer tracking visits and trips by PP students and support given to those not accessing these opportunities.
- Key stage 2 PP tracking, support and opportunities in transition offer including feeder school PP lead meetings
- Resourced support for all aspects of school life where need is identified.

### 3. Barriers to academic and personal development







Out of School	In School
<p><b>Home Learning</b> Enhanced learning, suitable preparation and effective revision at home is not completed by the majority of disadvantaged students. This is evidenced from higher percentage of disadvantaged students received detentions for lack of homework than non-disadvantaged students in the previous academic year.</p>	<p><b>Lower KS1 and KS2 attainment</b> There are disproportionate number of lower prior attainment students which are disadvantaged than non-disadvantaged. These students have literacy and numeracy barriers to learning when they enter the school and this impacts on all subjects not just Maths and English which is addressed and supported in the curriculum</p>
<p><b>Opportunity to Access Enrichment Activities</b> Fewer disadvantaged students choose to access extra-curricular sporting activities that non-disadvantaged students. Fewer also participate in enrichment events focused on raising aspirations, even when given encouragement and support.</p>	<p><b>Higher Rates of Overall Absence</b> As a group, PP students have well below average attendance which impacts negatively on their learning and access to school based activities. This can be due to a range of social issues, lower expectations, and regard for regular attendance to school.</p>
<p><b>Parental Support</b> Parents of disadvantaged students can be more reluctant to engage with the school for information evenings, events and support. There is a lower disadvantaged parental attendance to parent’s evenings compared to non-disadvantaged parental attendance.</p>	<p><b>Parental Engagement</b> Poor parental engagement and lack of supportive family networks is hindering attainment and aspiration in many cases. More reluctant to support teachers and their child with day to day needs to improve progress and development. Students then do not value their own achievements if their parents do not engage with school rewards systems.</p>
<p><b>Aspirations and Role Models</b> The Vale of York Academy serves a local community where three wards are the bottom 11% most deprived areas in the UK. This impacts on family aspirations and expectations from the education system with fewer family role models of academic achievements and aspirational careers paths.</p>	<p><b>Raising Aspirations</b> Low educational aspirations and social and emotional issues is leading to poor attendance, poor behaviour for learning and low resilience in the face of challenge. Often lower self-esteem, fixed mind sets can be seen in many disadvantaged students which lowers aspirations.</p>
	<p><b>Attitude for Learning</b> Pupil Premium students make up approximately 60% of poor behaviours in school and are responsible for 50% more high level consequences than non-pupil premium students. Lack of confidence, learning issues, lower self-esteem all factor into these negative attitudes to personal learning needs.</p>







4. Planned expenditure: Academic year: 2019- 2021					
Intervention	Desired outcome	Staff lead	Success criteria	COSTING BREAKDOWN	EEF RESEARCH TOOLKIT
<b>TEACHING AND LEARNING Total Cost- £80,635</b>					
Department Intervention PP Development Plans: <ul style="list-style-type: none"> <li>Assessment Log intervention tracker</li> <li>Department Meeting- PP strategies agenda item</li> <li>Strategies highlighted in plan and department minutes</li> </ul>	Improving the attainment of pupil premium students in all subjects through curriculum planning for disaffected /less able learners. More effective feedback for PP progression.	Curriculum Leaders  SLT Monitoring	Pupil premium student outcomes across all subjects.  Pupil Voice from targeted students shows more positive attitude to learning  Lesson observations and drop in feedback positive for all learners  Plans target intervention and T&L strategies to improve attainment of underachieving PP students closing the GAP to non PP.	£5,500	Feedback from teacher interventions and assessments are shown to be an effective strategy which department work to in their PP planning and actions.  Feedback  <small>High impact for very low cost, based on moderate evidence.</small>
Small group literacy and numeracy - CATCH UP /KEEP UP support for year 7, and 8 who have entered school significantly below 100 in Reading/Writing/ Maths. <ul style="list-style-type: none"> <li>Bespoke lessons to support gaps/weaknesses.</li> <li>Increased focus on literacy and numeracy with increased GLH's.</li> <li>Regular planning and review of progress led by SENCO.</li> </ul>	Eliminating gaps in attainment for below 100 SATs test students in year 7 and 8.  Confidence building lessons	Vice Principal.  Curriculum Leaders of English and Maths  Literacy Lead.  Numeracy Lead.	All students increase reading and spelling ages to allow better access to the curriculum. The impact is evidenced through data captures across the curriculum.	£23,000	Literacy and reading catch are a key priority for the school and the evidence suggests a marked improvement in attainment of disadvantaged pupils  Small group tuition  <small>Moderate impact for moderate cost, based on limited evidence.</small>  Reading comprehension strategies  <small>High impact for very low cost, based on extensive evidence.</small>



<ul style="list-style-type: none"> <li>• Use of Thinking Reading strategy for targeted students.</li> <li>• KEEP UP tracking into year 9.</li> <li>• KS3 Homework Club in Library with staff to support homework.</li> </ul>	<p>to increase engagement in these core skills.</p> <p>Incentive rewards at review dates.</p> <p>Progress is more rapid due to regular review and adaptation to needs of students.</p> <p>Use of Thinking Reading to engage and encourage as improvement is tracked by students.</p>	<p>SENCO</p>			<p>Independent study on literacy is also a key part of the strategy with support from school.</p> <p>Homework (Secondary)  +5  <small>Moderate impact for very low cost, based on limited evidence.</small></p> <p>Reading comprehension strategies  +6  <small>High impact for very low cost, based on extensive evidence.</small></p>
<p>Key Stage 4 supported study groups for English and Maths.</p> <ul style="list-style-type: none"> <li>• Study support lessons for year 9,10,and 11 reducing GCSE work load for lower ability.</li> <li>• Stretch and Challenge groups in year 11 for upper ability in timetabled slots.</li> </ul>	<p>Improving the attainment of pupil premium students in core subjects.</p> <p>Developing a more attainable curriculum for students with support needs</p>	<p>Assistant Vice Principal.</p> <p>Curriculum Leaders of Maths and English.</p>	<p>Progress gaps are narrowed in English and Maths which show an increase in disadvantaged progress measures.</p>	<p>£18,500</p>	<p>More onto one and small group interventions are effective in extending knowledge, confidence and attainment.</p> <p>Individualised instruction  +3  <small>Moderate impact for very low cost, based on moderate evidence.</small></p>

<ul style="list-style-type: none"> <li>Targeted support in year 11 for underachieving cohort with additional lessons. Some in school day some in extended school day.</li> <li>8 sessions of 1:1 pupil premium student English and Maths tutoring with York University undergraduates.</li> <li>Homework/ Study Support base for KS4- G1. Resourced with revision materials and ICT equipment.</li> </ul>	<p>to attain better outcomes.</p> <p>Supporting higher attaining PP students to meet or exceed expectations in a targeted group.</p> <p>Addressing underachievement with support and meeting individual needs to improve outcomes. Supporting PP with academic role models for engagement as well as improved outcomes</p> <p>Daily space with staff to support for course work/homework/revision support for those that do not have access at home. Focus on GCSE's.</p>				<p>Higher ability disadvantaged student can show the greatest gap in attainment to their peers and these mastery small group strategies are to help these students reach the higher grades.</p> <p>Mastery learning  +5</p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p>
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<p>Regular additional opportunities for pupil premium students to improve outcomes.</p> <ul style="list-style-type: none"> <li>Extended school day in year 11 for targeted students in most subjects.</li> <li>Small therapy group sessions in key subjects targeting underachievement.</li> <li>School holiday study support sessions in year 11 Spring-Summer.</li> <li>Timetabled Period 6 programme for Year 11. 3pm -4pm.</li> </ul>	<p>Accelerated progress through enhanced subject knowledge, curriculum content retention and self-confidence.</p> <p>Targeted support in small groups for more differentiation and individualised learning needs</p> <p>Opportunity to study in school if home life is not conducive to this type of activity or home resources are lacking.</p> <p>Support for PP students on track to</p>	<p>Assistant Vice Principal.</p> <p>Curriculum Leaders.</p> <p>Core subject teachers.</p>	<p>Increase the progress 8 score for pupil premium students by 0.20 in comparison with 2018.</p>	<p>£15,635</p>	<p>Individualised instruction   +3  Moderate impact for very low cost, based on moderate evidence.</p> <p>Small group tuition   +4  Moderate impact for moderate cost, based on limited evidence.</p> <p>Extending school time   +2  Low impact for moderate cost, based on moderate evidence.</p>
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	enhance learning and outcomes.				
<p>Tutor time reading programme. Withdrawal at Tutor time for 1:1 reading programme with Prefects. In addition, prefect to act as positive role model mentor.</p> <ul style="list-style-type: none"> <li>- Prefects given training by Literacy Lead and ASLT Community</li> <li>- Weekly reading session with allotted student</li> <li>- Monitored through half termly reading assessments</li> </ul>	Increasing literacy and numeracy levels of Key Stage 3 pupil premium students.	<p>Associate Assistant Vice Principal: Community.</p> <p>Literacy Lead.</p>	Reduction in the gap of targeted Y7 students, reading age to actual age. PP students to take priority in this scheme.	£6,000	<p>One to one tuition  +5 <small>Moderate impact for high cost, based on extensive evidence.</small></p> <p>Peer tutoring  +5 <small>Moderate impact for very low cost, based on extensive evidence.</small></p> <p>Reading comprehension strategies  +6 <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Small group tuition  +4 <small>Moderate impact for moderate cost, based on limited evidence.</small></p>
<p>Improving Quality first teaching of PP students.</p> <ul style="list-style-type: none"> <li>• Whole school staff CPD session, focussing upon improving the quality and consistency of teaching and learning targeting PP students.</li> <li>• Improve consistency in giving high quality feedback by way of feedback for progress cycle including DIRT time in lessons and uniformed marking by all teaching staff.</li> <li>• Pupil premium student books marked first.</li> </ul>	<p>Diminish attainment gaps between pupil premium and non-pupil premium students.</p> <p>Equip students with the necessary resilience, revision and exam technique to succeed in summative examinations.</p>	Vice Principal All staff	<p>Pupil premium Progress 8 score to improve by 0.20 from 2018 examination cohort.</p> <p>Book trawls for PP students show progress through marking and feedback</p> <p>Staff CPD highlights this activity.</p>	£2,500	<p>Improving CPD, quality first teaching and the quality of pupil feedback are key drivers to improving disadvantage, but also all pupil outcomes. Research suggest this high quality approach improves disadvantaged attainment at a greater rate than other pupils.</p> <p>Feedback  +8 <small>High impact for very low cost, based on moderate evidence.</small></p> <p>Collaborative learning  +5 <small>Moderate impact for very low cost, based on extensive evidence.</small></p>

<ul style="list-style-type: none"> <li>Working group focussed on PP provision feeding back to all staff.</li> </ul>	<p>Identify and fill gaps of knowledge in ensuring improved progress. Improved retention of knowledge and strengthened subject knowledge. Improved challenge.</p>		<p>CPD programme show this focus.</p>		<p>Reading comprehension strategies   <small>High impact for very low cost, based on extensive evidence.</small></p>
<p>Learning support intervention 1:1 and small groups.</p> <ul style="list-style-type: none"> <li>TA support in class with teacher directive/monitoring progress.</li> </ul>	<p>Improved outcomes for pupil premium students who have SEND to secure good progress across all subjects.</p>	<p>Assistant Vice Principal SENCO</p>		<p>£7,500</p>	<p>This tailor made approach is invaluable for pupils with specific needs.</p> <p>One to one tuition   <small>Moderate impact for high cost, based on extensive evidence.</small></p>
<p>Revision guides provided for year 11 pupil premium students.</p>	<p>Diminish attainment gaps between pupil premium and non-pupil premium students.</p>	<p>Vice Principal Assistant Vice Principal Curriculum Leaders</p>	<p>Pupil premium Progress 8 score to improve by 0.20 from 2018 examination cohort.</p>	<p>£2,000</p>	

**PASTORAL SUPPORT Total Cost £47,318**



<p>PP Coordinator role to lead on the pastoral/Attainment interventions of the PP students at Vale of York.</p> <ul style="list-style-type: none"> <li>• PP meet and greet session am/pm registration.</li> <li>• Attendance tracking with AO and intervention.</li> <li>• Point of contact for all PP parents.</li> <li>• LMM with AVP for planning and impact on interventions.</li> <li>• Oversight of PP Cultural Capital enhancement tracker to improve engagement in these activities.</li> <li>• Part of the Cultural Capital Working group.</li> <li>• Tracking underachievement of PP students to support T&amp;L engagement and outcomes.</li> <li>• Offer to PP parents of exclusive parents evening meeting</li> </ul>	<p>PP students and parents have a contact in school who can liaise with all stakeholders on their behalf to improve the educational experience and reduce the barriers to success.</p> <p>Attainment and progress of PP students is improved and the gap to non pp reduced.</p>	<p>AVPS/ASLT</p>	<p>PP average attendance increase of 2%</p> <p>PP enrichment engagement (cultural capital)</p> <ul style="list-style-type: none"> <li>- Year 1 tracked with a minimum of one enrichment opportunity engaged in for that academic year. (Not enrichment days)</li> <li>- Year 2 tracked figures improve.</li> </ul> <p>Improved parental engagement of PP parents at events</p>	<p>£9,300</p>	<p>Parental engagement   +3  <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> <p>Evidence suggests having a key person with pastoral responsibility improves parental engagement, pupil confidence and better targeted and informed support for disadvantaged. Improving attendance, behaviour and outcomes.</p> <p>One to one tuition   +5  <small>Moderate impact for high cost, based on extensive evidence.</small></p> <p>Behaviour interventions   +3  <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>
<p>Working practices of Attendance Officer with a pupil premium focus.</p> <ul style="list-style-type: none"> <li>• Establish a good relationship with PP</li> </ul>	<p>Improved pupil premium student attendance and improved</p>	<p>Assistant Vice Principal.</p>	<p>To improve the attendance of pupil premium students by at least 2% to reduce the gap by 2021.</p>	<p>£9,000</p>	



<p>parents/carers. With phone and home contact.</p> <ul style="list-style-type: none"> <li>• Raise awareness of impact on poor attendance on outcomes and opportunities in return to school meetings.</li> <li>• Monitoring of PP students attending school visits/trips and activities.</li> <li>• Working with PP Coordinator on attendance interventions.</li> </ul>	<p>parental support.</p>	<p>Attendance Officer.</p>			
<p>PP becomes standing agenda item on all pastoral, academic and governors meetings</p>	<p>Maintain high profile of underachieving PP students with all stakeholders</p>	<p>Principal VP AVP Curriculum Leaders Progress Leaders</p>	<p>Increased enrichment opportunities and a closing of the attainment gap.</p> <p>Improved effectiveness of strategies to demonstrate impact on outcomes</p>	<p>NONE</p>	<p>CPD, staff communication and raising the profile of meeting the individual needs and addressing misconceptions are key to improving pupil experiences and outcomes as well as engagement and resilience.</p>
<p>Fortnightly mentoring programme provided for targeted pupil premium students who are struggling with learning.</p> <ul style="list-style-type: none"> <li>- PD session used</li> <li>- Non- Tutors as mentors</li> <li>- Groups of 3 to 4 strategically picked</li> </ul>	<p>Improve confidence and attitudes for learning and hence progress. Opportunity for positive engagement with a positive role model.</p>	<p>ASLT Community/ AVP</p>	<p>All disadvantaged students at risk of under achievement leave with a range of qualifications.</p> <p>All alternative provision students have a post 16 progression route.</p>	<p>£3,018</p>	<p>Mentoring as a strategy is not highly regarded for PP but small group support and peers support are so this is the type of mentoring/coaching we aim to develop in the academy.</p> <p>Small group tuition</p> <p>Moderate impact for moderate cost, based on limited evidence.</p> 

<ul style="list-style-type: none"> <li>- Positive Engagement Passport (PEP) to be introduced to record all positive activities and actions</li> </ul>					
<p>Development of the Seclusion room working processes. Improved student behaviour and work rate can earn a reduced time in the Seclusion room.</p>	<p>Reduction of pupil premium students booked into Seclusion.</p> <p>Reduction in fixed term exclusions for pupil premium students.</p> <p>Improved reintegration into mainstream lessons.</p>	<p>Assistant Vice Principal.</p> <p>Seclusion Manager.</p>	<p>Reduction of pupil premium students booked into the Seclusion room.</p> <p>Reduction of pupil premium students who are fixed term excluded.</p>	<p>£18,000</p>	<p>Small group tuition   +4 <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>Behaviour interventions   +3 <small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <p>Key strategy is to improve self-efficacy and resilience in our disadvantaged with process aim to support and encourage confidence and social skills.</p> <p>Social and emotional learning   +4 <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>
<p>CPD sessions focussing upon PP student behaviour management in the classroom.</p>	<p>Reduced number of on calls for pupil premium students.</p>	<p>Assistant Vice Principal.</p>	<p>Reduction of pupil premium students who are on called.</p>	<p>£2,500</p>	<p>Staff need the skills to empower and develop pupil behaviours in a positive way.</p> <p>Social and emotional learning   +4 <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>
<p>Health and Wellbeing for PP students.</p> <ul style="list-style-type: none"> <li>- Access to Pastoral Support and Welfare Manager</li> <li>- PP Coordinator specifically designated</li> </ul>	<p>Reduced mental health barriers to learning for PP cohort</p> <p>Increased self esteem and</p>	<p>AVP PSWM PPC</p>	<p>Reduction in negative incident CPOMS inputs</p> <p>Increased parental engagement, recorded on CPOMS</p>	<p>£5,500</p>	<p>In today's climate of increasing health and wellbeing and mental health issue we recognise this can impact on disadvantaged pupils greatly.</p> <p>Social and emotional learning   +4 <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>

<p>to support PP students</p> <ul style="list-style-type: none"> <li>- PPC and PSWM to facilitate opportunities to enhance self-esteem, confidence and aspiration.</li> </ul>	<p>confidence of PP students</p>		<p>Positive student voice feedback</p>		
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**WIDER CURRICULUM OFFER    Total Cost £33,317**




<p>Pupil premium students are supported with direct financial input so they can engage as per non pupil premium students such as educational visits, uniform support, stationary and basic equipment, Food ingredients, Music lessons and breakfast club.</p>	<p>Improved behaviour through better engagement and participation in lessons.</p> <p>Improved parental engagement</p>	<p>Senior Leadership Team.</p> <p>Progress Leaders.</p> <p>Tutors.</p>	<p>Reduction of behavioural incidents for pupil premium students.</p> <p>Reduction of stigma and barriers in social groups which will improve attendance and engagement in school life.</p>	<p>£10,000</p>	<p>Support for activities and data to day needs are essential part of the spending so the financial disadvantage is not a barrier and the pupil does not feel any discrimination.</p> <p>Outdoor adventure learning   +4</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p>
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<p>Development of a comprehensive enrichment programme in which pupil premium participation will be monitored allowing for targeted intervention.</p>	<p>Increased pupil premium student academic performance through engagement in extracurricular activities and enrichment events outside</p>	<p>Senior Leadership Team.</p> <p>Curriculum Leaders.</p>	<p>At least 50% of disadvantaged students participate in one or more events outside of school day.</p>	<p>£3,317</p>	<p>Entitlement and engagement are two conflicting strand spending PP funding, therefore time will be invested in encouraging access to events and activities.</p> <p>Outdoor adventure learning   +4</p> <p><small>Moderate impact for moderate cost, based on moderate evidence.</small></p>
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	of the classroom.				
Pupil premium students have additional/extended career meetings to discuss post 16 pathways.	Reduction in the number of pupil premium students who become NEET. All pupil premium students have completed post 16 applications	Assistant Vice Principal.	95% of PP students have applications secured by Easter 2019.	£5,500	Aspirations, future goals and effective transition are part of basic provision for all pupils, we recognise the extra support and extended time some disadvantaged pupils require to achieve their goals and widen their horizons beyond working in the local community.
Year 4, 5 and 6 transition events to aid smooth transition to secondary and year 7 transition events to raise aspirations. <ul style="list-style-type: none"> <li>- Whole primary cohort programme in place to increase cultural capital based on DFE "My Activity Passport" release</li> <li>- Where appropriate, monitoring and tracking of PP cohort in the catchment(anonymous)</li> <li>- Maths Leaders programme targeted at underachieving Y6 (unofficial) PP focus due to GDPR)</li> </ul>	Increased engagement through transition methods to include year 7 residential visit.  Increased Cultural Capital prior to attending VOYA.  Upskilling PP cohort in core subjects prior to attending VOYA.	ASLT Community	At least 90% of year 7 pupil premium students access the residential visit.  Reading age of Primary Students targeted increases.  Activities from "My Activity Passport" completed	£8,500	As an academy we have recognised disadvantage cannot be solved from year 7 onwards, and we must invest in our feeder primaries supporting the work they do to equip our potential disadvantaged students. We invest staffing and resources in a lot of shared provision and networking to develop a through approach from key stage 2 to 3. There is not a lot of research on this but we are confident this work is addressing the needs and improving opportunities for our disadvantaged pupils in the local community.



<ul style="list-style-type: none"> <li>- PP Literacy Leaders from Y8 to support PP underachievers in Y5</li> <li>- Lower to middle ability (unofficial PP) boys scheme to increase engagement in English</li> </ul>					
<p>Primary feeder school link for PP strategies.</p> <ul style="list-style-type: none"> <li>- Termly meeting with PP lead</li> <li>- Transition handover meeting to share good practice for PP students</li> <li>- CPD for VOYA staff around incoming cohort</li> </ul>	<p>Opportunity for mutual support between Primary and Secondary</p> <p>Allows VOYA staff opportunity to plan teaching and learning strategies and early interventions</p>	ASLT Community	<p>Minutes to form a foundation for planning and intervention</p> <p>Better informed staff leading to more bespoke and teaching and learning. Holistic approach to teaching and learning across Key Stages.</p>	£2,000	
<p>More leadership opportunities for PP students.</p> <ul style="list-style-type: none"> <li>- Sports leadership opportunities and qualifications to target PP cohort</li> <li>- Primary transition leadership to target more PP students</li> <li>- Monitoring and recording of PP</li> </ul>	<p>Increased self-esteem, key skills and cultural capital for PP cohort.</p> <p>Increased aspiration in terms of post 16 Provision</p>	ASLT Community	<p>A leadership register is created and monitored</p> <p>Number of PP students representing VOYA in a leadership capacity rises</p>	£2000	<p>Sports participation   +2</p> <p><small>Low impact for moderate cost, based on limited evidence.</small></p> <p>Leadership is a key skill that we recognise can enhance experiences and skills for disadvantaged.</p> <p>Peer tutoring   +5</p> <p><small>Moderate impact for very low cost, based on extensive evidence.</small></p>

<p>leaders to support post 16 application</p>					
<p>Out of lesson Enhancement Opportunities for PP students.</p> <ul style="list-style-type: none"> <li>- PP students to be considered a priority, when appropriate, for out of lesson enrichment opportunities</li> <li>- PP Enrichment tracker to be started and monitored</li> </ul>	<p>Raised aspirations for PP students</p> <p>Increase in Cultural Capital for PP students</p> <p>Development of key skills for PP students</p>	<p>ASLT Community AO Everyone</p>	<p>Year 1 - PP enrichment engagement accurately tracked</p> <p>Year 2 – Evaluate and intervene in PP enrichment to increase engagement</p>	<p>£2,000</p>	<p>Enrichment opportunities will support pupil engagement and outcomes.</p>  <p>Sports participation   </p> <p><small>Low impact for moderate cost, based on limited evidence.</small></p>

## 6. Additional detail