



Learning Changes Lives

Pupil Premium

The government has allocated our Academy a sum of money called 'Pupil Premium'. This is to improve the educational chances of students who may find circumstances outside of school challenging due to financial hardship or other issues. The three identified groups are students who are entitled to free school meals, students who have a parent working for the armed forces and those children in local authority care.

Our Pupil Premium Philosophy

The Archbishop Lanfranc Academy (hereafter, TALA) is committed to ensuring that all of our students achieve their potential, develop fully and are ready to positively contribute to society. To that end we recognise that some students may need additional resources and support to achieve their personal goals and ambitions. Through 'Quality First Teaching' TALA aims to provide learning opportunities of the highest quality for all of its students.

TALA's pupil premium philosophy is driven by the following key priority:

To narrow the disadvantage gap by addressing barriers to learning and inequalities such that we raise the attainment of those pupils in low-income households.

In order to achieve our key priority all faculties at TALA aim to deliver 'Quality First Teaching' through:

- Highly focused lessons with sharp objectives;
- High demands of student involvement and engagement with their learning;
- High levels of interaction for all students;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups;
- An expectation that students will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate students.

It is by the foundations established through wave 1 interventions, 'Quality First Teaching' outlined above, when supplemented by targeted additional support strategies that we aim to:

- 1) Improve the levels of attainment and progress of disadvantaged students.
- 2) Close the attainment gaps between our disadvantaged students relative to TALA and national averages.
- 3) Ensure disadvantaged students have full access to the TALA curriculum.

Our students are from a diverse range of different ages, backgrounds, abilities and needs. The essential point is to ensure that disadvantage does not hinder potential. This may require additional classes, staffing, equipment or opportunities and the Academy seeks to meet need on an individual and group basis.

Pupil Premium progress will be rigorously and regularly tracked. Every student is assessed on a half termly basis for all subjects. This data will be used by pastoral and curriculum teams to identify underachievement. Pupil Premium students who are identified as underachieving will then have a variety of targeted intervention that is individual to their needs to support them back on track.

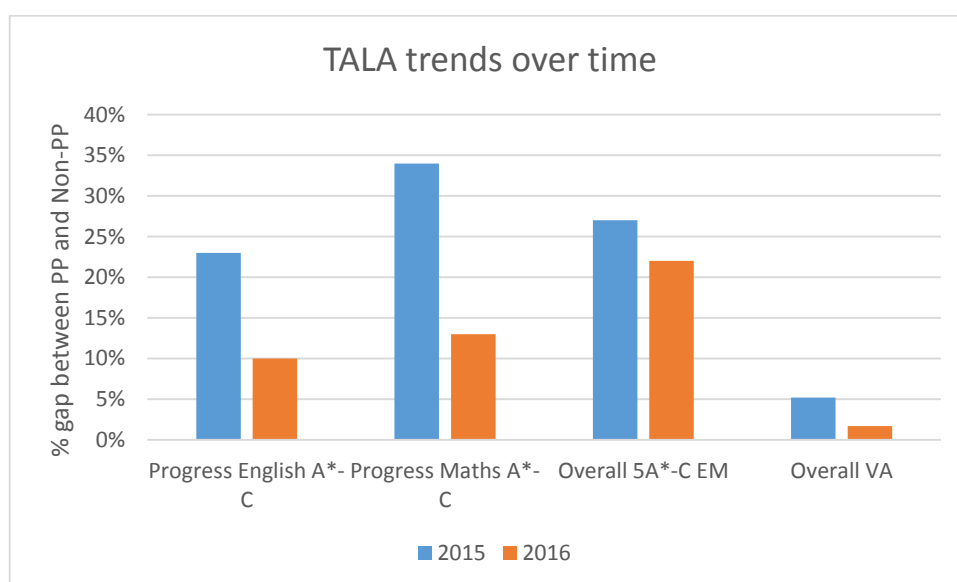
TALA Pupil Premium Summary Information:

| Summary Information 2016-17 | | | | |
|---|---------------------------------|---|--------------|------------|
| School | The Archbishop Lanfranc Academy | | | |
| Academic Year | 2016-17 | Total PP Budget | £230,478.00 | |
| Total number of funded pupils (based on preceding year's census) | 247 | Number of Pupils eligible for PP | Year 11 | 71 |
| | | | Year 10 | 55 |
| | | | Year 9 | 38 |
| | | | Year 8 | 30 |
| | | | Year 7 | 10 |
| | | | Total | 204 |

| Summary Information 2015-16 | | | | |
|---|---------------------------------|---|--------------|------------|
| School | The Archbishop Lanfranc Academy | | | |
| Academic Year | 2015-16 | Total PP Budget | £291,750.00 | |
| Total number of funded pupils (based on preceding year's census) | 311 | Number of Pupils eligible for PP | Year 11 | 81 |
| | | | Year 10 | 71 |
| | | | Year 9 | 55 |
| | | | Year 8 | 38 |
| | | | Year 7 | 30 |
| | | | Total | 275 |

TALA Headline Results Comparison:

| Measure | 2015 | | | 2016 | | | Change in TALA Gap |
|-------------------------|--------|-------|----------|--------|-------|----------|--------------------|
| | Non-PP | PP | TALA Gap | Non-PP | PP | TALA Gap | |
| Progress 8 Score | | | | 0.22 | -0.19 | -0.39 | |
| Attainment 8 Score | | | | 51.5 | 45 | -6.55 | |
| 5A*CEM % | 52% | 25% | -27% | 60% | 38% | -22% | -5% |
| English Language A*-C % | 62% | 39% | -23% | 60% | 51% | -10% | -13% |
| Maths A*-C % | 66% | 32% | -34% | 67% | 54% | -13% | -21% |
| Overall VA | 1035.7 | 982.1 | -5.2% | 1061 | 1043 | -1.7% | -3.5% |



The above table and graph illustrate the trends in gaps between disadvantaged students (PP) and non-disadvantaged (non-PP) students since TALA’s establishment in 2014 (covering examination years 2015 and 2016). **The information demonstrates that the gap between disadvantaged and non-disadvantaged students has decreased across all key headline figures.**

2016 GCSE attainment data compared to 2015 and national results:

The attainment of our disadvantaged students is improving; they are performing better than in the 2015 examination series. The attainment and progress gap between TALA’s disadvantaged students and the national average (overall) is closing. However, there is a recognition that there is still a significant gap between the attainment of our disadvantaged students and the overall national

average. This is a gap that the strategies, processes and interventions outlined in this document seek to address.

2016 English Language attainment data compared to previous and national data:

| | A*-C English | 3 Levels of Progress | 4 Levels of Progress |
|------------------------------|--------------|----------------------|----------------------|
| PP 2016 | 51% | 59% | 18% |
| PP 2015 | 39% | 50% | N/A |
| National Overall 2015 | 67% | 67% | N/A |

2016 Maths attainment data compared to previous and national data:

| | A*-C Maths | 3 Levels of Progress | 4 Levels of Progress |
|------------------------------|------------|----------------------|----------------------|
| PP 2016 | 54% | 48% | 16% |
| PP 2015 | 32% | 40% | N/A |
| National Overall 2015 | 67% | 71% | N/A |

Attendance:

| | PP | Non-PP | Gap |
|----------------|-------|--------|------|
| Year 7 | 88.3% | 97.1% | 8.8% |
| Year 8 | 91.0% | 95.9% | 4.9% |
| Year 9 | 89.8% | 96.0% | 6.2% |
| Year 10 | 93.5% | 97.0% | 3.5% |
| Year 11 | 95.3% | 97.6% | 2.3% |

How we are planning to continue improvement this year.

Research informed practice:

The academy seeks to ensure that the strategies employed to address the educational underachievement of disadvantaged pupils is driven by the latest educational research. We are aware that the body of evidence is ever-growing and we seek to review our strategies annually to ensure that practice is in line with research.

In light of recommendations in Ofsted literature and Sir John Dunford’s recommendations (previously the government’s national pupil premium champion) the most effective strategies at reducing the underachievement of disadvantaged students are identified as:

- Literacy
- Metacognition and Self-regulation
- Feedback
- Peer Tutoring

In deciding the specific intervention strategies to maximise the improvement in attainment and progress of our disadvantaged students, in the first instance, we have accessed the research of the Education Endowment Fund (see: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/>).

2016-17 Pupil Premium Teaching and Learning Plans:

| Intervention | Cost | Evidence | Impact | TALA Plan |
|-------------------------------|-------|----------|----------|--|
| Feedback | ££ | ★★★ | 8 months | 1) CPD sessions and working groups on effective feedback |
| Metacognition Strategy | ££ | ★★★★ | 8 months | 2) Further embedding green pen and pupil response feedback strategy. |
| Peer Tutoring | ££ | ★★★★ | 6 months | 1) Use of Y12 students to support targeted intervention sessions during enrichment. 2) Use of Y11 prefects in tutor time sessions. 3) Y11:Y7 Paired reading programme. |
| 1-2-1 Tuition | ££££ | ★★★★ | 5 months | 1) Precision Teaching intervention using LSA team and Y12 students. 2) English and Maths tuition by LSA team |
| Homework | £ | ★★★ | 5 months | |
| Collaborative Learning | £ | ★★★★ | 5 months | |
| Mastery Learning | ££ | ★★★ | 5 months | 1) Precision Teaching intervention using LSA team and Y12 students. |
| Phonics | £ | ★★★★ | 4 months | 1) Small group literacy intervention using Alpha-to-Omega programme. |
| Small Group Tuition | £££ | ★★ | 4 months | 1) Small group literacy, numeracy and EAL interventions. |
| Digital Technology | ££££ | ★★★★ | 4 months | 1) Faculty investment in Kerboodle resources. 2) SAM online learning community. 3) Use of Symphony Maths and Lexia online resources. |
| Social and Emotional Learning | ££££ | ★★★★ | 4 months | |
| Parental Involvement | £ | ★★★ | 3 months | |
| Reducing Class Sizes | £££ | ★★★ | 3 months | 1) Nurture classes in English. 2) Smaller class sizes for high needs groups in core subjects. |
| Summer School | £££££ | ★★ | 3 months | |
| Outdoor Adventure Learning | £££ | ★★ | 3 months | |
| Sports Participation | £££ | ★★ | 2 months | 1) Delivered through TALA enrichment programme. |
| Arts Participation | £££ | ★★★ | 2 months | 1) Delivered through TALA enrichment programme. |

| | | | | |
|----------------------------|-----|-----|----------|---|
| Extended School Time | ££ | ★★ | 2 months | |
| Individualised Instruction | £££ | ★★★ | 2 months | |
| After School Programme | £ | ★★★ | 2 months | 1) Football Beyond Borders. |
| Mentoring | £ | | 1 month | 1) Use of 'The Write-Time' and 'Kick London' external mentoring services. |

Secondly we have accessed and reviewed documents from the DFE and Ofsted:

- The Pupil Premium, How schools are spending the funding successfully to maximize achievement: Ofsted (2013)
- The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils: Ofsted (2012)
- Evaluation of Pupil Premium Research Report: Department for Education (July 2013).

We have also reviewed the following articles, documents and resources:

- Demonstrating Pupil Premium Impact: ASCL (2014)
- Teaching Assistants – A guide to good practice: Oxford Schools Improvement (2014)
- A Practical Guide to the Pupil Premium: Marc Rowland (2014).

The principles contained within have shaped the waves of processes, strategies and interventions that aim to improve the attainment and progress of TALA's disadvantaged students.

Wave 1 – Quality First Teaching:

We will continue to drive forward the effective practices of 'Quality First Teaching' that have resulted in disadvantaged student achievement and progress gaps narrowing this academic year. These include the continuation and refinement of the following whole school initiatives:

a) A whole school CPD programme based on the Lesson Study model. All members of staff are arranged into cross-curricular groups and then explore ways of improving a specific strand of pedagogy (Autumn term 2016 = Marking and Feedback). The groups explore academic research and then apply it to a target group of underachieving students, most notably our disadvantaged and SEN pupils. Each group works together over the course of an academic term and then presents their findings to all academy staff such that best practice can be shared.

b) Analysis and accountability at each data harvest where staff are required to analyse their data with a specific focus on disadvantaged pupils. All staff are aware of the need to actively raise the attainment of their disadvantaged groups (see wave 2 for actions following data harvest).

c) A whole school ethos where the expectation is that all teachers develop into highly skilled practitioners that aim to deliver outstanding lessons by having high expectations of all learners, especially pupils from disadvantaged backgrounds, and insisting on high levels of engagement. Teachers should actively target disadvantaged pupils and act on department-led intervention strategies.

Therefore, our expectations are that all teachers:

- Have high expectations of all their disadvantaged students.
- Use academic and action research to inform their practice.
- Use data to inform differentiation and intervention so that all disadvantaged students are appropriately challenged and supported in lessons.
- Insist that disadvantaged students are fully and appropriately engaging with home learning tasks.
- Strive to improve the standards of pupils' literacy, both orally and in writing.
- Use the academy's behaviour and reward system to foster a culture of achievement and resilience.
- Review the progress of disadvantaged students at data harvest periods and identify and implement the appropriate wave 2 interventions.

Wave 2 – Intervention programmes for disadvantaged students:

The following intervention strategies are being implemented during the AY 2016-17, informed by research, with the aim of further improving the achievement and progress of TALA's disadvantaged students:

1) We have established the **TALA/TQA Mentor Award**, an academic and pastoral peer tutoring programme. This involves sixth form subject specialists providing support to students from all year groups across the curriculum to our underachieving disadvantaged students.

2) As one of our most significant challenges for our disadvantaged students is engaging in wider reading, we have implemented the following strategies:

i) **Y11 Paired Reading Scheme** – Selected Y11 prefects receive training in 'Paired Reading' and deliver programme to a select group of underachieving Y7 pupils. Participating parents are also invited into school in order to encourage reading at home.

ii) **Building Reading into Tutor Time** – ensuring that morning registration time is used to encourage reading (Y7-9 – one dedicated reading slot per week).

iii) **Literacy Leader** to coordinate a reading strategy across the school.

3) We will continue to **raise the profile of pupil premium/SEN** students through the display boards in the staff room.

4) A range of **departmental booster sessions** take place after school in the Spring/Summer term to provide additional support for pupil premium students.

5) The use of **nurture groups in English and Maths** to encourage the embedding of foundational skills and knowledge that will drive forward progress and achievement. Here subject specialists return to concepts in the curriculum that students have found difficult to grasp first time around in their lessons.

6) **Precision teaching** of pupil premium and SEN students using the academy's LSA team during registration. These sessions focus on foundational skills in numeracy and literacy (Autumn 1 = multiplication and division or telling the time).

7) **GCSE English and Maths consolidation classes** led by the academy's HLTA Literacy/Numeracy.

8) **Provision of revision materials** to all pupil premium students to facilitate exam success.

Wave 3 – Individualised Intervention:

These interventions are individualised and targeted support programmes developed to meet the identified needs of individual students; these include specific SEN interventions, one-to-one mentoring and external agency support.

How we intend to spend the 2016-17 allocation:

| Pupil Premium Funding at TALA 2016-17 | | |
|---|--------------|--------------|
| Intervention: | Cost: | Lead: |
| Literacy Learning Support | £20,800 | SKX |
| Numeracy Learning Support | £20,800 | SKX |
| LSA support in core subjects | £23,400 | SKX |
| Nurture Groups in Years 7, 8, 9 | £5,850 | SKX |
| Staffing for smaller class sizes in core subjects | £30,000 | REL |
| Lexia UK literacy programme | £3,000 | SKX |
| Intervention resources / textbooks | £10,500 | REL |
| Symphony Maths numeracy programme | £3,000 | SKX |
| Provision of revision guides for Y11 pupils | £2,130 | REL |
| Additional literacy support | £10,500 | SKX |
| KS3/4 Food Technology Ingredients | £5,000 | DST |
| Daily HW club staffed by LSA team | £19,500 | SKX |
| Literacy Leader | £20,000 | REL |
| Easter / Half Term revision programme | £5,400 | REL |
| Kick London' mentoring programme | £7,800 | JAT |
| Rewards (inc. reward trips and attendance prizes) | £2,000 | JAT |
| Most Able disadvantaged student trips | £5,000 | REL |
| The Write Time' mentoring programme | £7,800 | JAT |
| Uniform provision for students in need | £TBD | JAT |
| Educational Psychologist | £TBD | SKX |
| Pay for all peripatetic music lessons | £TBD | REL |
| Additional Needs Identified During the Year | £TBD | MDE |

Catch-Up Funding:

The Academy receives approximately £12,500.00 a year allocated as 'catch-up funding' to help support students in Year 7 that have been identified with low levels of numeracy and literacy. This funding is used to provide various initiatives including:

- The Alpha to Omega literacy project that works with individuals and very small groups to dramatically improve reading ages.
- The Symphony Maths programme – this helps develop the numeracy skills of lower ability students.
- A dedicated literacy Teaching Assistant who supports identified students with one-to-one and small group reading sessions.

- A dedicated numeracy Teaching Assistant who provides in class support and also individual and small group support.
- Nurture group in Y7 and Y8 English.
- The literacy leader runs a paired reading scheme, where younger pupils read with a Y11 prefect.