

Walton Hall Academy: 2015 – 2016 evaluation and Plans for 2016 217

1. Summary information					
School	Walton Hall Academy				
Academic Year	2016 - 2017	Total PP budget	£29,920	Date of most recent PP Review	July 2016
Total number of Ks3 Ks4 students	81	Number of students eligible for PP	32	Date for next internal review of this strategy	July 2017
LAC students in Ks3 Ks4	4	£3,450 and £730 additional funding	Grand total: £34,073	Reviews for LAC students are submitted termly	
LAC students in Ks5	3				

2. Current attainment		
	<i>Students eligible for PP (your school)</i>	<i>Students not eligible for PP (national average)</i>
% making at least 2 levels of progress in reading / writing	56.25%68.75%	<i>tbc</i>
% making at least 2 levels of progress in science (or equivalent)	82.14%	77%
% making at least 2 levels of progress in English (or equivalent)	75%	75.89%
% making at least 2 levels of progress in maths (or equivalent)	46.43%	65.46%
3. Barriers to future attainment (for students eligible for PP)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>		
A.	In Ks3 and Ks4 progress in Maths for students eligible for PP is significantly lower compared to non-disadvantaged students. PP students meeting or exceeding targets is 46.43% compared to 65.46% of non-disadvantaged students. This has a significant impact on students gaining accreditation which will enable them to access FE higher level courses and apprenticeships.	

B.	Behaviour issues for a small group of students in Ks4 is having a detrimental impact on their ability to make academic progress compared to non-disadvantaged students.	
C.	High achieving students who are eligible for PP are not making the same rate of progress compared to non-disadvantaged students. This impacts on their ability to access L1 courses in Ks4 and potentially progress to L2 courses in Ks5	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance rates for students eligible for PP in Ks4 is 87.7% compared to non-disadvantaged with 96% attendance and in Ks3 92.8% attendance for students eligible for PP compared to 94.41% non-disadvantaged. The overall target for all students is 94.5% attendance. The overall attendance for students eligible for PP is 89.75% compared to 94.6% of non-disadvantaged students. This reduces the amount of hours of access to teaching and learning which causes them to make less progress.	
E.	Parental engagement of students eligible for PP is lower compared to the parents of non-disadvantaged students. This results in the opportunities for reinforcing and extending of learning beyond school being limited for some of these students. This impacts on accelerated learning and retention of information for PP students.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in Maths for PP pupils in Ks3 and Ks4	PP pupils in Ks3 and Ks4 will make at least the same or more progress than non-disadvantaged students at the end of the academic year. With at least 55% exceeding progress and 100% meeting expected targets. This will be evidenced in Data tracking and diagnostic testing outcomes in termly data analysis and end of year outcomes.
B.	Improved rates of progress across Ks3 and Ks4 for high attaining PP students	High achieving PP students make the same rate of progress or better than high achieving peers who are non-disadvantaged. High achieving students will gain units of accreditation in Ks3 to provide building blocks for higher levels of accreditation in Ks4. Where they are not, Wave 1 interventions are put in place and are monitored by Faculty Leaders and SLT.

C.	Reduction in classroom based behaviour incidents in Ks4 of PP pupils.	<p>Data analysis will demonstrate a reduction in classroom based incidents in Ks4.</p> <p>Rate of incidents will be the same as or less than those non-disadvantaged students.</p> <p>Outcomes for PP students will be equal to or better than non-disadvantaged peers due to greater engagement with the learning process and less time out of class.</p>
D.	Improved attendance rates for PP students especially in Ks4	Reduction in the % of persistent absentees from 87.7% to at least 96% in line with non-disadvantaged students.
E.	Improved parental engagement of parents / carers of PP students	<p>An increase in structured conversations taking place with students eligible for PP from 37.5% to at least 50% or higher.</p> <p>Increased engagement of parents / carers in holiday homework packs to reduce the % of students not retaining knowledge over holiday periods.</p> <p>An increase in attendance of parents / carers at parents meetings to 75%.</p>

5. Planned expenditure

Academic year

The three headings below enable schools to demonstrate how they are using the Student 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?
A. High levels of progress in Maths for PP pupils in Ks3 and Ks4	CPD on targeted interventions for relevant TAs and Teachers	High quality teaching to drive up attainment. CPD to be based around pedagogy, skills and knowledge (use of in-house and external expertise). This combination is been proven to be effective in research (TDT)	Use of Inset time and allocated Teaching and Learning meeting time. Consult with SET Maths lead and support. Monitoring of delivery and recording of Interventions.	Vice Principal	January 2017
A. High levels of progress in Maths for PP pupils in Ks3 and Ks4	Skills audit of staff involved in delivering interventions	Discussions with AfA coach identified the need to ensure match of staff skills. Re-allocation of staff where appropriate following analysis of audit.	Analysis of skills audit and match with staff delivering interventions. Timetable written to reflect allocation of key staff. Monitoring of delivery and recording of Interventions. Analysis of intervention data of rates of progress.	Vice Principal	September 2016
A. High levels of progress in Maths for PP pupils in Ks3 and Ks4	Allocated time for staff lead on interventions to meet with SLT lead to monitor impact	Allocated time to complete close monitoring and opportunity to feedback findings focuses thinking and reduces pressure on intervention lead. Increases opportunities for professional discussions and challenge outcomes.	Timetable allocation to support this. Scheduled meetings in line with Fixed Line Management structure. Clear expectations of information required. Actions from meetings / discussions logged and reflected on in subsequent meetings.	Vice Principal	Nov 2016, Jan 2017, April 2017, June 2017.

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. High levels of progress in Maths for PP pupils in Ks3 and Ks4	Weekly 1:1 or small group sessions with maths specialist teacher.	Targeted Maths interventions to accelerate learning. This has proven to be effective based on data from 2015 – 2016.	Timetable to reflect time allocation for staff delivering the intervention. Data tracking to show impact of input. Termly review of progress. Structured conversations with parents of targeted students.	Maths Lead	Jan 2017; April 2017 and July 2017.
A. High levels of progress in Maths for PP pupils in Ks3 and Ks4	Introduction of Conquer maths across Ks3 and Ks4. Digital technology used to supplement teaching of numeracy.	Feedback from evaluations by other schools using this system provides evidence of the impact on progress of students.	Discussions with MAT academies who have used the programme to identify any potential barriers for implementation. Data tracking of students to show impact of the programme Training of Teachers and TAs delivering the programme.	Maths Lead SLT	Jan 2017; April 2017 and July 2017.
B. Improved rates of progress across Ks3 and Ks4 for high attaining PP students	CPD for Ks3 staff on chosen accreditation ie verification, moderation, using course specifications	Data of attainment in Ks4 has been impacted by insufficient time for students to complete the quantity of units required to achieve higher levels of qualifications. By introducing accreditation in Ks3 will provide opportunities for high achieving students to be challenged. 'Banking' units of credit in Ks3 to be built on in Ks4. This will raise the attainment data in Ks4.	CPD for Ks3 staff to deliver accredited courses. Peer to peer support. Work with SET Maths/ SEN lead to identify the most appropriate accreditation. Use data to identify the target group of students. Data tracking to show impact of the delivery of accredited courses. Discussions with staff delivering courses of any potential barriers to implementation and delivery.	Faculty Leads SLT	January 2017 June 2017
Total budgeted cost					£15,000

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
C. Reduction in classroom based behaviour incidents in Ks4 of PP pupils.	Tracking of incidents linked to students, year groups, key stages, location and timings. Analysis to identify 'hot spots'. Re-allocation of staffing where required. Reward systems implemented for positive outcomes. House system introduced to provide peer pressure and competitiveness to improve.	Learning is supported when the incidence of low level disruption is minimised to promote engagement and concentration. By identifying the cause this then can be addressed by effective deployment of staff, predetermined seating plans, reward systems to reinforce appropriate behaviour. This has been proven in Ks3 with a core of students making progress when these strategies employed. Students taking responsibility for behaviours which may cause disruption or upset. Peer mentoring has proven successful in Ks5. Feedback from students following a House system introduced July 2016 when students responded positively to peer pressure and a feeling of letting the 'house' down. Monitoring exercises provides evidence of students making progress when environment is purposeful and stimulating with low levels of disruption.	Half termly analysis of behaviour incidents compiled by behaviour manager and shared with SLT. Interventions put in place to address any areas of concern. Discussions with Academy Council to ensure analysis is giving them the information they require. Termly reports to Academy Council presented by Behaviour manager where challenges are responded to. Analysis of ongoing monitoring by SLT	Behaviour manager SLT	Oct 2016 Dec 2016 Feb 2017 April 2017 June 2017 July 2017

<p>D. Improved attendance rates for PP students especially in Ks4</p>	<p>Frequent analysis to identify concerns. First day absence phone calls. Home visits if persistent absence. Alternative timetables. Student / Parent / Academy Agreement</p>	<p>Absence in Ks 4 results is students missing key components of course work which has a direct impact on success in gaining accreditation. Ks4 data analysis July 2016 is evidence of this. Students with high absence rates tended to make least progress against projected targets and did not complete course work or units of work which impacted on the completion of accreditation. Home visits increased the attendance of key students as parents were made to be accountable. Alternative timetables for students finding it difficult to engage with academic subjects enabled a more balanced curriculum for these students. This increased attendance rates and engagement of individual students. For students who continue to find it difficult to attend daily making parents, students accountable of their own responsibilities. This became a partnership with parents recognising the need to engage. Requirements for 2 weekly meetings gave more opportunities for focussing on the positives rather than the negatives. Evidence of previous successes of this method.</p>	<p>Outcomes of first day absence phone calls logged and shared with pastoral tutors and SLT EWO involvement if and when required. Attendance playing part of Safeguarding meetings to triangulate any concerns. Half termly attendance analysis. Attendance linked with behaviour addressed at weekly SLT meetings. Briefings with staff Monday and Thursday raising awareness of staff of any attendance issues. Attendance reports to Academy Council. 100% attendance celebrated in celebration assemblies with rewards for 100% attendance</p>	<p>Attendance officer SLT</p>	<p>September 2016 – July 2017 ongoing monitoring. Half term attendance reports.</p>
---	---	---	--	--	--

E. Improved parental engagement of parents / carers of PP students	Embedding of structured conversations with parents as standard practice	Evidence in termly AfA report that engagement of parents increased accountability for supporting learning beyond the classroom. Ownership of learning. Learning supporting activities in the home and community.	Time allocation for staff to organise and arrange structured conversations. Refresher training for staff who require it and for new staff. Monitoring of structured conversation reports and frequency of meetings.	Faculty Leads AfA Coach	November 2016 February 2017 April 2017 June 2017
Total budgeted cost					£10,115
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?
Skilled staff to support mental health and well-being of our students	Inset training day (4 th January 2017) for all staff based on case studies of current student concerns. This will be delivered by Clinical Psychologist.	Increased number of incident recording sheets and cause for concern forms highlighting physical, emotional and behaviour incidents. Unless the emotional and mental health and well-being of the student is addressed their ability to access education and make progress will be impacted. These barriers to learning must be removed.	Discussion with Clinical Psychologist to ensure training will meet our desired outcomes. All staff will contribute to the writing of case studies based on current student issues. Ongoing discussions with staff to review success and impact. Monitoring of Behaviour analysis each half term to track incidence of self-harm, behaviour incidents and emotional support.	SLT Dr J Shand	April 2017
Total budgeted cost					£2,000
Calculated using ever 6 FSM data collected in January and is based on £935 per pupil: Total budgeted cost					£27,115

B. Summary information for 2015 - 2016					
School	Walton Hall Academy				
Academic Year	2015 - 2016	Total PP budget	£29,920	Date of most recent PP Review	July 2016
Total number of Ks3 Ks4 students	81	Number of students eligible for PP	32	Date for next internal review of this strategy	July 2017
LAC students in Ks3 Ks4	4	£3,450 and £730 additional funding	Grand total: £34,073	Reviews for LAC students are submitted termly	
LAC students in Ks5	3				

c. Review of expenditure				
Previous Academic Year		2015 - 2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To close the gap between PP students and other groups of students in reading, spelling and maths.	Identifying staff to lead, deliver and monitor the delivery and impact of interventions. Staff training to deliver Wave 3 interventions Purchase of IDL licences	A full review of the current provision and delivery of interventions was carried out. Audit of staff skills and strengths to ensure matching of skills to interventions being delivered. PP students who received Wave 3 interventions for maths have made accelerated progress and are working towards L1 accreditation. All students accessing reading and spelling wave 3 interventions made some progress. This was the same for PP and non-disadvantaged students. In a sample of 17 PP and non-disadvantaged Year 10 students accessing IDL to improve reading and spelling: Reading: 94.11% and Spelling 64.71% of students made increases of between 4 and 16 months progress	Essential to match skills of staff to the interventions being delivered. Close monitoring of delivery and impact needed. Students need to access IDL at least 3 times per week. Progress was accelerated when continued in the home. Structured conversations need to focus on the need for parents / carers to be actively involved in their child's learning. Need to identify parents / carers who will need structured conversations in the Autumn term.	£2,000 annual subscription for AfA £200 licence fee for IDL Teacher and TA costs
Improve parental engagement in the learning process of students	All staff completed training on Structured conversations.	AfA coach delivered training for structured conversations. Staff completed a module of study on 'The Bubble' to support training and further extend knowledge Staff supporting the identified AfA targeted students held structured conversations with parents / carers. Only 37.5% of structured conversations were held.	Time allocations and time frames need to be given to staff to support structured conversations to take place. Use of review process and parent meetings to introduce and extend opportunities for structured conversations to take place. The need for all staff to embrace this and embed into practice – revisit the benefits with all staff and make it the 'norm' rather than the 'desired'.	Teacher and TA costs

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved maths skills for Year 9 students	1:1 tuition delivered by a maths specialist teacher to identified students not making adequate progress to achieve projected targets at the end of Ks3	Progress of students participating compared to peers not participating was high. This was supported by data tracking using RAG rating. More PP students who received Wave 3 interventions for maths compared to their peers have made accelerated progress and are working towards L1 accreditation.	It was apparent that many students lost skills over the summer holiday period and needed to 're-learn' skills. There is a need for parents/carers, through structured conversations, to recognise and buy into continuing the support in the home environment. Staff will need to provide summer study packs to support this. This will be implemented in 2016 – 2017.	Tuition costs for 1:1 teacher £3,510

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase confidence and self-esteem. Adopt a positive attitude to challenge and adventure. Develop communication, problem solving, leadership and teamwork skills	Participation in a residential activity experience	To enable students to interact with peers on an equal level. The students made significant progress in many areas identified but in particular in the area of teamwork which was an identified area of difficulty. Physical skills in a number of activities enabled taking on a leadership roles which had a significant impact on communication skills, confidence and self-esteem. These improvements were transferred into the classroom environment and general approach to tackling new learning experiences and interactions with peers.	This made a significant impact on PP and non-disadvantaged students which transferred directly into the school environment. Confidence to tackle difficult learning tasks and new skills has improved and students are more willing to voice opinions. The emotional well-being of students both PP and non-disadvantaged greatly improved. Students more confident in themselves. We will continue with this strategy.	£2,000

D. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.