

Secondary Phase - Pupil Premium Projected Spend 2017/18

Pupil Premium Grant received 2017-18 for Secondary phase: £ 352,495

Breakdown of Pupil Premium pupils at Bloxwich Academy secondary phase (2017-2018).

Year Group	Number of Pupils	Percentage of Cohort
7	109	73.2%
8	81	84.4%
9	62	62%
10	91	68.4%
11	89	73.6%
Overall Total	432	72.1%

Strategies to be implemented in 2017/18

Many of the successful strategies employed last year will continue and will be developed further, to suit the emerging needs of the diverse cohort, in addition to the strategy points below.

Strategy/Action Point	Outcomes/success criteria/measuring impact
<ul style="list-style-type: none"> Behaviour Interventions including the use of the satellite centre Pastoral programmes in success centre Attendance officer deployment Attendance reward trips and incentives Aspirational and cultural trips Uniform supplied for pupils in need 	<p>Reduce exclusions and time away from lessons Reduction in the % of PP exclusions.</p> <p>Pupils develop better behaviour for learning, case studies to see impact of sessions.</p> <p>Reduction in number of PP pupils in the PA category (<90%)</p> <p>Give pupils a better perspective of life outside of the community.</p> <p>Establish a larger Duke of Edinburgh cohort.</p> <p>Build confidence and remove a barriers impacting on attendance.</p>
<ul style="list-style-type: none"> Fresh Start and Accelerated Reader Numeracy Catch-up 	<p>Reading ages of PP increase rapidly.</p> <p>Progress towards baselines/flight paths and all pupils becoming 'green'.</p>
<ul style="list-style-type: none"> Afterschool activities and clubs 	<p>Creating a positive ethos towards the school and a desire to attend.</p> <p>Increase fixture in sports to build a stronger sense of belonging and making a positive contribution.</p>
<ul style="list-style-type: none"> Continue to make the progress of FSM and PP groups a high priority and key indicator for all staff across the school 	<p>Continue to develop data tracking system to include both FSM and PP.</p> <p>Compare the FSM and PP sub-groups in all leadership talking children and national challenge meetings.</p>
<ul style="list-style-type: none"> Robust monitoring system for support staff High quality training of support staff Performance management of support staff to be linked to PP outcomes 	<p>Support staff contributing more to the delivery of high quality support during lessons.</p> <p>Up skilling and supporting colleagues with gaps in knowledge.</p>
<ul style="list-style-type: none"> Appoint coaches for English and Science support Ensure PP pupils are targeted with existing interventions and coaching in maths Additional teaching groups in core subjects at KS4 	<p>Additional capacity sought to support the learning in core subjects.</p> <p>PP pupils are selected for year 11 interventions</p> <p>Progress over time of the targeted groups monitored by line managers.</p> <p>Smaller class sizes allowing more time per pupil in lesson, increasing targeted support and improving outcomes.</p>
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<ul style="list-style-type: none"> Expand coaching model across the core subjects and especially in Science Ensure PP pupils are targeted with existing interventions and coaching 	<p>Additional capacity sought to support the learning in core subjects and remedy underperformance.</p> <p>PP pupils are selected for year 11 interventions</p> <p>Progress over time of the targeted groups monitored by line managers.</p>
<ul style="list-style-type: none"> CPD programme to focus on vulnerable groups 	<p>Staff have better understanding of individual needs of pupils.</p> <p>Impact measured through whole school monitoring system.</p>
<ul style="list-style-type: none"> Middle leaders ensure all of their departments track groups of pupils in their own tracking systems Analysis of groups in each subject Talking children at department level 	<p>Development of departmental trackers.</p> <p>Middle leaders have a heightened awareness of the progress of the groups within their subject areas.</p> <p>Middle leaders put strategies in place to address issues at a department level.</p>
<ul style="list-style-type: none"> Promote the <i>'quality first teaching'</i> ethos Introduce department reviews of AFL practices to improve areas of weakness 	<p>Performance management review cycle to evidence individual teacher impact.</p> <p>Improving the outcomes of PP disproportionately through quality first teaching.</p> <p>All departments show improvements in AFL practices over time.</p> <p>Pupil progress in increased rapidly.</p>
<ul style="list-style-type: none"> Revision workshops on how to use the resources out of school for the purpose of revision CPD for staff to use within subject areas – specifically on developing revision techniques 	<p>Increased attainment in mock examinations.</p> <p>Increased attendance to half termly revision sessions.</p> <p>Increase attainment in end of year examinations.</p>
<ul style="list-style-type: none"> Additional ICT facilities and access to internet based materials Develop homework club before and after school to allow access to ICT facilities Breakfast club 	<p>Increased attendance to homework club.</p> <p>To ensure pupils are nourished and ready to learn. Increase engagement in lessons.</p>
<ul style="list-style-type: none"> Uniform supplied for pupils in need 	<p>Build confidence and remove a barrier for impacting on attendance.</p>