

The Crest Academy E-ACT Academy Pupil Premium Strategy

1. Summary information					
School	The Crest Academy				
Academic Year	2018/19	Total PP budget	£394,570	Date of most recent PP Review	June 2018
Total number of Y11 pupils SGH	207	Number of pupils eligible for PP SGH	85	Date for next internal review of this strategy	RAB Term 1 September 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in English and maths (4-9)	61%	28%
% achieving in English and maths (5-9)	48%	18%
% achieving the Basics plus three others (4-9)	53.23%	23.97%

3. Desired outcomes

Barrier	<i>Desired outcomes</i>	<i>Success criteria</i>
•	To reach target for all GCSE subjects at EOY11 and EOY13	All Year 11/13 students to, at the very minimum, make expected progress and meet targets. The majority of students to make good progress. The academy to improve results and exceed previous targets.
•	To raise attendance to 96% or higher	All children to have over 96% attendance. All children and parents to be sufficiently challenged, supported and held to account in order to this. Utilise SOL tracker and work with SCH.
•	To ensure students have access to a wide range of enrichment opportunities	All students to complete EACT passport. All students to attend some form of enrichment throughout the year
•	To develop student leadership and effectively fulfil the academy's mission statement and improve aspirations	All students to have leadership opportunities across the academy. To provide leadership training for students and an effective programme of leadership opportunities and develop high aspirations and the embodiment of PRAISE
•	To ensure children have high aspirations and a rich school experience through participation in an effective careers programme	To continue to offer trips and visits and maintain links with universities and businesses to enhance pupil experience and raise aspirations. To develop a whole school programme of Careers support, guidance and information
•	To reduce exclusions (Internal, FTE and PEX)	Development of in-house support known as the Crest Academy Transformation Centre
•	To ensure MH issues are dealt with effectively and managed appropriately by staff and children.	To continue with MH pilot and ensure that all pastoral staff are trained MHFA by 2019. To ensure students have access to high quality counselling services. Children and families to feel well equipped with tools to support their own mental health and wellbeing.
•	To improve EOY11 results and progress for SEND students	To ensure that children on the SEND register are effectively supported to make progress

4. Planned expenditure					
Academic year : 2018 - 2019					
Barrier					
1) To reach target for all GCSE subjects at EOY11 and EOY13					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	Intervention (holidays, Saturdays, mornings and after school)	Year on year improvement in results is evidence that additional classes support our students to make progress and hit target grades	Weekly RSG Meetings for Year 11 and 13	SGH	Staff salaries
	Curriculum changes and additions		Data Harvest half termly analysis and follow up	SWC	Food for students
	EAL teacher for added capacity to develop alternative curriculum		RAB Visits		Pet-Xi intervention
					Subscription to new subjects and training for staff

2) To raise attendance to 96% or higher					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	EWO support from Brent	Persistent and targeted support for students has a proven impact on attendance	Weekly attendance tracker KPI Weekly analysis and follow up in ELT and pastoral meetings Weekly assemblies Weekly tutor time focus Parent meetings Late detentions E-ACT SL meetings	ECO DWH	SOL Tracker and staff training
	Attendance trips and rewards				Rewards
	SOL Tracker with support and training for staff				EWO Support

3) To ensure students have access to a wide range of enrichment opportunities

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	<p>Trips and Visits</p> <p>External facilitators</p> <p>Drop down days</p> <p>Greenhouse Table Tennis and Basketball coaching</p>	<p>Our students rarely have the opportunity to visit places outside of the school catchment area. Doing this provides them with context for their subject learning, enriches their learning experiences and develops their social and cultural capital.</p> <p>Group and 121 training, coaching and mentoring by specialised coaches from Greenhouse</p>	<p>Support will be provided for Risk assessments and the organisation of the trips (including extra adults)</p> <p>Monitoring of all spending by HT to ensure resources are only purchased when required.</p> <p>Subject leaders to conduct resource audits for their curriculum areas.</p>	<p>VMC</p>	<p>Transport</p> <p>Trips</p> <p>External facilitators</p>

4) To develop student leadership and effectively fulfil the academy's mission statement					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	Staff TLR to lead student leadership and develop programme	Improved leadership opportunities will impact positively on student aspirations and in turn student results and Behaviour. Students will improve their ability to self regulate	Tracking of student data- academic, behaviour and achievement points Student evaluations		Staff salaries
	External facilitators to lead training				External facilitators and training
	Leadership accreditation courses				Medals, badges and prefect ties
	Rewards				

5) To ensure children have high aspirations through participation in an effective careers programme					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	Trips and Visits	High quality careers guidance supports the school mission and provides students with opportunities, information and effective guidance so they are aware of all potential pathways	Support will be provided for Risk assessments and the organisation of the trips (including extra adults)	PMO	Trips
	Curriculum enrichment				Transport
	Assemblies External facilitators				External facilitators

	Futures Week		Monitoring of all spending by HT to ensure resources are only purchased when required. Subject leaders to conduct resource audits for their curriculum areas.		
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6) To reduce exclusions (Internal, FTE and PEX) and improve Behaviour					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	<p>Staff TLR to lead rewards Development of the Transformation Centre provision</p> <p>Transformation Centre staffing (external facilitators and in school behaviour intervention Manager)</p> <p>Resources/ furniture</p> <p>Pastoral Manager KS5</p> <p>New IEU Manager</p>	<p>Focusing on positive behaviour leads to positive behaviour being increased</p> <p>Students who are excluded from, school end up in prison, involved in crime or dead. Vulnerable students need support to stay in school, and be successful following an alternative curriculum with bespoke support</p>	<p>SRG Meetings</p> <p>Weekly analysis of behaviour data</p> <p>Comparison of year on year behaviour and exclusions data</p> <p>Termly evaluations</p> <p>Case studies</p>	<p>ECO</p> <p>SAL</p> <p>MAP</p> <p>CCO</p>	<p>Staff salaries</p> <p>External facilitators</p> <p>Rewards and trips</p> <p>Resources</p> <p>Furniture</p>

7) To ensure Mental Health issues are dealt with effectively and managed appropriately by staff and children.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	In school counsellors x2	Student feedback is positive Reduced FTE, IEU AND PEX over two years	SRG Half termly Safeguarding checks by SCH	EMA	Staff salaries
	NLP Counsellors x2				

8) To improve EOY11 results and progress for SEND students					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost
	Lexia and accelerated reader LSA Support (salary x1) EAL Teacher salary x1 Extra English and maths lessons Functional Skills in English and maths Achievement centre soft room RA tests	Improved RAs across all key stages Improved GCSE results in headline figures-above NA	RAB Visits System leader Visits Half termly data analysis	EMA	Staff salaries Lexia and accelerated reader Intervention costs

5. Review dates and expectations

All provision is reviewed at least termly (6 times a year) at data drops and as part of the Regional Achievement Boards held at each Academy each term.

Provision for individual therapies or interventions are measured using different assessment criteria and an 'entry ticket' and 'exit ticket' is assigned to each.

If children have not met the expected standard or made the expected progress then they will be discussed at pupil progress meetings and more appropriate provision will be put in place to ensure that they make better than expected progress.

Throughout the year additional resources will be purchased from the PP budget to ensure that it is spent in its entirety on PP children.