



Pupil Premium Strategy 2016-17

1. Summary Information					
Name of School	Carrick APA				
Academic Year	2016-17	Total PP Budget	£7830.75	Date of most recent PP review	Sep 16
Total number of students	5 pupils currently on roll 10 pupils over the Academic year, including 5 Y11 pupils.		Date of next PP review	Sep 17	



2. Current Attainment (predicted grades out of the Year 11 PP students – only 4 entered)	
Entered for 5+ GCSE or Equiv	100% (4/4)
5+ A*-C	0% (0/4)
5+ A*-C En Ma	0% (0/4)
5+ A*-G	0% (0/4)
1+ A*-G	100% (4/4)
En A*-C	25% (1/4)
Ma A*-C	50% (2/4)
Sci A*-C	50% (2/4)
En A*-G	100% (4/4)
Ma A*-G	100% (4/4)
Sci A*-G	100% (4/4)
En Avg points (adjusted to new scale)	3
Ma Avg points (adjusted to new scale)	1.5
Sci Avg points (adjusted to new scale)	4
En and Ma L1	100% (4/4)
En and Ma L2	50% (2/4)
Pass in any qualification	100% (4/4)
Avg points (adjusted to new scale)	2.2
Avg points for all achievements (adjusted to new scale)	2.2



3. Barriers to Achievement	Outcomes
Internal Barriers (issues to be addressed in school eg poor literacy skills)	
<p>A. Lack of engagement [in some subjects.]</p> <p>B. Increased provision to support this vulnerable group of young people.</p>	<ul style="list-style-type: none"> • Planning scrutiny by senior team and Principal each half term to ensure that all subject areas are planning and differentiating to meet the needs of this group in Wave 1 lessons. • Teaching staff to create a Pupil Premium Action plan together to address additional needs in their lessons each term – impact monitored by RB. • SENCo; as part of their role is PP Champion. This involves monitoring progress, learning walks and monitoring the impact of the student support programme. • ‘Ring fence’ a TA [September 2017] going forward to ensure that a bespoke student support programme is introduced to support this group of young people. PP and PP+ students have the opportunity daily 1:1 support, in addition to their lessons. • Rigorous work scrutiny ongoing to include looking at pupils eligible for PP and PP+ are making the expected progress in all subject areas. • Termly pupil progress meetings carried out by the Principal and VP with additional staff to identify groups or individuals that maybe falling down and
External Barriers (issues which also require action outside school e.g. attendance)	
<p>C. Attendance – current PP attendance is 86% which, although above MAT expectation is lower than national average at 91.2%</p>	<ul style="list-style-type: none"> • Use of a school tutor to conduct initial phone calls, followed FSM carrying out home visits in order to ascertain why the student is failing to attend and produce a plan to reengage.



NB. – We consider all of our pupils to be eligible for pupil premium spending even if the paperwork doesn't support this – hence all students obtain the support that pupil premium dictates.

4. Planned Expenditure					
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for all					
Desired Outcome	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?
Adopt reading recovery scheme across the school		To increase the reading confidence and resilience of our pupils Giving our young people the skills, confidence and willingness to read aloud and for fun.	Targeted Reading Recovery scheme, to form a significant part of the student support 1:1 programme and expose you people to reading. Analysis of attainment outcomes via termly data.	RT – English lead	Half termly initially.
To provide additional support to our young people, based on need		Giving this vulnerable group an opportunity to develop their English and Maths skills on a 1:1 basis.	'Ring fence' a TA [September 2017] going forward to ensure that a be-spoke student support programme is introduced to support this group of young people. PP and PP+ students have the opportunity daily 1:1 support, in addition to their lessons.	RT – English lead	Half termly initially.
Use of school SIP to objectively analyse what's on offer and provide support/guidance.		SIP support has been of enormous benefit historically.	Ensuring I have clearly identified areas to be discussed during SIP time.	RB	Once a term – 1 st one being in October 2017.
Total Budgeted Cost					£1500 for the first year
ii. Targeted Support					



Desired Outcome	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?
Improved rates of progress for in Literacy for all PP students	Develop Reading recovery scheme for all pupils	Targeted development of key skills to support the PP group across the school.	This will form part of the School Development plan. Organise the timetable to ensure staff delivering have adequate time to prepare, record and evaluate. Tutors to liaise with the pupils receiving the 1:1 support intervention.	RT / RB	Establish for Sept 2017 Review half termly initially
Improved rates of progress for in Literacy for all PP students	Marking for Literacy to be introduced across the curriculum from September 2017.	Develop pupils English skills in other subjects and giving pupils an opportunity to write for longer periods of time.	Marking for English will be undertaken in subjects every two weeks. This will be evaluated and work scrutiny to identify themes and best practice by English lead and Principal. Time given to staff meeting to upskill all staff on the quality of marking and feedback necessary to develop English across the curriculum.	RT / RB	Monitoring timeline shared in July 2017. Annotated feedback shared with individual teaching staff and Governors.
Total Budgeted Cost					£1500



iii. Other Approaches					
Desired Outcome	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?
Improved rates of progress in Literacy for all CiC students	Develop Reading recovery scheme for all CiC pupils. PP+ funding to be used [where appropriate through the EPEP bidding system to CiCESS]	Targeted development of key skills to support the CiC group daily.	This will form part of the School Development plan. Organise the timetable to ensure staff delivering have adequate time to prepare, record and evaluate. Tutors to liaise with the carers of pupils receiving the 1:1 support intervention. This 'long term' intervention to be properly documented on a PEPs and shared with CiCESS, social workers and other appropriate agencies.	RT / RB	Establish for Sept 2017 Review half termly initially
Meet the targets as identified in a pupil's EHC plan.	Bespoke 1:1 support for pupils who have been allocated an EHC plan.	Targeted development of key skills bespoke to individual pupils	This will form part of the School Development plan. Marry activities linked to individual EHC plans. Tutors to liaise with the carers of pupils receiving the intervention.	RT / RB	Establish for Sept 2017 Review half termly initially
Total Budgeted Cost					£1500



5. Review of Expenditure				
i. Quality of Teaching for all				
Desired Outcome	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
Targeted bespoke support for vulnerable group.		Yes, and this will be enhanced during the next academic year.	This is to be continued this year with a HLTA ring faced to deliver a student support 1:1 programme.	0
Teachers attend relevant courses e.g. RT SENDCO, RB – completion of NPQH		Yes – SEND students better supported, since Christmas	Ongoing	SEN 0.4 non contact time – covered by HLTA. 7364 for the Academic year. SEN award 1800 NPQH 1300 10464
Use of our SIP to objectively analyse what's on offer and provide support/guidance.		Whole school support has impacted upon all aspects of School life.	Y	825
Teachers use planning effectively to help pupils learn well. Teachers feedback well, in line with school policy and pupils use this feedback to improve.		Half termly planning scrutiny – looking at differentiation and meeting pupils needs. Expectation that books / folders will be scrutinised by Principal, Leaders, RSL's and Governors. [Focusing on pupil commitment to improving their work, responses to marking and dialogue with teaching staff.]	Continue	0



Teacher's develop pupils' reading, writing and communication skills well across the curriculum.	Opportunities for marking for English across the curriculum and the development. This is to be monitored every two weeks.		
The school continues to provide accurate and upto date information to parents / carers and relevant stakeholders.	Information to be shared with parents half termly. For CiC information to be shared at half termly PEP meetings or reviews as best practice.	Continue	0
Governors continue to hold the Principal and Leaders to account over deployment of adults, disadvantaged pupil progress and value for money.	PPSG is an opportunity to challenge the Principal over whole school effectiveness. Principal to continue in providing a robust and comprehensive evaluation of the school's effectiveness each half term.	Continue	0
ii. Targeted Support			
Desired Outcome	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
Use of rewards to promote motivation.	It is felt that this particular means of rewarding students wasn't a success.	Not to be used again – we will consider differing rewards to meet the needs of our students	204

Total spend: ££11,493