



# GRACE ACADEMY SOLIHULL PUPIL PREMIUM STRATEGY 2018-19

## 1. Summary Information

<b>School</b>	Grace Academy Solihull				
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	£380 000	<b>Date of Most Recent PP Review</b>	July 2018
<b>Total Number of Pupils</b>	755	<b>Number of Pupils Eligible</b>	424 (56%)	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Current Progress and Attainment

<b>Results 2017/18</b>	<b>Non PP students at Grace Academy</b>	<b>PP students at Grace Academy</b>	<b>National Average for all students</b>
Progress 8 score average	0.00	0.10	0.00
Attainment 8 score average	5.0	4.7	4.5
% Achieving 5 Level 4 GCSE's and above Incl EM	46.5%	48.8%	39%
% Achieving 5 Level 5 GCSE's and above Incl EM	65.1%	75.6%	62%

## 3. Barriers to future attainment (for students eligible for PP including high ability)

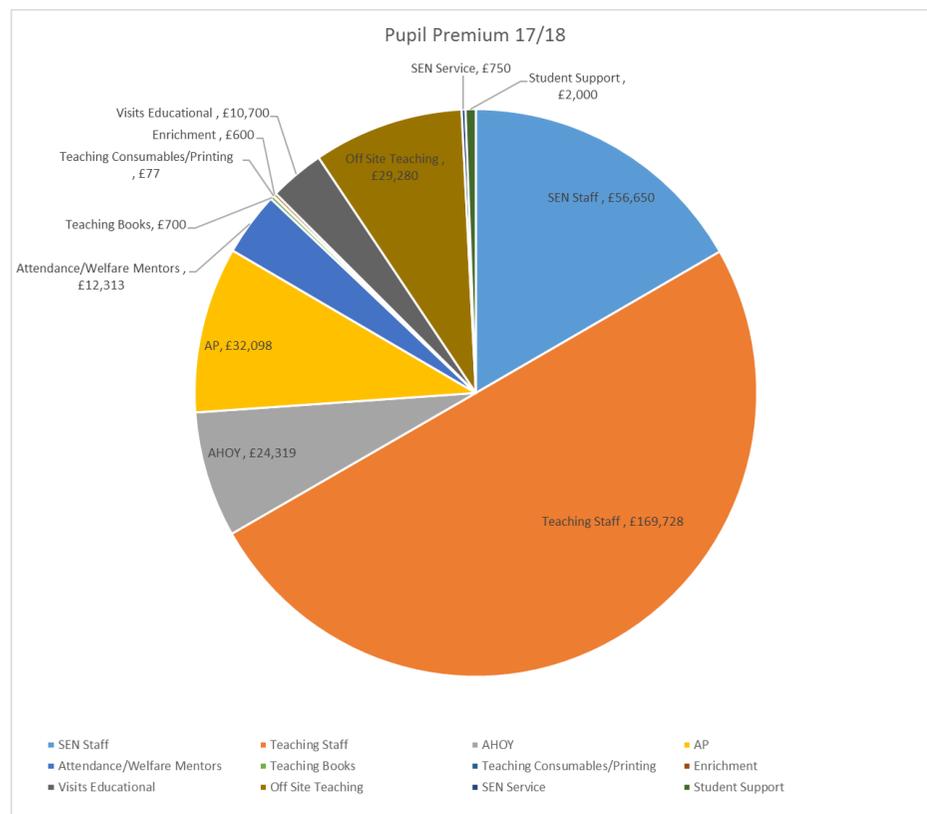
<b>In-school barriers</b>	
<b>A</b>	Attitude to Learning concerns with a small group of students (mostly eligible for PP) beginning to affect their own academic progress and that of their peers. Improve provision to educate students in good behaviour for learning.
<b>B</b>	High attaining students who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4. Improve progress and attainment of more able DA students particularly across KS3.
<b>C</b>	A small cohort of PP students entering Year 7 from primary have lower Literacy skills than that of other non PP students. This is limiting progress in Year 7. Increase reading ages (skills) of students below floor level (90). to improve progress of PP Y7 students.
<b>D</b>	In order to ensure PP students make progress in line with non PP student's a focus on strategies to raise progress and in humanities and D&T at KS4 for PP students.
<b>External Barriers</b>	
<b>E</b>	Attendance rates for students eligible for PP are 94.61 (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average, in particular PP boys 94.57.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	Progress of PP boys in KS3 matches progress of non PP boys in KS3	Assessment Point data demonstrates progress of non PP matches PP students in KS3. Lower consequences and rates of FTEs for DA boys in KS3
B	Progress and attainment of Higher Ability PP students are in line with national averages	Assessment point data (teacher assessments) begin to close the gap between HA PP and HA non PP. Y11 GCSE results will show a closing of the gap.
C	Increase reading ages (skills) of students below floor level. (90) to improve progress of PP students.	Retest catch-up students (7-9) to measure progress. Reading ages have improved to above floor level.
D	Progress and attainment of PP students in humanities and D&T are in line with non PP and closer to national averages.	Assessment Point data demonstrates a closing of the gap of progress of PP student's in Progress and attainment of PP students in humanities and D&T are in line with non PP and closer to national averages. Y11 GCSE results demonstrate a decreasing gap.
E	Attendance for PP students rising to over 95%	PP boys Assessment point data show an increase in progress and attendance reaches 95%.

5. Examples of Planned Expenditure					
Academic Year		2018-19			
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.					
<b>i Quality of teaching for all</b>					
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?
High attaining students who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4. Improve progress and attainment of HA PP students particularly across KS3.	Training and focusing of T & L staff to differentiate and improve progress of HA PP students. ALP programme lead to track and monitor HA PP students and share information with HODS, interventions and support to be added where appropriate.	2018 results HA non PP students out performed HA PP students, data dashboard show small gap between HA students non PP and PP	Monitoring of students' progress at each AP point, regular progress walks to ensure appropriate teaching being delivered.	OAK/KWI	Nov 2018, Jan, July 2019

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 implementation?
Improve provision to educate students in good attitude to learning in KS3.	Develop a Supported Learning Hub/ Inclusion	Attitude to Learning concerns with a small group of Year 8 boys (mostly eligible for PP) beginning to affect their own academic progress and that of their peers.  Higher Y8 consequences and short term Internal exclusion placements.	Monitoring of students' progress at each AP point and monitoring of Fixed/Permanent exclusions and IE placements at KS3.	MGO/KWI/JHU	July 2019

### ACTUAL SPENDING 2017-18



### FORECAST FOR SPENDING 2018-19

ITEM	COST
SEN Support	30000
Teaching and Learning	180000
Pastoral Support	25000
Interventions and Planning	35000
Attendance/Welfare Mentors	6000
Teaching Consumables/Printing	1500
Visits Educational	250
Off Site Teaching	40000
Student Support	250
Inclusion unit	62000
<b>Total Forecast as at 31/08/19</b>	<b>380000</b>