

Pupil premium strategy statement

1. Summary information					
School	University of Chester Academy Northwich (updated 10/09/2018)				
Academic Year	2018/19	Total PP budget	£	Date of most recent PP Review	06/18
Total number of pupils	380	Number of pupils eligible for PP		Date for next internal review of this strategy	01/20
2. Current attainment					
		Pupils eligible for PP (your school – CAS RoL)		Pupils not eligible for PP (your school – CAS RoL)	
% achieving 9-4 in English and Maths		44%		70%	
% achieving 9-5 in English and Maths		21%		39%	
% P8 0.0 or positive in English / Maths		En32% Ma47% 30% EnMa		En67% Ma67% 53% EnMa	
Progress 8 score average		-0.29 (-0.34*)		0.68 (-0.12*)	
Attainment 8 score average		36.5		45.6	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Prior attainment in all year groups is significantly below national with more students in the low and middle prior attainment bands in all year groups.				
B.	Behaviour incidents resulting in students being placed in the ARCH is greater amongst pupils eligible for PP by 52%/48% ARCH students and 69%/31% ARCH days				
C.	52% of pupils in year 7 and 55% of pupils in year 8 entered the Academy with literacy and/or numeracy below national				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					

D.	Attendance of pupils eligible for PP is 92.8% when compared to 96.6% non PP pupils within the Academy (summer census).
E.	Engagement of parents/carers in their child's learning

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Pupils eligible for PP make expected progress or better – all year groups.	The difference in attainment between pupils eligible for PP and those who are not diminishes within the Academy and against national non PP, in all subjects and all year groups. APS and A8 for pupils eligible for PP increases – year 11. P8 for pupils eligible for PP is positive or close to 0 – year 11.
B.	Behaviour for learning amongst pupils eligible for PP improves in all year groups.	The number of days pupils eligible for PP are placed in the ARCH or being issued FTEs reduces. ATL reported for pupils eligible for PP each LP improves.
C.	The standard of literacy and numeracy amongst students in KS3 eligible for PP/catch up premium improves such that they meet national age expectation.	LP data indicates that pupils with low prior attainment in English and maths in KS3 make rapid progress towards national age expectation.
D.	Attendance amongst pupils eligible for PP improves in all year groups.	The difference in attendance between pupils eligible for PP and those who are not diminishes within the Academy and against national non PP.

E.	Increased engagement of parents in their child's learning.	Participation in 'Achievement for All' (SSIF) 100% uptake of SIMs Parent App and engagement in the content Parent education evenings
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5. 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.					
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?
Pupils eligible for PP make expected progress or better – all year groups	Embedding effective collaborative learning	EEF Toolkit: collaborative learning +5 months	SLT Monitoring/Lesson observations/curriculum review	VP Curriculum	Termly

Pupils eligible for PP make expected progress or better	Extended School day - Homework club twice a week supported by TAs P6 in place	After school programme to encourage students academically and to provide a stimulating environment and activities (£18 per day EEF) EEF toolkit: Small group tuition +4 months, homework +5 months; extending school time +2 months	Timetable and staff rotas SIMs module - Interventions	ELE	Each LP
The standard of literacy and numeracy amongst students in KS3 eligible for PP/catch up premium improves such that they meet national age expectation	Improve digital technology in homework club	Motivation for more practice and individualised learning (£300 per pupil EEF) EEF toolkit: Digital technology +4 months	Reasonable timescale for quotations, purchase and use Network statistics – student usage	ELE	Termly review
	Continued focus on assessment for learning	EEF Toolkit: feedback +8 months	SLT Monitoring/Lesson observations/curriculum review	VP Curriculum	Termly

	Expand accelerated reader provision	A careful diagnostic and reading comprehension programme to ensure that texts are challenging but not overwhelming (~£48 pp) EEF toolkit: Reading comprehension +5 months	Timetabled library lesson and frequent assessment opportunities linked to the rewards system	HoD English	Termly review
	Additional 2 lessons/cycle of literacy and numeracy for KS3 cohorts not meeting national expectation in English and/or maths	EEF toolkit: small group tuition +4 months; phonics +4 months; reading comprehension strategies +5 months; mastery learning +5 months	SLT Monitoring/Line Management	VP curriculum VP achievements and standards	Each LP
Total budgeted cost					£100,500

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?
Behaviour for learning amongst pupils eligible for PP improves in all year groups	Connect 5	Parental engagement and Social & emotional programmes are associated and reported with improvements EEF Toolkit: social and emotional learning +4 months; Parental involvement +3 months	SIMs school report (within SIMs) Using SIMs to record and monitor behaviours across the academy	ELE	Each LP

Attendance amongst pupils eligible for PP improves in all year groups	EWO Visyon CBT RESPECT Mindfulness Learning Support 1:1 Alternative provision	One to One support as need dictates to improve emotional and behaviour disorders of individual students EEF Toolkit: social and emotional learning +4 months behaviour interventions +4 months; self-regulation +8 months; individualised instruction +2 months		AP Standards and Achievements	Each LP
					£28,500
iii. Other approaches					
Desired outcome	Pastoral and Curriculum Student Voice	Reducing challenging behaviour through rewarding working hard and being a good citizen EEF toolkit: Behaviour interventions +3 months	SIMs report (externally written) SIMs school report (within SIMs) Using SIMs to record and monitor behaviours across the academy	AP Standards and Achievements	weekly

