

1. Summary information			
<b>School</b>	Global Academy		
<b>Academic Year</b>	2018/19	<b>Total PP budget</b> £49,000	<b>Date of most recent PP Review</b> September 2018
<b>Total number of pupils</b>	301 (151 KS4)	<b>Number of pupils eligible for PP</b> 25 (10 HA 9 MA)	<b>Date for next internal review of this strategy</b> July 2019
2. Current attainment * Provision , not all results received			
			<i>Pupils eligible</i>
			<i>Pupils not eligible for</i>
<b>Progress 8 score average</b>	N/A		
<b>Attainment 8 score average</b>			26
<b>% basics 9-4 English and Maths</b>			53%
<b>% basics 9-5 English and Maths</b>			13%
<b>% basics 9-7 English and Maths (focus on HA)</b>			0%
			47%
			25%
			2.8%
3. Barriers to future attainment (for pupils eligible for PP)			
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>			
<b>A.</b>	Although DAs attendance is slowly improving, existing factors (social, emotional, curriculum etc) affecting the attendance of our DAs		
<b>B.</b>	Low resilience and aspiration of some of our High Attaining DA students		
<b>C.</b>	Inconsistent support during lessons affecting academic outcomes		
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>			
<b>D.</b>	Limited extracurricular and enrichment opportunities		

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> <li>• Improve attendance rates</li> <li>• Reduce PA absence</li> </ul>	<ul style="list-style-type: none"> <li>• 90% before December 2018 and aligned to non DA attendance by end of Summer 2019</li> </ul>
B.	<ul style="list-style-type: none"> <li>• Improved DAs academic outcomes, ensuring that high attainers systematically reach their full potential (reducing the attainment gap between DAs and Non DAs with similar starting points)</li> <li>• Accelerated progress of DAs from baseline on entry.</li> <li>• DAs more resilient and becoming risk takers both academically and socially</li> </ul>	<ul style="list-style-type: none"> <li>• HA (DA) students achieve in line with Non DA HA students</li> </ul> <p><i>Book monitoring</i></p> <ul style="list-style-type: none"> <li>• Increase of % of DA students leading discussion or some aspects of the lessons</li> </ul>
C.	<ul style="list-style-type: none"> <li>• Teachers use information about DAs effectively to provide rich and bespoke learning experiences</li> <li>• Personalised approaches and resources focussed on DAs needs apparent during lessons</li> <li>• DA students are systematically challenged during lessons and teachers expectations always match their potential</li> </ul>	<ul style="list-style-type: none"> <li>• Focussed lesson observations demonstrating an increase of rich and bespoke experiences and challenging learning outcomes</li> </ul>

<p><b>D.</b></p>	<ul style="list-style-type: none"> <li>• Analysis to identify DA's needs around cultural and professional gaps.</li> <li>• Implement bespoke interventions to narrow the gaps between DAs and Non DAs (Extracurricular activities, cultural visits, work experience, bespoke IAG)</li> <li>• Monitor impact of curriculum and interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Gap analysis in place</li> <li>• Attendance and participation at various interventions, including feedback from DAs about their learning experiences and any added value (enrichment)</li> <li>• Positive student voices regarding enrichment</li> <li>• Curriculum modification focused on DAs' needs</li> </ul>
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<b>5.</b>	<b>Planned expenditure</b>
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<b>Academic Year</b>		
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<b>i. Quality of teaching for all</b>
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Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Ensure teachers use information about DAs effectively to provide rich and bespoke learning experiences</p> <p>Additional LSA</p>	<p>DAs HAS outcomes improved over time</p>	<p>Exam data shows that DAs, particularly high attainers do not reach their full potential compared to Non DAs.</p> <p>13% DA HA students achieved 9-5 E &amp; M compared with all students 25%</p> <p>9- 7 E &amp; M</p>	<ul style="list-style-type: none"> <li>• Establish accurate baseline from entry points (CATs GL)</li> <li>• Effective target setting based on KS2 data and baseline data</li> <li>• Regular progress checks, resulting in bespoke interventions for DA students</li> </ul>	<p>JV HOY</p>	<p>During learning walk and data points</p>

				Budget cost	£30000
<b>ii. Targeted support (<i>attendance , resilience and enrichment</i>)</b>					
Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?		
DA students receive support and help to ensure high attendance	DA students attendance in line with national	Some DA attendance is low compared with similar non DA students	<ul style="list-style-type: none"> <li>Regular monitoring of attendance groups</li> </ul>	SM KM	Half termly
DA students have equal opportunity to the enrichment/ professional opportunities	DA students receive financial support to access opportunities	DA student voice taken during review indicated students not getting all access to opportunities	<ul style="list-style-type: none"> <li>Analysis of enrichment and work experience participation</li> <li>Student voice</li> </ul>	SM JA	Half termly
				Budget cost	£17 000
<b>iii. Other approaches (<i>partnerships</i>)</b>					
Action	Intended outcome	What is the evidence and rationale for this choice			

Use the external counsellor to help vulnerable DA students	Using independent service to help student engagement	Feedback from DA student voice that they wanted service to help with mental health	<ul style="list-style-type: none"> <li>• Ensure counsellor is aware of DA students</li> <li>• Gain confidential feedback</li> </ul>	SM	Half termly
				Budget Cost	£2 000
				Total budget cost	£49 000

6 Review of expenditure				
Previous Academic Year			Evidence from 2017-18 PPG	
<b>iv. Quality of teaching for all</b>				
Action	Intended outcome	Estimated impact: Did you meet the success?	Lessons learned (and whether you will)	Cost
	Learning Performance – additional English, Maths & Science classes during spotlight week - MET fees	DA students achieved well compared to Non DA students at 9-4 English and	Need greater depth of detail in the identification of students prior	£7 500
<b>v. Targeted support</b>				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	Dedicated in class support by LSA	DA students to make equal progress	Further development of differentiation for DA students	£25 000
<b>vi. Other approaches</b>				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Enable DA students to attend extra-curricular trips – Letton Hall, V &amp; A, Rock Assembly , Science Museum</p> <p>PE kit provided and Uniform</p>	<p>Students were not disadvantaged by curriculum time activities</p>	<p>Yes, but more targeted</p>	<p>£5 000</p>
			<p>Total</p>	<p>£37,500</p>

**7 Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

A new SLT established from 16<sup>th</sup> April 2018, this is an evaluation of the previous year 2017-18. The new SLT recognises rapid and decisive actions had to be taken in light of the poor outcomes of DAs in the Summer 2018 results. Worked closely with an external consultant to look at