



Pupil premium strategy statement Jewellery Quarter Academy

1. Summary information					
School	Jewellery Quarter Academy				
Academic Year	2017/18	Total PP budget	£221,595	Date of most recent PP Review	n/a
Total number of pupils	346	Number of pupils eligible for PP	237 (68.5%)	Date for next internal review of this strategy	Feb 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving above or expected levels of progress in English	96.86%	89.11%
% achieving above or expected levels of progress in Maths	98.65%	96.03%
% achieving above or expected levels of progress in core subjects	94.02%	90.76%
% achieving above or expected levels of progress in talent subjects	76.66%	75.82%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils 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.
C.	Disengagement of a small group of Year 9 and Year 10 pupils (mostly eligible for PP) leading to behavioural issues is having a detrimental effect on their academic progress and that of their peers.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 1.5 % below that for non PP pupils.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. Extra teaching staff will be recruited to reduce class sizes and extra teaching assistants will run an extra 2.5 hours of literacy each week. This will be evidenced using accelerated reader assessments and English written assessments..
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3. Extra teaching staff will allow smaller class sizes to ensure pitch is at a high level.
C.	Behavioural issues of Year9 and 10 addressed.	Alternative curriculum offered for those students who are becoming disengaged from learning. Fewer behaviour incidents recorded for these pupils on the school system
D.	Increased attendance rates for pupils eligible for PP.	Overall attendance among pupils eligible for PP improves from 95.83% to 97.28% in line with non PP pupils.

5. Planned expenditure					
Academic year		2017/18			
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?
A. Improved Year 7 literacy progress	Reduce class sizes	We want to offer high quality teaching to all these pupils to drive up results. The reduction of class sizes will aid more 1:1 teacher support in the class room	Formal lesson observation procedure will ensure there is a high quality of teaching and learning in every class room.	Head of T and L	Feb 18
A. Improved Year 7 literacy progress	Additional literacy support	An extra 2.5 hours a week literacy support to be provided for weak students,.	SENCo and HOEnglish to monitor attainment levels Use of Accelerated Reader data	Head of English/SENCo	Feb 18
B. Improved progress for high attaining pupils	Ensure lessons are delivered that are aimed at high attainers.	By having smaller class sizes set to ability the pitch of a lesson can be at a top level .	Formal lesson observation procedure will ensure there is a high quality of teaching and learning in every class room.	Head of T and L	Feb 18

c. Increase engagement for a group a Y9 and Y10 students.	Increase opportunities for talent based subjects to offer activities in class and after school	If students are enjoying participating in an activity they are more likely to be engaged.	In class activities monitored through lesson observations Extra curricular monitored through learning walks.	Head of T and L	Feb 18
Total budgeted cost					£130,000
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?
c. Increase engagement for a group a Y9 and Y10 students.	Provide an alternative curriculum that offers opportunities for practical work outside of the class room environment	Students will have an interest in the subjects on offer that will provide a real pathway to an identified career.	Regular visits and communication with the external provider and continual quality assurance checks with the students.	SENCo	Feb 18

c. Increase engagement for a group of Y9 and Y10 students.	Provide an academic mentor to work with students to remove the barriers to learning	Students will be supported in and out of lessons to encourage them to complete homework and to go over any work.	Use of the data tracker will indicate if progress is being made. This will ensure that the correct approach is being taken for each student.	SENCo	
Total budgeted cost					£85,000

iii. Other approaches

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?
D. Increased attendance rates	Support worker employed to monitor pupils and follow up quickly on truancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.		Pastoral Lead	Feb 18
Total budgeted cost					£6,500

6. Review of expenditure

Previous Academic Year					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	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

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ii. Targeted support

Desired outcome	Chosen action/approach	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

iii. Other approaches

Desired outcome	Chosen action/approach	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

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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk