

1. Summary information					
School	Morton Academy				
Academic Year	2016/17	Total PP budget	145392.50	Date of most recent PP Review	Sept 2016
Total number of pupils	548	Number of pupils eligible for PP	144	Date for next internal review of this strategy	Feb 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	36	58
% achieving expected progress in English / Maths (2015/16 only)	50 English 33 Maths	77 English 55 Maths
Progress 8 score average (from 2016/17)	-0.44 (2015/2016) -1.1 current	0.1 (2015/2016) -0.5 current
Attainment 8 score average (from 2016/17)	39.2 (2015/2016) 32.4 current	52.9(2015/2016) 44.6 current

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.	The gap between PP and NPP is closing, but it needs to be reduced even more. Specifically for those who are high achieving.
C.	Behaviour issues in Year 9 (mostly eligible for PP) are having 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 90.5% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average in progress and attainment.
4. Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than NPP pupils, so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using reader and spelling assessments and English written assessments in October, March and June. It will be evidenced in numeracy with specific question assessments.
B.	Improved rates of progress across Year 11, high ability PP students are to have a Progress 8 score above 0, would indicate they have made the same progress as NPP. Maths and DT indicated weaker performance with PP students in 2015/2016 exams. A whole school focus would be to look at the progress which students are making after the November 2016 mocks, in particular for those subjects which are exam based to assess student's ability to complete exams. As they will not have coursework to support them in their final outcomes. 	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they are not, departments are putting in place specific interventions; PP students are monitored by heads of departments, SLT meet regularly to discuss progress and attainment and the Pupil Premium Coordinator meets every term with HOD to discuss PP students who are a concern to put in place interventions/ strategies. All PP are prioritised to receive extra English and Maths interventions during Team Time every day, they have mentors, they receive revision books in English and Maths, revision sessions are held after school and during school holidays. SLT hold extra parent's evenings to discuss student's progress and their targets.
C.	High Exclusion rates for PP students compared to non PP across both KS3 and KS4	Reduced numbers and lengths of exclusion for PP students compared to previous years and against national average for PP and non PP. (Without changing recording practices or standards). Current Year 9 have the highest FTE for 2015-2016 (11) therefore they are a focus group to reduce the number of exclusions on.
D.	Increased attendance rates for pupils eligible for PP across both Key Stages.	Reduce the number of persistent absentees (PA) among pupils eligible for PP by a further 9% or better. Academic Year 15/16 showed an improvement of 7.7% for PP PA dropping from 36.7% to 29%. This year the goal is to achieve at least a 9% improvement.

5. Planned expenditure

Academic year

2016/17

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?
To Improve progress in literacy for Y7	<p>Students entering with a raw score of 95 and below receive quality intervention on a weekly basis. This is carried out by qualified staff for Literacy.</p> <p>Three Teaching and Learning reviews are carried out to monitor the quality of teaching and learning of PP students and whole school approaches- Literacy/ Numeracy. Bespoke CPD offered to all staff by the Teaching and Learning team. Staff coaching is carried out across the Academy to share good practice and to ensure all staff.</p> <p>All Year 7 students complete an assessment on entry in both Maths and English to set on ability. New triads groups within teaching to share good practice and to monitor the teaching of PP.</p>	<p>We want to ensure that all students who enter the Academy are caught up to their peers in Literacy and Numeracy in order for them to access and be successful in the Curriculum which we offer.</p> <p>We want to offer high quality teaching to all these pupils to drive up results. CPD is selected by staff depending in their needs in teaching and their interests. Triad observations and staff coaching will allow a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development. It also allows for our staff to share their good practice and for continuity across the Academy.</p> <p>Assessment on entry allows for students to be set according to their ability and it also allows for students to settle quickly from transition.</p>	<p>A central tracking system will be set up to track and monitor those students who receive intervention. This will allow for the effectiveness to be monitored but also to flag up those students who are not being successful and for interventions to be put into place quickly.</p> <p>Staff are offered three workshops a week to attend as part of CPD. These sessions are selected from evidence gathered from the T&L review. Staff are to try new teaching strategies and techniques in their lessons and this will be observed during coaching and triad observations. The Teaching and Learning team monitor the effectiveness and create action plans on how to move forward.</p> <p>Students have a half term assessment each half term. They also have termly assessments where there is a data collection. Teachers raise concerns at SIG and SLT meetings which happen on a regular occurrence. Ron Jones also monitors the setting of students and moves accordingly.</p>	<p>FCH/ RM/ CM/ LM</p> <p>ME</p> <p>Rob Jones</p>	Termly

<p>To improve progress in numeracy for Y7</p>	<p>Students entering with a raw score of 95 and below receive quality intervention on a weekly basis. This is carried out by qualified staff for Numeracy.</p> <p>Three Teaching and Learning reviews are carried out to monitor the quality of teaching and learning of PP students and whole school approaches- Literacy/ Numeracy. Bespoke CPD offered to all staff by the Teaching and Learning team. Staff coaching is carried out across the Academy to share good practice and to ensure all staff.</p> <p>All Year 7 students complete an assessment on entry in both Maths and English to set on ability. New triads groups within teaching to share good practice and to monitor the teaching of PP.</p>	<p>We want to ensure that all students who enter the Academy are caught up to their peers in Literacy and Numeracy in order for them to access and be successful in the Curriculum which we offer.</p> <p>We want to offer high quality teaching to all these pupils to drive up results. CPD is selected by staff depending in their needs in teaching and their interests. Triad observations and staff coaching will allow a combination of pedagogical knowledge and subject knowledge, and involved both external contributors and peer support. These things are said to be effective in the Teacher Development Trust research review on professional development. It also allows for our staff to share their good practice and for continuity across the Academy.</p> <p>Assessment on entry allows for students to be set according to their ability and it also allows for students to settle quickly from transition.</p>	<p>A central tracking system will be set up to track and monitor those students who receive intervention. This will allow for the effectiveness to be monitored but also to flag up those students who are not being successful and for interventions to be put into place quickly.</p> <p>Staff are offered three workshops a week to attend as part of CPD. These sessions are selected from evidence gathered from the T&L review. Staff are to try new teaching strategies and techniques in their lessons and this will be observed during coaching and triad observations. The Teaching and Learning team monitor the effectiveness and create action plans on how to move forward.</p> <p>Students have a half term assessment each half term. They also have termly assessments where there is a data collection. Teachers raise concerns at SIG and SLT meetings which happen on a regular occurrence. Ron Jones also monitors the setting of students and moves accordingly.</p>	<p>FCH/ RM/ CM/ LM</p> <p>ME</p> <p>Rob Jones</p>	<p>Termly</p>
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<p>To improve outcomes for Year 11 in their Exam performance. High ability achieving students achieve as well as NPP students. PP students perform above -0.3 to perform above national average</p>	<p>PP Coordinator gave staff induction on what we do for PP students at Morton Academy in September 2015 and 2016 inset. Strategies are shared and monitored throughout the academic year. Teaching and learning reviews, along with learning walks are carried out with PP focus. Marking exercises carried out to ensure PP students receive quality marking and feedback.</p> <p>PP students are prioritised to receive extra English and Maths during Team Time. All students have received English and Maths revision guides. Year 11 are taught by strong, established teachers.</p> <p>Mock exams will be marked blindly to ensure fairness and to have a consistent approach.</p> <p>Students are offered and encouraged) parental contact) to attend revision sessions after school and during holidays. PP students have mentors too, to monitor their progress</p>	<p>The gap has been narrowed between PP and NPP over the last five academic years. However, it needs to reduce further. Recent results have shown the gap is closing through current practice and this needs embedded further this year though consistency, monitoring and tracking.</p> <p>Teaching and Learning reviews have shown that staff's quality of teaching has improved by Sutton Trust and OFSTED recommend that quality marking and feedback is important for PP students. Strategies have been shared with staff (marking PP books first, Literacy issues highlighted, verbal and written feedback, green and purple pen feedback, self and peer assessment)</p> <p>Sutton Trust advises that PP students receive extra intervention in order to achieve at the same rate as a NPP student. In particular, PP students are recommended to have extra support with English and Maths, as the PP students are usually those who are Catch up in Year 7.</p> <p>Mock exams are carried out in November/March and in class assessments too. Student's names will be covered when they are marked so that marking can be consistent and fair. Departments have attended exam board courses and United Learning courses on how to apply the new GCSE mark schemes to exam marking.</p> <p>Cumbria LEA (April 2016) advised that parental engagement was a focus for PP students across the board. Therefore, PP student's parents are contacted regularly to attend events and to share information.</p>			<p>November mock</p>
<p>ii. Targeted support</p>					

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?
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<p>To reduce exclusion rates of PP students.</p>	<p>Early Help, where a document is completed to refer for external support, identify needs of child early as possible and identify strategies for support etc.</p> <p>There are regular meetings in HOY and Pastoral meetings to discuss interventions for students who are at risk of exclusion.</p> <p>We offer S19 and S18 to students who are struggling in mainstream to remove barriers from learning and poor behaviour.</p> <p>We organise and offer tailored provisions as appropriate for those students who are at risk of PEX (Progress schools, Pru, Fairfield, Kingmoor and Managed moves)</p> <p>Pupil profiles are created for students in order to share with staff what the student is struggling with and to share and implement strategies across the Academy in order for the students to success.</p> <p>Internal school CIP where pastoral, medical and attendance get together to discuss students of concern and plan interventions etc.</p> <p>The Academy attends CIP Carlisle Inclusion Panel where we share managed moves</p>	<p>Morton Academy's behaviour log shows that students are mostly excluded for refusal to follow instructions and persistent disruption to learning.</p> <p>As an Academy we offer Early Help, S18 and S19 to students who are at risk of FTEX and PEX. These interventions aim to intervene with the student and their issues before exclusion. Students are offered support and guidance in order to improve their behaviour in the Academy.</p> <p>We have a fair and straight forward behaviour policy which every member of staff applies, therefore there is continuity.</p> <p>Pupil Profiles are set up for SEN students, who tend to also be PP students and Catch Up. These have targets and strategies for in class support.</p>	<p>Ongoing internal training for the pastoral team and the staff to manage behaviour appropriately at the sae time as maintaining high standards and expectations. Training will be provided through CPD and internal CIP. JM meets with HOY, a minimum of every second week, to monitor and identify patterns of concern.</p>	<p>JM</p>	<p>Termly</p>
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<p>To reduce the incidents of repeated behaviour in Year 9 that disrupt and prevent the learning of students.</p>	<p>Monitoring consistency of teachers implementing behaviour policies. Ensuring the pastoral teams monitor frequency of behaviour incident and plan early intervention through the Early Help process. Regular positive and negative contact with home. Use of positive incentives for rewards of positive behaviour. Internal monitoring systems, including reports, internal CIP and involvement of external agencies as appropriate.</p>	<p>When analysing the behaviour log, detention and exclusion data the current Year 9 had the highest data. Key offenders were also PP students. Further analysis then showed that they were also the students who were also under achieving academically. The exclusion rates also impacted on attendance.</p>	<p>Termly analysis of data which is used to strategically target through pastoral teams of key students. It is also monitored through the internal CIP. In CIP, JM provides a monthly report per year group and HOY are challenged regarding strategies being used to prevent negative behaviour and its impact.</p>	<p>JM</p>	<p>Termly</p>
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Total budgeted cost

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?
<p>To improve overall attendance of PP students</p>	<p>If a student's attendance becomes a concern the Informal conversations with student takes place, Assemblies, Team Time intervention, etc. If student's attendance falls below 95% Parent/carer invited to attend Level 1 Attendance Panel (AP1) Whether parent attends or not, an action plan is set. Student must achieve 100% attendance for 4 weeks. If a Student does not achieve targets Invite to Level 2 Attendance Panel</p>	<p>PA figures show we are currently above National Average for PP students. Whilst attendance improved for whole school and target cohorts last academic year there was no measurable improvement for PP students.</p>	<p>FCH meets with EL to discuss key students daily. EL also sends out reports regarding year groups, key students and PP students at the end of each day with the headline figures. Attendance team prioritise PP students for daily home visits when absent and intervention panels.</p>	<p>EL and FCH</p>	<p>Termly</p>

	<p>(AP2) Whether parent attends or not an action plan is set. Student must achieve 100% attendance for 6 weeks.</p> <p>If the student does not achieve targets Referral made to Local Authority (LA) for Attendance Review Conference (ARC) LA invites parent/carer to ARC. LA has several options but will usually set another Action Plan for 4/6 weeks.</p> <p>LA decides whether an Action Plan is passed or not.</p> <p>LA decides that Action Plan failed. School issues Penalty Fine for £60 on behalf of the LA to be paid within 21 days, £120 if paid within 28 days.</p> <p>If a student achieves targets; letter sent home to inform of 'Pass' Attendance is monitored and procedures are followed as appropriate.</p>				
To reduce PA for PP students significantly	<p>Monitoring consistency of teachers implementing behaviour policies.</p> <p>Ensuring the pastoral teams monitor frequency of behaviour incident and plan early intervention through the Early Help process.</p> <p>Regular positive and negative contact with home.</p> <p>Use of positive incentives for rewards of positive</p>	<p>14.3% of PP students were excluded in the last academic year.</p> <p>PA affect student's education and their progress across all subjects. It also affects their attendance into the Academy.</p>	<p>Termly analysis of data which is used to strategically target through pastoral teams of key students. It is also monitored through the internal CIP. In CIP, JM provides a monthly report per year group and HOY are challenged regarding strategies being used to prevent negative behaviour and its impact. HOY and SLT carry out 'return to school' meetings to ensure that expectations are clear and to discuss any barriers that the student's feel they have in the Academy. Pupil Profiles are set up to help support the student and the staff.</p>	JM HOY	Termly

	behaviour. Internal monitoring systems, including reports, internal CIP and involvement of external agencies as appropriate.				
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6. Review of expenditure				
Previous Academic Year (2015/2016)				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment across the curriculum	Internal and external CPD Coaching Teaching and Learning Reviews Triad coaching Aspirational introduced SLT evenings with Y11 parents termly Tutor time interventions used Revision resources provided by school Holiday revision programmes Monthly SIGs to review progress Book scrutiny Learning walks	Results for 15/16 improved to 36% A* to C, from 23%. Teaching and Learning Review September 2015 (based on 38 lessons) 25% Outstanding, 59% Good, 8% RI, 8% US. Teaching and Learning Review February 2016 (based on 39 lessons) 23% Outstanding, 51% Good, 13% RI, 13% US. Teaching and Learning Review May 2016 (based on 39 lessons) 39% Outstanding, 49% Good, 7% RI, 5% US. Teaching and Learning Review September 2016 (based on 37 lessons) 41% Outstanding, 32% Good, 24% RI, 3% US.	Overall quality of teaching improved along with improved quality of marking. All of the previous approaches showed positive impact and will be continued but enhanced further with more scrutiny on more able PP students	Mark Evans £15,000
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
Improved Year 7 literacy results	One to one tuition delivered by qualified teacher	Carrie	Intervention is appropriate and solid, however planning and tracking of progress needs to be more robust. Academic year 16/17 will provide further training, internal support and access to excellent practice in other schools.	FCH
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost FCH

Improved Year 7 numeracy results	Summer school programme for Y7 with one intensive week of literacy and aspiration focus and target activities for Y6 teacher to complete prior to summer school.	Linda / Rob	Removal of TA delivering numeracy and taken over by HLTA. New programme to be designed by HLTA and SENCo for Y7 catchup. Intervention is appropriate and solid, however planning and tracking of progress needs to be more robust. Academic year 16/17 will provide further training,	
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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. Further PP information and catch up information can be found on the school website.