



## Pupil Premium at Octagon AP Academy 2018/19

In 2018/19 Octagon AP Academy received £ £36,025 in Pupil Premium funds. We currently have 33 students who are eligible for PP.

- One in Key Stage 2
- Four in Key Stage 3
- Four in Key Stage 4

Our strategy continues to be one in which we strive to provide interventions to all learners who need support in order to improve their educational outcomes. A knock on consequence of this is that other learners also benefit from this support, hence continuing to close the gap between those who receive FSM and those who do not. They will continue to be given opportunities that allow them to believe that they can be successful and achieve their full potential.

Learners at Octagon AP Academy may experience a variety of barriers to learning which are investigated and highlighted through a robust induction process. These include poor attendance, poor literacy and/or numeracy, anger management concerns, low self-esteem and negative attitude to their learning experiences in mainstream education. Some learners also experience mental health difficulties which can result in referrals being made to relevant outside agencies for additional support, for example CAMHS or the Educational Psychology Service.

We measure the impact of these strategies through ongoing tracking of learner progress in a variety of key areas:

- Y11 attainment and in-year progress.
- Improvements in attendance and punctuality.
- Improvements in behaviour for learning.
- Improvements in literacy, numeracy and closing the gap between reading and chronological age.
- Improvements in mental well-being and attitudes to school and self

The following strategies are used to support our learners:

**Behaviour interventions:** We improve behaviour for learning through educational excursions, rewards and weekly enrichment sessions in Key Stage 3. Through positive



relationships with staff, learners begin to manage their behaviour, develop a positive attitude to school life and to learning. Termly CPD 'How well do we know our learners?' gives all staff the opportunity to be aware of barriers learners face and to share strategies that can be used to support overcoming these. Each Learning Group has a Learning Support Professional attached and their invaluable work as mentors on a daily basis ensures consistency is maintained in relation to mentoring and building positive relationships. Weekly phone calls are made to parent/carers to keep them informed of the progress their children are making as well as to raise or share any concerns.

**Feedback:** class sizes are small, enabling regular feedback from teacher to learner. 'Live' marking is used as an effective tool for assessing learner's progress in every lesson. This model helps learners to understand how they are making progress, and develops their ability to assess themselves. They also engage in peer assessment and self-assessment where applicable. This is moderated by the core and non-core lead teachers and ensures students have a clear idea of how they are progressing, areas for improvement as well as celebrating where progress is made. Morning staff briefings are also a forum for staff to discuss students on a daily basis and Learning Guide time is used to discuss behaviour and achievement points allocated each day with the learners in order to maintain a shared dialogue.

**1:1 support:** Some learners have a number of barriers which prevent them from working in groups. We offer 1:1 support from our Learning Support Professionals and teachers on a weekly basis to a small number of learners to teach subjects including English and Maths. Interventions can utilise the IXL on line software which tracks and shows progress for students in literacy and numeracy, Sound Training, Reintegration module, Speech and Language therapy, etc. This timetable is displayed in the staffroom to ensure that all staff are constantly reminded of who is accessing interventions and when. All students are allocated to Wave 1, 2 or 3 and this will influence what interventions they will access and how often.

**Literacy interventions:** All learners are assessed when they arrive at Octagon AP Academy so that we have an understanding of any underlying literacy needs. Learners with a low reading age are referred to the Sound Training programme for a 7-week intervention. The learner's reading age is tested at the beginning and end of the programme to show progress made. A whole school literacy programme had been developed in 2016/17 to ensure that the strategies used in Sound Training are applied across all subjects and this continues in 2018/19. A full evaluation is also due to be completed on the Sound Training programme this academic year. Reading comprehension is also developed through 1:1 interventions and



whole-school strategies. Students reading ages are assessed three times a year and BRAG rated to monitor for progress.

**Therapy:** Where appropriate students are referred to the Educational Psychologist Service in order to ascertain a deeper understanding of any issues not initially evident. Reports are written periodically which can contribute to EHCPs or if not the contents can be used as a support mechanism in order to enable the student to either access the curriculum in a guided way or to give strategies in order to support the learner in how better to manage their behaviours. Referrals for a student to return to mainstream or recommendation for further or additional interventions can also be an outcome from these referrals.

This information is reported to the TBAP Trust Board and LAB members through termly reports.

All LAB reports are published on our website. We also report to parents/carers on how pupils progress during our Structured Conversations conducted by our academy Learning Guides each term as well as through school reports.