

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children’s achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

At The Ebbsfleet Academy we share the vision that students’ progress and attainment should be determined by hard work, ability and merit and not by parental wealth or family background. We are committed to closing the gap in attainment that exist between Pupil Premium and non-Pupil Premium students. In the academic year 2018/19 The Ebbsfleet Academy estimates it will receive £191,009 in funding for Pupil Premium, of which £7,765 is the Year 7 Catch-up premium. Below is a summary of how this money will be spent and the impact it is hoped that it will have on our students.

Strand	Objective	Actions	Investment:
Attendance	Increase attendance among PP students and reduce the number of persistent absences	<p>Identification and Intervention</p> <ul style="list-style-type: none"> - The VP, Attendance Officer, Inclusion Manager WPA EWO meet for an hour fortnightly to identify students who are in need of intervention - The academy employs an external EWO to work with PA students - Educational Welfare Officer to target PP students for attendance intervention - HOH/AP meet fortnightly to review students within their house to agree actions. - Tutors phone home for every student below 96% 5 times a year - VP/HOH/AO conduct attendance panels and at PP students 5 times a year - AO sends absence list daily and HOH and tutors issue absence stickers daily, monitoring their completion weekly - Academy Council attendance panels to be held every 6 weeks targeting PP students with attendance below 94% 20mins 	£25,672

		<ul style="list-style-type: none"> - Attendance officer to make additional phone calls to all PP students on first and subsequent day of absence, followed by a home visit if required <p>Embedding a culture of high attendance across your whole school.</p> <ul style="list-style-type: none"> - Principal to directly line manage inclusion/ Attendance officer this year to increase accountability - AO to publish weekly tutor group and House attendance figures to be published in EA news and displayed outside classrooms - Attendance Officer to maintain 100% attendance board - HOH to monitor the issuing of 100% attendance badges - Attendance reviewed in tutor time weekly - 100% attendance to be rewarded with every student each half term through assemblies - 100% attendance to be used as part of the criteria to celebrate Year 11 success each half term 	
Attainment	Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students	<p>Identification and Intervention</p> <ul style="list-style-type: none"> - Exam analysis meetings conducted in September with DOL's, VP and Principal 6 hours - Principal and VP to meet DOL's 3 times a year after data drops to scrutinise performance of groups 30 mins - Department meetings weekly focus on performance of groups including book looks 1hr - 30 minutes Prep time four days a week focused on embedding knowledge based curriculum - Revision timetable/ expectations for students to complete x10 pieces of independent revision each week, checked by tutors - Additional targeted Maths intervention running weekly in Prep time 20 mins 4 x week. 2 hrs /wk - Masterclass programme in all subjects running afterschool from 3-3.30pm 	£116,775

		<p>Describe how you will support class teaching at KS4</p> <ul style="list-style-type: none"> - Weekly LWs conducted by the Leadership Team and Directors of Learning and reviewed in Teaching and Learning weekly meeting 15 mins - Year 11 attainment, progress and progress is a focus of weekly LM 10min - Additional CPD sessions this year to support and improve whole school teaching 6 hours a year - Improve the quality of learning and teaching and curriculum in Maths to secure better outcomes for PP students. Improving the quality of learning and teaching in Maths through development of an interleaving curriculum, close monitoring of standards by the DOL and LT - Class teachers to continue to give individual feedback to PP students once a term. 15 mins - LT, HOH and SL to mentor targeted underachieving students - Coaching programme led by LT for staff where required 	
Progress	Ensure all students in KS3 have a reading age at or above their chronological age	<p>Identification</p> <ul style="list-style-type: none"> - NGRT for all of year 7 marked by specialist teachers to establish base line reading ability - Weakest 20 readers in each year group targeted and tested half termly using NGRT 30 mins - Progress tracked - Identification of poor handwriting to be addressed by English teachers <p>Intervention Strategies</p> <ul style="list-style-type: none"> - Literacy classes in Year 7 in replacement of MFL - SEN-Co and TA's lead an intervention tutor group with selected students every morning and Prep time - 6th form reading buddies to support weakest readers at KS3 once per week - The English Department to prioritise the teaching of writing this year. English teachers to teach an Expressive writing lesson once a week in Y7, 8, 9. - Phonics instruction for targeted SEND and PP students run in the SEND hub using Ruth Miskin Read Write Inc - EAL students to be provided with additional reading support through the use of the Rosetta Stone programme 	£25,184

		<ul style="list-style-type: none"> - English department to run the Shakespeare for Schools programme and introduce a debate club to promote oracy - 'My teacher is currently reading' displays to be updated every half term - World Book Day to be celebrated on academy day <p>Describe how you will help teachers to develop strategies to support reading development in the classroom</p> <ul style="list-style-type: none"> - All teachers use the same reading techniques (reading rulers, planning with literacy in mind) to ensure students are reading the maximum within lessons - Every subject area has created knowledge organisers, including key terminology, which is learnt by every student on a weekly basis - The Library is open every lunch time to support weak readers. - Weekly reading 'DEAR' time, takes place in tutor time - Expressive writing in English, and cross-subject approaches to spelling and vocabulary instruction, improves all students' writing - All teachers use techniques like 'strong voice' and 'like a scholar' along with cold-calling students to ensure that every student speaks every lesson - Learning walks conducted by LT to focus on progress of groups 	
		<p>Describe what data tools you are using to track pupil progress</p> <ul style="list-style-type: none"> - Principal and VP to meet DOL's 3 times a year after data drops to scrutinise performance of groups <p>Describe what interventions you put in place to support students who are not making expected progress</p> <ul style="list-style-type: none"> - Intervention tutor group has staffing of TA's during Prep time - SEN-Co leads weekly intervention classes with selected students - Department meetings focused on progress of all students - Ensure good/ outstanding teaching across the academy, especially in English, Maths and Science - Science to continue developing standardised lesson sheets for all KS3 lessons to support PP and SEND students 	

		<p>Describe support mechanisms for teaching staff to aid the setting of challenging targets and improved differentiation</p> <ul style="list-style-type: none"> - SEN-Co leads weekly breakfast meetings focused on individual students to discuss progress and strategies. - Teaching of EAL to be supported by the English department 	
Culture, ethos and engagement	Improve engagement among difficult to reach students	<p>Describe any interventions applied to overcome barriers</p> <ul style="list-style-type: none"> - Academy employs 2 Pastoral Leaders and Inclusion Manager to complete referrals for the Early Help system, liaise with difficult to reach families - Continue to develop and strengthen the Lighthouse provision including further personalising of the curriculum for individual students - Academy uses the NWKAPS Alternative Provision and Respite services - Enrichment programme of sport and other clubs to boost engagement - Hardship fund - Academy arranges cultural trips, careers workshops and university visits in Academy Days three times a year - Assistant Principal appointed to raise parental engagement 	£46,599