

Annual Pupil Premium report – September 2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- A. Lower than national literacy and numeracy levels. Students have gaps in core knowledge, skills and understanding which result in below average attainment in English and mathematics
- B. Low aspirations and/or lack of role models in higher education as well as experiences of activities that enrich their lives. As a result, students may arrive at school with too narrow a cultural experience, a lack of knowledge of what is out there and a limited understanding of the world to enable them to access and achieve in the curriculum.
- C. Students may encounter difficulties to access all the academy has to offer due to poor attendance and access to the social, emotional and material needs to support learning. Examples range from having the right uniform, equipment and educational materials that support learning to support with study at home.

Priorities to improve the outcomes for students eligible for the pupil premium include:

PP01 Teaching: ensuring effective teacher is in front of every class, and that every teacher is supported to keep improving. Further improving the attainment and progress of students both in English and Maths focusing on narrowing the gap between disadvantaged and their peers.

PP02 Targeted academic support: targeted academic support within wave 2 intervention in the class as well as how to link one-to-one or small group intervention to classroom teaching. Provision of tutoring, collaborative learning and platforms to enhance support for individuals.

PP03 wider strategies: removing the non-academic barriers to success in school: attendance, behaviour and social and emotional support. Creating and developing cultural capital of students so that all, particularly those who are entitled to the pupil premium funding are able to place knowledge into broader contexts and improve their comprehension, inference and numerical skills.

Intended outcomes

PP01 Increased proportion of DAS learners achieving the basic measures, particularly in English and mathematics, and narrowing the gap to non- disadvantaged students nationally.

PP02 Improved outcomes across the whole curriculum (See A8 and P8) and increased engagement and participation in extended learning activities

PP03 improve overall attendance and reduce persistent absence for disadvantaged students

The total PP allocation for 2020/21 is £357,648- to spend 37,181

Strategy	Cost	Success Criteria	Evaluation
Support development of bespoke teaching strategies for wave 1 high quality teaching and targeted wave 2 academic support in classroom and blended learning through development of PP profiles and training	25000	<ul style="list-style-type: none"> Quality of resources enhanced. Enhanced levels of staffing. 1:1 teaching provided for some PP students. Priority feedback in class. Priority feedback in books. Priority questioning in class. Closing of gaps in all subjects between pp and non pp students Increase the numbers of PP students taking Trilogy Science 	
Purchase of GCSEPOD to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4	Paid previously... usage to be reviewed next year	<ul style="list-style-type: none"> Students and staff are accessing GCSEPOD and using it effectively to maximise progress. Support materials for revision and extension so PP students are working inline or better than expected in core subjects. 	
My tutor	5100	<ul style="list-style-type: none"> Students to make progress in line or better than non pp students in Maths and Science 	

Subject based initiatives and enrichment to support individuals in all year groups (bids) Subject resources for unattended lessons	8430	<ul style="list-style-type: none"> • Subject specific progress to be good and in line with non-PP students. Increased participation rates. Improved attendance rates for targeted students. • To close gaps caused by attendance and increase confidence and learning 	
<ul style="list-style-type: none"> • Targeted academic support 			
Create a bespoke curriculum for a vulnerable group of Yr7 students – Nurture group	£30000 staffing £500 resources	<ul style="list-style-type: none"> • Attendance at least in line or better than non PP students especially in KS4. Reduction in numbers of PP students with negative achievement/behaviour ratio; • PP students secure a greater number or proportion of rewards in each year group or in specific subjects; • PP students achieve at least in line with or better than their peers- particularly in maths and English. 	
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2020	£4950 50%	<ul style="list-style-type: none"> • 15 trained students mentor 15 Vulnerable students in Yr7 as a result Attendance, behaviour and progress will be in line with or better than non PP. • Improved attendance, A2L and attainment of mentors and mentees 	
Holiday and Saturday sessions offered for PP students in Y11 Trial of Staff Twilight sessions – targeted wave 3 intervention	£200 Rewards £5000 Staffing £3000	<ul style="list-style-type: none"> • PP attendance is above non PP • Progress for PP students in bucket 3 subjects is in line or better than expected • Progress in Maths is inline or better than expected • Progress in English in line or better than expected 	
Reduced class sizes in maths and English in Yr11 –	£60000	<ul style="list-style-type: none"> • Improved the quality of teaching and learning and improved quality of feedback / one to one teaching 	

<p>Additional teaching groups created including:</p> <p>Teaching support in years 7-9 English and maths during tutorial time</p> <p>Small group work withdrawal session for PP students working below target in maths</p>	<p>£25000</p> <p>£25000</p>	<p>support for learners. Additional staffing, resources and additional support targeted at PP students.</p> <ul style="list-style-type: none"> • Provided support in L&N such that levels of progress in both increase, the achievement gap is diminished and is in line or better than national expectations • PP students are working at age related expectation or better by the end of the year 7 	
<p>Use of a range of reading and comprehension strategies focus on the learners' understanding of written text. (Lexonik and Accelerated Reader)</p>	<p>£3000</p>	<ul style="list-style-type: none"> • Improved reading comprehension and pupils' reading capabilities. • Improved progress and attainment 	
<p>Bespoke Wave 2 intervention strategies within classroom</p>	<p>15000</p>	<ul style="list-style-type: none"> • To improve outcomes in lessons and diminish the difference between disadvantaged and non-disadvantaged. 	
<p>Contribution to enrichment activities for Creative Arts</p>	<p>1500</p>	<ul style="list-style-type: none"> • All PP students participate in at least one club or enrichment activity each term; Greater nos or proportion of PP students lead in KS4 • Increase outcomes in open bucket 	

<p>PP academic mentor- to work 1:1 supporting PP most vulnerable students.</p> <p>Attendance officers</p> <p>Mentors</p>	<p>35000</p> <p>500 rewards</p>	<ul style="list-style-type: none"> • Significantly enhanced CSH team specifically targeting PP students to ensure PP students attendance is in line with or better than non PP. • To ensure PP students' behaviour is in line with or better than non-PP. • To increase achievements so that PP students is in line with or better than non-PP. • To increase outcomes so that PP students is in line with or better than non-PP • To increase PP students attendance in line with non-PP 	
<ul style="list-style-type: none"> • Wider strategies: removing the non-academic barriers to success in school 			
<p>Increase the capacity within the Pastoral and Raising Standards Team to provide additional specific provisions to support the attendance of PP students.</p> <p>Councillor</p> <p>Whole school behaviour training</p>	<p>£90 000</p>	<ul style="list-style-type: none"> • Improved attendance and punctuality of year groups and individuals. • Improved parental engagement and attendance at parents' evenings and meetings to support the child. • Improved early targeted intervention for PP students. • Improved Early help support for PP students 	
<p>Uniform and access to school fund</p>	<p>5000</p>	<ul style="list-style-type: none"> • Students in all year groups are able to attend school and lessons in the correct uniform • Enable the raising of standards team to provide support to ensure positive outcomes for 	

		disadvantaged learners via a selection of approaches including eg bus passes for PP students	
Breakfast club/ Catering incentive/ rewards	1000	<ul style="list-style-type: none"> Improved attendance, punctuality and A2L in line with non pp students. 	
Bespoke tutor groups for year 10 and 11	14000	<ul style="list-style-type: none"> Improved attendance, punctuality and attitude to learning to be at least in line with non PP students Improved engagement with all subjects 	

Pupil premium expenditure 2019/2020 and impact

Strategy	Cost	Success criteria	Evaluation
Teaching			
Subject based initiatives and enrichment to support individuals in all year groups (bids)	£6000	<ul style="list-style-type: none"> Subject specific progress to be good and in line with non-PP students. Increased participation rates. Improved attendance rates for targeted students. 	Data showed that on average PP students were 0.64 below non PP. The exception was in Drama where students were PP students were above average
Purchase of GCSEPOD to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4	£6000	<ul style="list-style-type: none"> Students and staff are accessing GCSEPOD and using it effectively to maximise progress. Support materials for revision and extension so PP students are working inline or better than expected in core subjects. 	Engagement with GCSEpod has been high in English, History, Geography and Science – which has been used to provide remote learning during lockdown..

PP students identified and higher profile in class and when delivering feedback	£400 stickers	<ul style="list-style-type: none"> Progress of PP students in inline or better than expected in English and maths: 	<p>All students identified and all teachers profile the students.</p> <p>Maths and English Lit were 0.55 below Non PP. English Lang was 0.48 below PP</p>
Bespoke teaching strategies for wave 1 high quality teaching.	25000	<ul style="list-style-type: none"> Quality of resources enhanced. Enhanced levels of staffing. 1:1 teaching provided for some PP students. Priority feedback in class. Priority feedback in books. Priority questioning in class. 	CPD for all staff carried out until Feb-. This will be refreshed and continued after lockdown.
Targeted academic support			
Create a bespoke curriculum for a vulnerable group of Yr7 students – Nurture group	£30000 staffing £500 resources	<ul style="list-style-type: none"> Attendance at least in line or better than non PP students especially in KS4. Reduction in numbers of PP students with negative achievement/behaviour ratio; PP students secure a greater number or proportion of rewards in each year group or in specific subjects; PP students achieve at least in line with or better than their peers- particularly in maths and English. 	<p>The nurture group has provided effective support to those vulnerable students.</p> <p>The nurture group average progress was -0.375 as opposed to the whole cohort of -1.40.</p>
Peer coaching initiative – Franklin Scholars. Train 15 Y10 PP students to become peer coaches to mentor 15 Y7 students in Sept 2018	£4950 (to be 50% funded in 2017/18)	<ul style="list-style-type: none"> 15 trained students mentor 15 Vulnerable students in Yr7 as a result Attendance, behaviour and progress will be in line with or better than non PP. Improved attendance, A2L and attainment of mentors and mentees 	<p>15 students trained unfortunately it didn't have time to embed before lockdown.</p> <p>Due to the change of years this will have to be repeated with another year group to run.</p>
Holiday and Saturday sessions offered for PP students in Y11	£200 Rewards	<ul style="list-style-type: none"> PP attendance is above non PP Progress for PP students in bucket 3 subjects is in line or better than expected 	PP students preparation was disrupted by Covid 19- sessions did start Feb 2020. There was a good

	£5000 Staffing	<ul style="list-style-type: none"> Progress in Maths is inline or better than expected 	<p>turn out English and Maths (although still higher non PP attendance)</p> <p>Progress in Maths was 0.29 for non PP but it was -0.26 PP. Progress in Open Element was -0.07 for non PP but -0.61 for PP. Showing a gap between the two cohorts</p>
<p>Reduced class sizes in maths and English in Yr11 – Additional teaching groups created including:</p> <p>Teaching support in years 7-9 English and maths during tutorial time</p> <p>Small group work withdrawal session for PP students working below target in maths</p>	<p>£60000</p> <p>£25000</p> <p>£25000</p>	<ul style="list-style-type: none"> Improved the quality of teaching and learning and improved quality of feedback / one to one teaching support for learners. Additional staffing, resources and additional support targeted at PP students. Provided support in L&N such that levels of progress in both increase, the achievement gap is diminished and is in line or better than national expectations PP students are working at age related expectation or better by the end of the year 7. 	<p>CPD of all staff was revisited every half term up to Feb 2020 to target individual students.</p> <p>79% of students in year 7 were working at age related expectation in term 4 before lockdown.</p>
Use of a range of reading and comprehension strategies focus on the learners' understanding of written text. (Lexonik and Accelerated Reader)	£3000	<ul style="list-style-type: none"> Improved reading comprehension and pupils' reading capabilities. Improved progress and attainment 	Accelerated reader embedded, weekly library lessons ensure all students have the opportunity to access the tests

Bespoke Wave 2 intervention strategies within classroom	15000	<ul style="list-style-type: none"> To improve outcomes in lessons and diminish the difference between disadvantaged and non-disadvantaged. 	Training of staff in morning QOT focused staff on targeted students. This had to be stopped due to social distancing.
Contribution to enrichment activities for Creative Arts	1500	<ul style="list-style-type: none"> All PP students participate in at least one club or enrichment activity each term; Greater nos or proportion of PP students lead in KS4 Increase outcomes in open bucket. 	Interrupted by Covid-19 measures a new plan needed going forward
PP academic mentor- to work 1:1 supporting PP most vulnerable students.	35000 500 rewards	<ul style="list-style-type: none"> Significantly enhanced RSI/RSM team specifically targeting PP students to ensure PP students attendance is in line with or better than non PP. To ensure PP students' behaviour is in line with or better than non-PP. To increase achievements so that PP students is in line with or better than non-PP. To increase outcomes so that PP students is in line with or better than non-PP 	Attendance was 88% for PP vs 93.6% for non PP. Outcomes in all year groups were lower for the PP cohort.
wider strategies: removing the non-academic barriers to success in school:			
Increase the capacity within the Pastoral and Raising Standards Team to provide additional specific provisions to support the attendance of PP students.	£90 000	<ul style="list-style-type: none"> Improved attendance and punctuality of year groups and individuals. Improved parental engagement and attendance at parents evenings and meetings to support the child. Improved early targeted intervention for PP students. Improved Early help support for PP students. 	PP attendance impacted by Covid-19 new plan and way forward required. Attendance was 88% for PP vs 93.6% for non PP. Although lockdown was an issue a rethink and strategy on the plan is needed.

Reward good A2L for PP students –	£1000	<ul style="list-style-type: none"> • Increased rewards for PP student PP as a proportion of all issued PP students secure 2x as many as non PP. • Improved attendance and attitude to learning for identified students. • Reduction in negative C's being awarded • Reduction in FTE for PP students 	<p>Attendance was 88% for PP vs 93.6% for non PP.</p> <p>Work needs to continue on this for next year since lack of routine was a key factor.</p>
Uniform and access to school fund	£5000	<ul style="list-style-type: none"> • Students in all year groups are able to attend school and lessons in the correct uniform • Enable the raising of standards team to provide support to ensure positive outcomes for disadvantaged learners via a selection of approaches including eg bus passes for PP students 	<p>Positive introduction of new uniform. Although in lockdown at end of year this should continue to improve students attendance by feeling part of the school community.</p>