

PP REVIEW 2019- 2020

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lesson Learned	Cost
<p>A -The size of the gap between the attainment and progress of PP/non-PP-eligible students has been reduced. However, this reduction is minimal and needs to improve further.</p> <p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>A whole school ‘teach first’ approach to T&L</p> <p>Intervention at KS4</p>	<p>A whole school ‘teach first’ pedagogical approach has been taken. Teaching and learning model reviewed and specific pupil premium strategies are deployed each half term and monitored within observation, learning walks and book trawls</p> <p>PP students are asked questions first and their books are marked first by all teachers. The use of the new teacher folders has also meant all teachers have an awareness of which students are identified as PP and can tailor their lesson planning and delivery to accommodate their needs.</p> <p>Intervention at KS4 – a mixture of after-school intervention classes to close gaps between students’ Target Grade and current WAG.</p>	<p>Extra focus and awareness from classroom teachers, HOD, HOS and HOY on how best to push and support PP students through a clear guided teaching model.</p> <p>The data for KS4 Non-PP and PP students, using EVA, is:</p> <p><u>Year 11</u></p> <p>English: PP (-0.15) Non-PP (-0.26) Maths: PP (-1.23) Non-PP (-1.48) Ebacc: PP (-0.70) Non-PP (-0.69) Open: PP (+0.13) Non-PP (-0.02)</p> <p><u>Year 10</u></p> <p>English: PP (-0.73) Non-PP (-0.68) Maths: PP (-0.35) Non-PP (-0.6) Ebacc: PP (-0.09) Non-PP (+0.03) Open: PP (-0.07) Non-PP (-0.15)</p> <p>In response to changing needs of learners the ‘teach first’ model has been developed for implementation in 2020/2021, the ASK curriculum and teaching model will be effective in securing outcomes for all subjects. A push on reducing the gap between progress of PP vs non-PP for Ebacc to be considered.</p> <p>Unfortunately due to lockdown Year 11 students didn’t get to attend the whole programme that was planned based on their recent mock exams. In future common areas of struggle can be used as focus teaching points for master classes.</p>	<p>Staff costs £96,550</p> <p>Heads of Faculty TLR approx. £8,000</p>

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	<p>The Progress Leads' intervention cohorts</p>	<p>The Progress Leads' intervention cohorts to include a number of PP students proportionate to the number in their respective Year Group. Progress leads will be target specific students' providing intervention and support. This will enable a reduction of the gap in attainment between PP and Non PP students. HOF & HOD to use with assessment data to identify attainment gaps.</p>	<p>The progress lead role needs to develop in 2020/2021; the role will include a greater focus on T&L which will support the new ASK curriculum working with HOD's and HOF's. The progress leads will receive training and be familiar with resources such as Pixl, MyMaths and GCSE pod.</p>	<p>Progress Leads £3,000</p>
	<p>PIXL Resource</p>	<p>Utilising resources such as the PiXL Wave to help staff identify students' specific areas of strength and weakness</p> <p>Pixl Wave will ensure areas for development are addressed and targeted in a way that ensures students' progress. English and maths faculty will examine data to inform groups/sets/style of teaching that responds to the data provided by external data. The use of PIXL has been implemented as a teaching strategy in Year 11 lessons. This has given staff up to date resources and allows staff to directly target the learning of each students.</p>	<p>Use Wave analysis and wave data to direct enrichment. Teachers to use QLA to direct planning where HOF and HOD can track and monitor.</p>	<p>Pixl £4000</p>
	<p>GCSE POD</p>	<p>The use of GCSE Pod for KS4 will allow students to gain more of an</p>		

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	<p>GCSE Revision Guides</p>	<p>independence and responsibility for their learning as well as allowing them to experience GCSE exam questions. It will allow their learning to extend beyond the classroom and thus increases engagement.</p> <p>All PP students have set an account where teachers can set and monitor usage. With students being able to access this resource on mobile phones students can benefit from accessing GCSE style questions set at their level anywhere and anytime.</p> <p>PP students in Key Stage Four have also been given support with their GCSE studies in regards to revision guides and subject workbooks for subjects as well as scientific calculators to be used in Maths and Science.</p>	<p>A system put in place to ensure that students and staff are reminded to use this resource to get the most out of it. Due to lockdown and the CAG there has been a decrease in usage of GCSE POD as students are not preparing for exams in the usual way. In the future a bigger push for staff to continue using GCSE pod and other resources to ensure YR 10 are familiar with GCSE style questions.</p>	<p>GCSE POD £985</p> <p>Revision Guides £12 273</p> <p>Subject workbooks £6968</p>
<p>B The gaps between the attainment and progress of our most able PP/most able non-PP students in Year 11 are to be further reduced.</p>	<p>Redeployment of the Higher Attainer Mentor</p>	<p>Higher Attainer Mentor to incorporate a presence in lessons and direct, regular mentoring of PP HA HA mentor (CHA) has worked with the students to track</p>	<p>H.A PP students have had access to approximately 22 different enrichment opportunities throughout the year, ranging from speakers and projects within school</p>	

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<p>Progress and Attainment 8 measures will be used as well as internal assessments.</p>	<p>Access to projects and opportunities which promote pathways to Further/Higher Education (e.g.: college, university and careers opportunities).</p> <p>Maths Challenge ks3</p> <p>Graduate Tutor</p>	<p>progress but to also meet with students individual to provide support in all aspects of academic study. This may be with revision timetables or the knowledge of certain revision techniques for both staff and students to use to support.</p> <p>HA projects to be run throughout the year, including PP HA.</p> <p>This will include opportunities both within school and out of school that will raise aspirations and provide exposure to new experiences for disadvantaged HA students.</p> <p>The maths challenge is a 60 min multiple choice competition aimed at all students across the UK. It encourages students to think wider in terms of mathematical reasoning, precision of thought and fluency</p> <p>HA students have been given access to a Graduate tutor for both Maths and Science. These sessions are for 30mins each week. This allows students to have an individual session tailored to their needs.</p>	<p>including echo eternal and workshops to build resilience to external visits such as fine art or university trips.</p> <p>Several H.A PP students have undertaken student leadership roles and regularly take part in whole school initiative including staff recruitment.</p> <p>Push for most PP students to part take. This challenge was delivered and completed with students during lockdown.</p> <p>Due to lock down students lost out receiving more one to one support.</p>	<p>Maths Challenge £10</p> <p>Graduate tutor for PP students £960</p>
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<p>C- Literacy and Numeracy levels for PP students across KS3 (Y7 &Y8) will increase.</p> <p>Improvements in reading and spelling ages measured specific assessments and English and maths WAG</p>	<p>Programmes which promote progress in English and Maths (e.g.: Accelerated Reader; Maths Whizz; Maths PiXL app etc.)</p> <p>Contribution to salaries of staff overseeing.</p> <p>Literacy and numeracy support in form</p> <p>Year 7 and 8 Literacy and Numeracy support evenings</p>	<p>WAG data will increase</p> <p>Reading and spelling data will demonstrate an increase</p> <p>Numeracy levels will increase in KS3 PP students</p> <p>A program for Literacy and numeracy activities during Personal development and form time created by HOY's.</p> <p>All students get a weekly splash of literacy and numeracy to start their day and transfer skills in their lessons</p> <p>KS3 all engaged in a literacy and numeracy support evening where parents and students are given clear strategies and advise for how to improve. Resources and websites are shared and students are encouraged to move forward with numeracy and literacy where individual targets are shared with Maths and English teachers.</p>	<p>The Academy did not appoint a Literacy and Numeracy coordinator, the focus on these areas could have been more consistent and may have developed more.</p> <p>Test results could be used more effectively to drive intervention for students who may need extra support.</p> <p>Latest data entry for English and Maths demonstrates that reading and spelling has increased, and broadly matches in some cases PP is higher than that of non PP.</p> <p>Focused cross curricular links used</p> <p>Use of literacy and numeracy tests to measure impact in future</p> <p>To gain more support from parents to help students with numeracy and literacy.</p> <p>Allow more students the skills to practice at home and therefore improve their attainment.</p>	
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	<p>Maths and English sessions</p> <p>Debate mate</p>	<p>In Autumn 2 Key Stage PP students were given additional Maths and English intervention sessions during Personal Development time. This was to ensure literacy and numeracy skills were being embedded by the students.</p> <p>Debatemate has also allowed literacy skills to be increased within KS3 and in particular Oracy skills. Literacy and Numeracy is also provided for students that may need additional support as there are extra their lessons within the timetable in which students gain develop and harness these skills.</p>	<p>Due to lockdown these sessions couldn't continue. Testing was completed at the start of the programme and was due to be conducted towards the end of the year to measure impact and directly support students</p> <p>Latest data entry for eng and maths demonstrates that reading and spelling has increased, and broadly matches in some cases PP is higher than that of non PP.</p>	<p>Debate mate £999</p>
<p>D –</p> <p>Improve behaviour and engagement at KS4 (Y9-Y11). This will be measured through the sanctions issued and also the progress students make across the curriculum</p>	<p>Subject Area – Materials</p> <p>Student Welfare Team/ External agencies to promote wellbeing.</p> <p>Daily attendance updates</p>	<p>An investment in the subjects which require additional materials, mindful that an unjust or unequal access to these encourages disengagement and limits progress. Performing Arts (25% of budget) DT (25% of budget)</p> <p>Student welfare will engage with external agencies and disseminate to students, this will improve health and wellbeing amongst student body.</p> <p>Daily attendance data sent to all staff and home visits are carried out by</p>	<p>Mental health and wellbeing sessions were very effective and therefore should continue to be included in the PSHE calendar so it can be delivered at form level throughout the year.</p>	<p>Department stock (DT and PA) £806</p>

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	<p>Alternative Provision programme established to provide a pathway for students at risk of permanent exclusion.</p> <p>Trips and experiences for students</p> <p>PP working group</p>	<p>Attendance Officer and Heads of Year to promote improved attendance.</p> <p>Staff aware of which students are absent/late on a daily basis, highlighted importance of attendance to all staff</p> <p>Alternative provision will be embedded to minimize risk of permanent exclusion ensuring all Y11 cohort remain in school until their final exams.</p> <p>Year 10 students in this group were given the chance to watch A Christmas Carol performance to support their engagement within English. This trip was subsidised for the students to make sure they could attend and build their drive for academia outside of the classroom.</p> <p>Performing arts trip, English theatre trip and residential are organised and planned to engage and focus students beyond the classroom learning experience.</p> <p>A working group of staff members (WJE, JPY, LMO, LAM, CFI, PGO) has been set up to build on all areas of Pupil Premium to ensure both attainment and progress but as well</p>	<p>Whilst attendance and punctuality remain strong at the Academy a tighter focus on punctuality will help to address persistent punctuality issues.</p> <p>Continued work is required to further reduce the number of students who repeat sessions in; detentions, isolations, seclusions and exclusions. The development of the Hub 2020/21 will help address this by providing students with a wide range of support.</p> <p>Ensuring PP students are informed of all the support available with alternative provision</p> <p>Ensuring PP students are informed of all the support available for trips. More Pupil premium students to be encouraged to attend trips to gain a wider experience in their learning</p>	<p>Trips £5815</p>
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	<p>GCSE Pod</p>	<p>as the engagement of students. This group meets to discuss research and different initiatives that the school may use to help develop this strategy further.</p> <p>The use of GCSE Pod for the year groups has also allowed students to gain more of an independence and responsibility for their learning. It has allowed their learning to extend beyond the classroom and thus increases engagement.</p>	<p>Increased levels of confidence and responsibility towards students work.</p>	<p>GCSE POD £985</p>
<p>E- Attendance and persistent absence of Pupil Premium students to improve and be comparable to that of non-Pupil Premium students. This will be measured through half termly attendance data analysis.</p>	<p>Weekly Pastoral meetings with HOY and attendance team</p> <p>Attendance is tracked and monitored daily by the attendance officer and HOY's are updated to follow a clear escalation system to improve attendance.</p>	<p>There are a number of strategies which the school has adopted to address students who fall below attendance expectations, these include;</p> <p>Home visits Fast track Spotlight Student welfare team Pastoral team</p>	<p>Attendance within school continues to be extremely strong, a continued focus on attendance 2020/2021 will ensure this is maintained.</p> <p>Attendance within school continues to be extremely strong. The attendance figures before lockdown for PP students 96.03%, and Non PP 96.95%, Although there is still a gap between non PP both pieces of data for PP students are well above the national averages and this gap has reduced from the previous academic year.</p>	

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		<p>Personalised strategy for students</p> <p>The attendance and welfare officer tracks the cohorts of PP students by Year groups ensuring there is a strategy in place for all those individuals who have fallen below expectations.</p>	<p>The attendance of online learning during lockdown (June 2020) is 53% PP and 69% non PP which again exceeds that of national average for non PP and PP.</p>	
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