

## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
House Managers	£73,152	
Staffing for English and Maths catch up at Key Stage 3	£38,400	
HLTA to support pupils with SEMH needs	£20,662	

## Pupil premium strategy / impact

<b>2020/21</b>	<b>All Years</b>
<b>Number on Roll</b>	<b>868</b>
<b>Eligible for Pupil Premium</b>	<b>213</b>
<b>Pupil Premium Funding</b>	<b>£203,415</b>
<b>% Eligible for Pupil Premium</b>	<b>24.5%</b>
<b>Number of Service Children</b>	
<b>Service Children Funding</b>	

<b>Current achievement</b>					
<b>2019 Outcomes</b>	<b>Pupils eligible for PP 2018-19</b>	<b>Pupils not eligible for PP 2018-19</b>	<b>Pupils not eligible for PP (national average)</b>	<b>UL target for PP students</b>	<b>PP Difference outcome to previous year (RAG)</b>
<b>Progress 8 score average</b>	-0.18		0.13		+0.04 (-0.22)
<b>Attainment 8 score average</b>	42.8		50.1		+0.6 (42.21)
<b>4+ Basics</b>	64%	76%	71.5%	79%	-5% (69%)
<b>5+ Basics</b>	36%	56%	50.1%	53%	+ 5% (31%)
<b>5+ GCSEs including English and maths (9-4)</b>	64%	75%			+14% (50%)

<b>1. Planned expenditure 2019 - 2021</b>		
<b>i. Quality teaching for all</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
<p><b>Invest in training, resources and support to further strengthen the quality of teaching</b> including:</p> <ul style="list-style-type: none"> <li>• The Rosenshine Principles</li> <li>• Data Driven Instruction</li> <li>• Teach Like A Champion</li> <li>• English Mastery</li> <li>• Maths Mastery</li> </ul>	<ul style="list-style-type: none"> <li>• The training, CPD and resources based on the Rosenshine Principles of Effective Instruction will increase teacher knowledge and expertise in the science of learning, enabling them to plan and deliver a knowledge rich curriculum. Training in the use of Teach Like A Champion Strategies will strengthen classroom pedagogy, enabling staff to deliver lessons in a disruption free environment.</li> <li>• The English Mastery programme provides a knowledge-rich English curriculum which will help disadvantaged students to master the ideas, concepts and stories that have shaped the world. The dedicated teaching of grammar means that students master compositional knowledge and skills. Teachers are trained to teach a wealth of rich vocabulary that will close the word and attainment gap for disadvantaged pupils.</li> <li>• The classroom principles of Maths Mastery are based on evidence-based foundations. These are: success for all – that every child can succeed in mathematics; deeper understanding - going below the surface to explore and apply ideas; problem-solving - encouraging pupils to identify, connect and apply relevant mathematical principles and mathematical thinking - developing the skills to be systematic, generalise, and come up with new ideas.</li> </ul>	<b>£8,000</b>
<p><b>Invest in high quality CPD and Resources for Leaders</b></p> <ul style="list-style-type: none"> <li>• Purchase a PIXL subscription.</li> <li>• Send leaders to the Uncommon Schools training for Data Driven Instruction and use these materials along with 'Check for Understanding' approaches to further strengthen teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Data Driven Instruction and Check for Understanding training will enable staff to utilise the very latest techniques to identify the highest leverage gaps for a class and then reteach prior to embarking on independent practice. Weekly Data Meeting will encourage reflection and build impact – improving Teaching and learning through personalised CPD and building pupil understanding at a granular level.</li> </ul>	

<ul style="list-style-type: none"> <li>Develop a programme of 'Walk-throughs' across the cluster enabling leaders to share best practice</li> </ul>	<ul style="list-style-type: none"> <li>One of the building blocks for ensuring that we raise attainment for disadvantaged pupils is to ensure that we emphasise 'quality teaching first' and train staff to ensure that they provide consistently high standards by setting expectations and sharing best practice. The SISRA database will enable leaders to systematically check the quality of teaching, pinpoint areas for improvement and monitor the impact of training and CPD on pupil outcomes.</li> <li>Walk-throughs for middle and senior leaders will develop consistency across the cluster and give leaders the opportunity to share best practice and strengthen delivery.</li> </ul>	<b>£8,900</b>
<b>Total budgeted cost</b>		<b>£16,900</b>

<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Provide capacity for SLT to support disadvantaged pupils in Year 11 through mentoring and coaching	Additional capacity at Senior Leader level will enable leader to provide a programme of mentoring and support for Home Study completion for disadvantaged Year 11 pupils, enabling them to achieve target grades in GCSEs .	<b>£10,788</b>
Appoint an HLTA to provide targeted support for pupils with SEMH needs. Commission additional time from the from the TAMHs service	The HLTA will develop and deliver targeted support and intervention for the most vulnerable disadvantaged pupils. They will be attachment trained. This will help to improve attendance and reduce exclusions. The TAMHs service will be used to provide support for disadvantaged pupils with social, emotional and mental health issues enabling them to develop coping strategies.	<b>£28,062</b>
Schedule a Jamie's Farm Residential	The Jamie's Farm residential will be a catalyst for change, enabling disadvantaged young people to thrive academically, socially and emotionally. This residential experience and rigorous follow-up programme will combine farming, family and therapy. This will increase the confidence of disadvantaged pupils, enabling them to engage more fully with school life.	<b>£3,266</b>
<b>Total budgeted cost</b>		<b>£42,116</b>

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Employ four non-teaching House Managers	Research has shown that a focus on deploying teaching and support staff effectively and on addressing behaviour and attendance are important if disadvantaged pupils are to thrive. House Managers will support the delivery of the whole school behaviour policy thus helping to achieve our goal of disruption free learning. They will each have a case-load of disadvantaged and challenging pupils. They will support those pupils that are placed on the Intensive Support package to reduce the risk of exclusion.	<b>£73,152</b>
Employ an additional Attendance/Inclusion Officer to provide capacity to the attendance team and to the Hub. Provide resources to support intervention work for families.	The Attendance Team will work with leaders to increase attendance rates and reduce rates of permanent absence. The funding will enable a clear focus on disadvantaged families where there is a history of poor attendance and support them to ensure that pupils attend school regularly.	<b>£18,950</b>
<b>Total budgeted cost</b>		<b>92,102</b>

<b>iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Appoint additional staffing to fund smaller groups sizes at Key Stage 3 so that English and Maths Mastery and bespoke catch-up programmes can be delivered, including the Corrective Reading and Corrective Maths programmes.	The English and Maths Mastery programmes are outlined above. The Direct Instruction programme will rapidly improve pupil performance. Lessons are highly scripted, and teachers guide pupils in their learning. Pupils practice continually and for extended periods until they have mastered the learning. Learning is therefore more efficient and effective. with high paced questioning and continuous feedback there will be a rapid correction of misconceptions so that pupils make excellent progress.	<b>£32,475</b>
Deliver a programme of transition events for local feeder schools. Plan and deliver a 'Launch Pad' experience for Year 7 in September.	The programme will ensure that pupils from the main feeder schools have a programme of familiarisation with the school during Years 4, 5 and 6 thus building heir confidence and enabling a successful induction into secondary school life. Bae camp will give year 7 time to settle into school life, and to learn the routines and expectations which will enable them to transition from lessons to lesson.	<b>£2,570</b>
<b>Total budgeted cost</b>		<b>£35,045</b>

<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Intended Outcome</b>	<b>Cos</b>
<b>Purchase Provision Map</b>	<ul style="list-style-type: none"> <li>Senior leaders and SENCOs will use provision map to plan and monitor and interventions and to log progress and outcomes so that disadvantaged pupils with SEND can be supported to make excellent progress.</li> </ul>	<b>£3,000</b>
<b>Purchase CPOMs. Create a Harmful Peer Incident and Self-Harm database</b>	<ul style="list-style-type: none"> <li>CPOMs will be used to support the delivery of effective safeguarding across the academy. Pastoral leaders will have joined up and real-time information so that they can act quickly when needed and gain a holistic picture of concerns.</li> <li>The CPOMs programme will be used to build a log of harmful peer incidents so that pastoral staff can quickly and effectively monitor and intervene when needed.</li> </ul>	<b>£1,500</b>
<b>Total budgeted cost</b>		<b>£4,500</b>

2. Impact Statement		
i. Quality teaching for all		
Action	Impact	Lessons learned
<p><b>Invest in training, resources and support to further strengthen the quality of teaching</b> including:</p> <ul style="list-style-type: none"> <li>• The Rosenshine Principles</li> <li>• Data Driven Instruction</li> <li>• Teach Like A Champion</li> <li>• English Mastery</li> <li>• Maths Mastery</li> </ul>	<p>The quality of teaching continues to improve. It is now underpinned by strong curriculum planning documents, with a clear vision and intent in place.</p> <p>English and Maths Mastery programmes have provided a wealth of high quality curricular and teaching resources.</p>	<p>Leaders will continue to focus on Teach Like A Champion and the Rosenshine Principles.</p> <p>The use of Rosenshine and TLaC means that disadvantaged pupils learn in disruption free classrooms. This enables them to receive high quality explicit instruction from their teachers, and then to learn and remember key facts, concepts and skills. They are provided with time for deliberate and independent practice.</p>
<ul style="list-style-type: none"> <li>• Purchase a PIXL subscription.</li> <li>• Send leaders to the Uncommon Schools training for Data Driven Instruction and use these materials along with 'Check for Understanding' approaches to further strengthen teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The PIXL subscription has proved invaluable and provides leaders with resources that have helped to drive up standards. The achievement and progress of disadvantaged pupils is evidence of this.</li> <li>• Data Driven Instruction approaches are beginning to yield results, with teachers gaining a greater insight into the components of learning and misconceptions that pupils develop.</li> </ul>	<p>The PIXL subscription will continue.</p> <p>Leaders have recognised that each Faculty needs time and support to develop their own approach to Data Driven Instruction, and that this will 'look' very different depending on the subject.</p>



<ul style="list-style-type: none"> <li>• Develop a programme of 'Walk-throughs' across the cluster enabling leaders to share best practice</li> <li>• Launch the SISRA Teaching and Learning Database</li> </ul>	<ul style="list-style-type: none"> <li>• The first 'Walkthroughs' were a success, but the programme was cut short due to Lockdown.</li> <li>• The SISRA observe programme was not successful and had little impact,.</li> </ul>	<p>The programme of Walkthroughs has been reinstated, with leaders focussing on their own schools and observing with members of their SLT. This is a powerful model to capture the quality of teaching across the whole staff body. Leaders will work with Curriculum leaders to address issues and concerns at the chalk face.</p> <p>The SISRA programme was not suitable. Leaders felt that information regarding the quality of teaching was 'hidden' and inaccessible. This has been replaced by an excel spreadsheet available in teams.</p>
<ul style="list-style-type: none"> <li>• How was high-quality teaching sustained during lockdown?</li> <li>• How successful was the remote offer and how do you know?</li> <li>• What lessons did you learn?</li> </ul>		
<ul style="list-style-type: none"> <li>• The principles of TLac and Rosenshine were embraced by teachers during Lockdown and used in planning lesson materials and resources.</li> <li>• CPD was provided for teachers so that they could adapt their Voice Over PowerPoints and use the agreed instructional methods.</li> <li>• Engagement and work completion rates were monitored throughout Lockdown, and increased over the period of lockdown as leaders and teachers found ways to challenge pupils and parents over non-engagement and non-completion.</li> <li>• Leaders have realised that a programme of live-teaching and the best way to respond to a Lockdown situation, and training has been provided for staff so that they are confident to move to this mode of delivery if needed</li> </ul>		

<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b>
Provide capacity for SLT to support disadvantaged pupils in Year 11 through mentoring and coaching	The outcomes for year 11 disadvantaged pupils are improving year on year.	Year 11 groups have been removed from Vertical Tutoring so that leaders can focus on bespoke intervention and support for each group.
Appoint an HLTA to provide targeted support for pupils with SEMH needs. Commission additional time from the from the TAMHs service	Support for pupils with SEMH has increased significantly. As well as a Student Support Specialist, this is now a 'Listening Service'. Additional TAMHs time means that more pupils have received clinical support	In a school with very high expectations, we have learned that it is vital that there is a 'balance' struck, and that pupils who need help and support are able to access it effectively.
Schedule a Jamie's Farm Residential	** pupils attended Jamie's Farm in 2019. Of those, we have seen an improvement in **.	
<ul style="list-style-type: none"> <li>• How did you target the needs of PP pupils during lockdown?</li> <li>• How successful were you and how do you know?</li> <li>• What lessons did you learn?</li> <li>•</li> </ul>		
<ul style="list-style-type: none"> <li>• During Lockdown, pastoral and senior leaders continued to provide targeted support for pupils.</li> <li>• A programme of regular welfare calls was put in place and regular contact was maintained for the most vulnerable families.</li> <li>• However, referrals and RfIs reduced significantly – it became clear that being able to 'see' pupils in person is important. There was also frustration as leaders felt that they did not receive sufficient information from police and MASH.</li> <li>• In the final stages of Lockdown, pastoral leaders started to make 'doorstep' visits. These were greatly appreciated and will be used more widely if there is a future Lockdown.</li> </ul>		

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b>
Employ four non-teaching House Managers	House managers have supported the delivery of the whole school behaviour policy – they play a critical role in helping to achieve the goal of disruption free learning. They each have a case-load of disadvantaged and challenging pupils. They support those pupils that are placed on the Intensive Support package to reduce the risk of exclusion. This has helped to reduce the instances of permanent exclusion.	The role of House Manager is a critical part of the strategy to raise achievement for disadvantaged pupils. Leaders have learned that the team needs a carefully planned timetable which is checked on rigorously. Leaders have also seen the benefit of checklists of daily, weekly, monthly and termly actions. These help House Managers to be more proactive rather than solely reactive.
Employ an additional Student Support Officer to provide capacity to the pastoral team and to the Hub. Provide resources to support intervention work for families.	The Student Support Officer works closely with the most vulnerable students. They have a case-load of students who they work with supporting with attendance, social/emotional needs and anxieties.	
<ul style="list-style-type: none"> <li>• How did you support PP pupils to participate in remote learning during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>		
<ul style="list-style-type: none"> <li>• It was difficult to engage some disadvantaged pupil during lockdown. Many families were struggling without the devices they needed for children to complete the work set. In some families, multiple siblings had very little access to a laptop or chrome book.</li> <li>• Senior leaders developed their approach over time, and lists of students who were not engaging were drawn up and allocated to staff so that phone calls could be made.</li> </ul>		

<b>iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b>
Appoint additional staffing to fund smaller groups sizes at Key Stage 3 so that English and Maths Mastery and bespoke catch-up programmes can be delivered, including the Corrective Reading and Corrective Maths programmes.	The Direct Instruction programme improved the quality of teaching and increased student engagement in lessons. In addition, reading ages for this on the programme increased and their performance in exams was higher than has been seen previously.	The programme will continue. However, careful monitoring showed that the programme was not being implemented fully, with placement tests and ongoing assessments not being carried out rigorously enough. This has been rectified and all staff delivering the programme have had full training.
Deliver a programme of transition events for local feeder schools. Plan and deliver a 'Launch Pad' experience for Year 7 in September.	The programme ran successfully from September to March and then had to be cancelled due to Lockdown. Applications for the school have reached an all-time high, and the numbers of first place preferences is up on previous years.	Leaders have adapted their offer, and all transition work is done online. Staff have produced comprehensive transition materials and website traffic is monitored closely. The in-school transition experiences will start up again once Covid restrictions allow.
<ul style="list-style-type: none"> <li>• How did you support transition from Y6 into Y7 during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>		
<ul style="list-style-type: none"> <li>• The 2020 Year 7 cohort had a reduced transition experience compared to previous cohorts.</li> <li>• The online offer was comprehensive.</li> <li>• Leaders will consider 'Town Hall' and 'live' events in the future if needed.</li> </ul>		

<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b>
<b>Purchase Provision Map</b>	<ul style="list-style-type: none"> <li>Provision Map was not fully utilised – and its implementation was affected by Lockdown. However, leaders can see the potential of the programme and will continue to prioritise its roll-out</li> </ul>	A review of the programme showed that it had not been fully utilised. It was agreed that SEN Leaders will ensure that all SEN pupils are added to Provision map and that Action Plans are uploaded. Review dates will also be a part of the annual cycle of activity. Staff will receive further training in the use of PM.
<b>Purchase CPOMs. Create a Harmful Peer Incident and Self-Harm database</b>	<ul style="list-style-type: none"> <li>The CPOMs programme is invaluable and is used to support the delivery of effective safeguarding across the academy. In particular, this supports pupils with SEMH needs.</li> <li>The log of harmful peer incidents has now been created which lists victim and perpetrator. Pastoral staff are able to act quickly and effectively monitor and intervene when needed.</li> </ul>	Both of these programmes are deemed to be an important part of the Academy safeguarding toolkit and will continue to be used.
<ul style="list-style-type: none"> <li>How did you support pupils with SEND to access remote learning? How successful were you? What lessons did you learn?</li> </ul>		
<ul style="list-style-type: none"> <li>The Academy SENCO and Assistant SENCo and a team of TAs contacted pupils with SEN regularly.</li> <li>It was clear that some parents struggled to support heir child’s home learning.</li> <li>Leaders believe that SEN pupil need their own chrome book so that they can have access to responsive online learning platforms</li> <li>Direct Instruction lessons will also be taught as ‘live lessons’ in a future lockdown scenario.</li> </ul>		

