

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

1. Summary information								
Academic years	2019-2021		Total PP budget		£187,935		Date of most recent PP Review	
Total number of pupils	789		Number and %age of pupils eligible for PP		206	25%	Date for next internal review of this strategy	
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	8,496	
Number of PP eligible pupils by key stage	131	75	Budget split by key stage		£119,512	£68,423	Number of pupils with dual eligibility PP/catch-up	1
Allocation of PP funding	Ever 6		£187,935	LAC	£4,600		Service Children	£4,500

Current achievement					
2019 Outcomes	Pupils eligible for PP 2018-19	Pupils not eligible for PP 2018-19	Pupils not eligible for PP (national average)	UL target for PP students	PP Difference outcome to previous year (RAG)
Progress 8 score average	-0.18	-0.05	0.13	+0.2	+0.04 (-0.22)
Attainment 8 score average	42.8	49.6	50.1	50.4	+0.6 (42.21)
4+ Basics	64%	76%	71.5%	74%	-5% (69%)
5+ Basics	36%	56%	50.1%	58%	+ 5% (31%)
5+ GCSEs including English and maths (9-4)	64%	75%	Not calculated nationally		+14% (50%)

1. Planned expenditure 2019 - 2021		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
<p>Invest in training, resources and support to further strengthen the quality of teaching including:</p> <ul style="list-style-type: none"> • The Rosenshine Principles • Data Driven Instruction • Teach Like A Champion • English Mastery • Maths Mastery 	<ul style="list-style-type: none"> • 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. • 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. • 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. 	£8,000
<p>Invest in high quality CPD and Resources for Leaders</p> <ul style="list-style-type: none"> • Purchase a PIXL subscription. • 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. 	<ul style="list-style-type: none"> • 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. 	

<ul style="list-style-type: none"> • Develop a programme of ‘Walk-throughs’ across the cluster enabling leaders to share best practice • Launch the SISRA Teaching and Learning Database 	<ul style="list-style-type: none"> • 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. • 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. 	£8,900
Total budgeted cost		£16,900

ii. Targeted support and intervention		
Action	Intended outcome	Cost
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 .	£10,788
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.	£28,062
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.	£3,266
Total budgeted cost		£42,116

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
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.	£73,152
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.	£18,950
Total budgeted cost		92,102

iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)		
Action	Intended outcome	Cost
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.	£32,475
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 their 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.	£2,570
Total budgeted cost		£35,045

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Cos
Purchase Provision Map	<ul style="list-style-type: none"> Senior leaders and SENCo 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. 	£3,000
Purchase CPOMs. Create a Harmful Peer Incident and Self-Harm database	<ul style="list-style-type: none"> 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. 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. 	£1,500
Total budgeted cost		£4,500