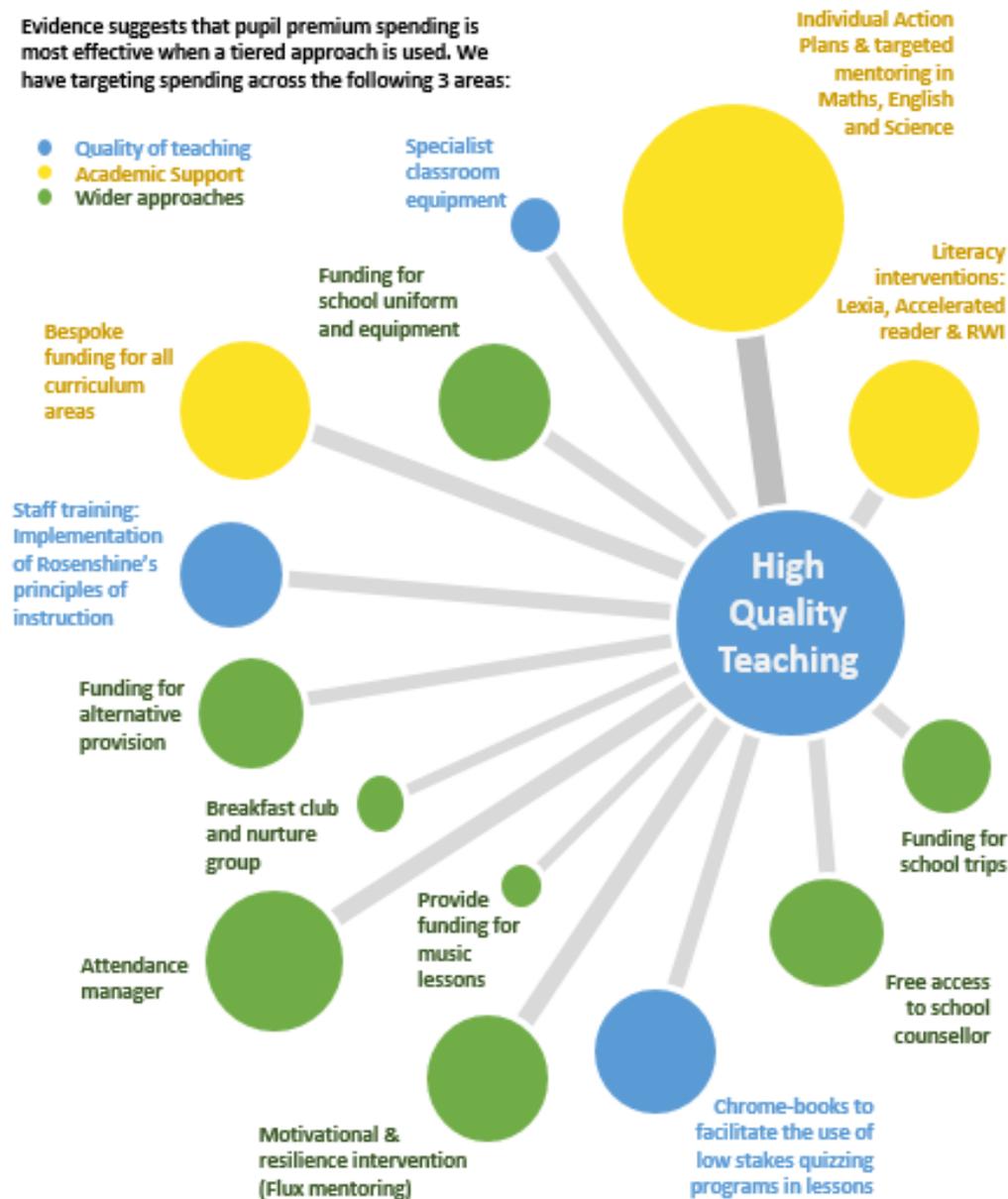


## Pupil Premium Strategy

Evidence suggests that pupil premium spending is most effective when a tiered approach is used. We have targeting spending across the following 3 areas:

- Quality of teaching
- Academic Support
- Wider approaches



## Expectations and Strategies

### Every Lesson

- Specific seating choices to maximise teacher contact and a conducive working environment.
- Teachers and/or departments provide specific equipment and resources.
- All students eligible for the Pupil Premium benefit from skilful questioning which builds confidence and develops oracy.
- When putting together class profiles, teachers carefully plan solutions to help students overcome specific barriers. This will include the use of key strategies outlined in other plans and the effective use of TAs.
- Literacy support is designed to meet the needs of students.
- Give students a chance to reflect on their learning and to formulate their own responses on what they need to do next.

### A Regular Action

- The best possible teacher feedback via marking is given to all students. Teachers mark HAP/highest performing students books first to get a reference point and then mark PP books next.
- Revision materials will be provided and support will be offered to ensure students can access revision sessions.
- Where possible and appropriate, provide opportunities for collaborative learning in your lessons. Evidence suggests that an element of competition is even more effective.

“Great teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF, 2019

# Pupil Premium strategy statement:

Summary information					
<b>School</b>	Sir Bernard Lovell Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£175,375	<b>Member of staff responsible for this strategy</b>	THA/GJS
<b>Total number of pupils</b>	1095	<b>Number of pupils eligible for PP</b>	221	<b>Date for next internal review of this strategy</b>	Oct 2021

Historic data	2017	2018	2019	2020
Number of students / Number of students eligible for PP	165 / 32	120/33	186/35	22/133
Percentage of Grade 4+ in English and maths (non PP / PP)	66.7% / 44.8% ↑	64.2% / 45.5% ↑	77.5% / 54.3% ↑	82.9% / 72.7% ↑
Percentage of Grade 5+ in English and maths (non PP / PP)	38.4% / 17.2%	31.7 / 24.2% ↑	44.4% / 20% ↓	64.0 / 40.9% ↑
Attainment 8 (non PP / PP)	43.6 / 32.8	41.6 / 34.1 ↑	47.8 / 36.57 ↑	52.8 / 43.25 ↑
Progress 8 (non PP / PP)	-0.32 / -1.25 ↑	-0.42 / -0.59 ↑	-0.15 / -0.62 ↑	0.42 / -0.56

Barriers to future attainment
Knowledge gaps that have developed during lockdown
Knowledge gaps that developed prior to lockdown
Mental health (including issues that have emerged during lockdown)
Literacy
Oracy
Family engagement
Cultural capital/aspirations for higher education
Self-esteem/confidence
Barriers requiring ongoing focus
Attendance
Behaviour for learning
Lack of equipment (including revision materials)

Planned expenditure – Teaching (£11,000)					
Desired outcome	Chosen action/approach	What is the evidence/rationale for this approach?	Implementation	Staff	Cost
All Pupil Premium students make exceptional progress in all lessons.	Ensure that all teachers consistently deliver lessons of the very highest quality with a focus on the practical implementation of Rosenshine's principles of instruction.	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF PP Guidance 2019.</p> <p>Studies conclude that the quality of teaching will have a disproportionate impact on disadvantaged students.</p>	Provide training materials for CTLs on Rosenshine's principles of instruction and how they can be applied in each subject area. Provide additional support /external CPLD for teaching staff where necessary. Ensure that all staff have access to a visualizer in all lessons.	KDE	£4,000
			Set out clear expectations and strategies for all teaching staff that will enable planning to overcome specific barriers to learning. Provide training on our expectations.	THA,GJS	
			Carry out quality assurance with CTLs to ensure that our expectations become a reality in the classroom. Cover provided where necessary.	THA,SLT, CTLs	
			Appoint Pupil Premium co-ordinators in Maths, English, Science and Humanities to focus on the effective implementation of our classroom-based strategy in each of their subject areas.	RWI,KSA, CMA,RWD	
Weak literacy and oracy removed as barriers to learning. Students able to articulate themselves effectively both verbally and through their written work.	Implement a whole-school approach to Literacy and Oracy in the classroom. This will include the development of opportunities for talk in lessons and the use of questioning encourage students to speak confidently and articulately.	Language and literacy provide students with the building blocks for academic success. The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class.	The implementation of our whole-school literacy and oracy approach to be quality assured through Developmental Drop-Ins.	KDE,THA, SLT,CTLs	£500
	Tier 3 language identified in each subject area and referenced in lessons where appropriate.		Trust Curriculum Development Groups will focus on the identification of tier 3 language in each subject area.	CTLs, WMAT	
	Whiteboards for all indoor PE learning spaces			MSS	
The effective implementation of a curriculum that prepares students for their future lives.	Curriculum Custodians appointed in all subject areas to continue work on our trust-wide curriculum.	An appropriate and intelligently sequenced curriculum will prepare our students for their future lives. Knowledge gaps that have emerged both before and during lockdown will need to be quickly identified and addressed by Curriculum Teams. PP co-ordinators will provide additional leadership capacity in their teams and ensure that students have access to appropriate resources in all lessons.		SWH, WMAT	
	CTLs to develop a recovery curriculum that focusses on the key 'pillars' of their subject areas.		The PP coordinators will meet with their CTLs and CT teams to discuss and coordinate support for students eligible for the Pupil Premium.	CTLs,RWI, KSA,RWD, CMA,SWH	
	Pupil Premium coordinators appointed in Maths, English, Science and Humanities.		THA and GJS will meet with PP co-ordinators for updates regarding the curriculum work happening in Curriculum Teams.	THA,GJS	

	Purchase of specialist Art and Photography equipment and Geography fieldwork kit.			FHA,SKL	£500
The individual needs of all PP students are met in the classroom.	Individual Action Plans put in place to enable us to remove barriers to learning for all Pupil Premium students.	Establishing and overcoming barriers to progress for individual students is effective in supporting students to achieve. (DfE Supporting disadvantaged pupils, November 2015).	Individual meetings held with students to explore barriers to learning. Relevant information gathered and assimilated in one document for every student and shared with all teaching staff. UPR staff with a PP appraisal target will also facilitate this work.	THA,HOYs CSM,RWD CSA,FHA, JRR	£1,000 (cover)
			Meetings to include a focus on CIAG for additional purpose and direction. Information regarding specific SEND needs that students might have provided by SENCO. Parents to be involved in the process wherever possible.	THA,SCO, HOYs	
			Individual Action Plans to be regularly reviewed based on the progress that students are making.	GJS,THA	
Remove access to technology as a barrier to learning.	Ensure all PP students have access to technology in the event of self-isolation or lockdown. Use BT Wi-Fi hotspot codes to ensure that all students have access to Wi-Fi	Access to technology was a significant barrier to learning during lockdown. In the event of students needing to self-isolate over the course of this year, it is important that all students have access to laptops where required. Maths, English and Science also require the use of class sets of computers in lessons in order to access online resources and meet the individual needs of all students. Year 11 will be given priority with regards to this resource.	Develop and up-to-date spreadsheet that summarises all the access to technology issues that students have and enables them to be solved.	CSM	£5,000
	Purchase a set of 16 chrome-books and charging trolley that can be booked for use in lessons. The Chrome-books can also be used to ensure that all students have access to technology when learning remotely.		Set up a booking system to ensure that Chrome-books are used productively in Maths, English and Science lessons.	GJS,CSM	

### Planned expenditure – Targeted Academic Support (£62,500)

Desired outcome	Chosen action/approach	What is the evidence/rationale for this approach?	Implementation	Staff	Cost
Improved attainment of PP students through focussed support.	Specific interventions will be tracked through Individual Action Plans and a whole-school tracker.	OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.	Tracking sheets will show interventions and the subsequent progress of Pupil Premium students.	THA,CTLs, HOYs	
	Basic match meetings will include a specific focus in Pupil Premium students.			LCO,JRR, SWH	

	Appraisal targets given to 5 UPR teachers involving the supporting and mentoring of a range of PP students. Staff with this target will act as a liaison to home in order to build and develop the home school relationship.		Staff with this appraisal target will support and monitor the progress of the identified PP students and intervene with CTLs as necessary where progress is falling behind.	CSM,RWD CSA,FHA, JRR	
Knowledge gaps filled through targeted tutoring	Targeted tutoring in Science, Maths, English and MFL. The trust will look to appoint subject specialist tutors in Maths, Science and English (x2). The tutors will work at all trust schools with selected students.	EEF evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	The work of the Maths, English and Science tutors will be overseen by THA and GJS. The students involved in tutoring and the curriculum support provided will be organised by CTLs and overseen by THA/GJS. The progress of the students involved will be tracked and monitored by CTLs.	THA,GJS, CTLs	£40,000
			SEND Wave 3 Numeracy intervention provided by Sian Tyers and overseen by JRR	STY,JRR	
			Additional mentoring and catch up sessions in MFL provided by HMA and overseen by CSA	HMA,CSA	
Remove literacy as a barrier to learning	Read, write inc: Targeted Year 7 students have 1 x 1hr lessons 4 days per week to teach phonics and comprehension.	An EEF efficiency trial using 10 secondary schools found a positive impact of 3 months over the course of an academic year.	The progress of students participating in Read, write inc will be monitored and evaluated by the English Curriculum team.	RUR,RCO	£1,000
	Lexia: An online reading, comprehension and spelling programme which enables the students to work at their own pace and increase their phonic skills.	This programme is used to support students who are not completing the RWI Intervention but who have shown by tests conducted that their reading age and phonic gaps need to be supported with an appropriate secondary literacy intervention.	EEF Evaluation Summary due Autumn 2020.	SCO,RUR, RCO	£3,000
	Book buzz: Students are given a book of their very own, to read for pleasure	The transition to secondary school can be a time when students drift away from reading for pleasure. This scheme encourages students to read independently.		LRI	£1,000
	Accelerated reader: A program aimed at improving reading comprehension and the ability to access more demanding texts in order to access all areas of the curriculum.	An EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.	Scrutiny of Accelerated Reader data. Improved reading ages. A prominent culture of reading at the Academy	RUR,RCO, LCO	£7,000
Provide high quality intervention and support in all curriculum areas	Curriculum Teams provided with additional funding to be used for resources that they believe will have the biggest impact on the progress of Pupil Premium students. E.g. Revision guides/flashcards, Support to access sessions, Specialist equipment, Low stakes quizzing apps	Actions and strategies bespoke to individual subjects will allow curriculum teams to better select specific actions to meet the needs of students' deficits. PP co-ordinators will lead on this work in Maths, English, Science and Humanities	Actions will be selected and quality assured in discussion with SLT line managers. Impact will be reviewed by CTLs and SLT line managers in line with existing data analysis cycles.	CTLs,KSA, RWI,CMA, RWD	

Summary of additional resources funded through the Pupil Premium			
	<p><b>All subjects:</b> GCSE Pod</p> <p><b>English:</b> Seneca learning, Year 11 Option D withdrawal intervention, Year 11 revision website complete with loom-based video resources</p> <p><b>Science:</b> KS3 digital textbook, KS4 revision guides and flashcards</p> <p><b>PE &amp; Sport:</b> PLC's for every topic, Revision guides &amp; 'Topic on a page' booklets, keyword cards for use in conjunction with whiteboards</p> <p><b>MFL:</b> KS3 Memrise app + Knowledge organiser booklets. Revision guides and department produced support materials</p> <p><b>RS:</b> Seneca revision, revision workbooks</p> <p><b>History:</b> Kerboodle work book, Seneca revision</p> <p><b>Geography:</b> Revision guides &amp; booklets</p> <p><b>D&amp;T:</b> Knowledge organisers, product design and engineering materials. Revision booklets for food technology</p> <p><b>Art and Photography:</b> Specialist materials</p>	<p>CTLs</p> <p>LCO</p> <p>HRA</p> <p>MSS</p> <p>CSA</p> <p>RWD</p> <p>RWD</p> <p>RWD</p> <p>RSD</p> <p>FHA</p>	<p>£10,500</p>

Planned expenditure – Wider strategies (£39,000)					
Desired outcome	Chosen action/approach	What is the evidence/rationale for this approach?	Implementation	Staff	Cost
Remove mental health issues as a barrier to learning	Provide access to the school counsellor & mentor.	"Promoting physical and mental health in schools creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential." Brooks F (2013). Life stage: School Years, in Chief Medical Officer's annual report 2012.	School counsellor used appropriately and effectively.	GLY	£6,000
	Further training for key staff (AMO/SCO/GLY)			AMO,SCO, GLY	
	Utilise the existing student Mental Health Ambassadors (COVID-19 compliance necessary).		Student Leadership Team to publicise the work of the Mental Health Ambassadors through school assemblies	GJS	
Raise the aspirations and self-esteem of students (including awareness of P16 routes)	Flux Mentoring	Student voice extremely positive. Student behaviour and attitudes seen to improve.	Student Voice. Analysis of referrals to IR and FTEs. Progress of students involved in the mentoring and sports leadership programs.	MSK	£6,000
	Continue with Future Quest programme for selected students in Years 9, 10 and 11 who live in specified postcodes (Year 9 currently on hold due to Covid-9). Students in Year 11 will receive 6 mentoring sessions over the course of the year with a variety of foci including raising aspirations and increasing confidence/motivation. Students are also given information on careers and FE pathways ensuring that they are able to make informed decisions in the future.	Feedback from students on this programme has been extremely positive. Last year students reported the mentoring sessions helping them with revision skills, stress relief, resilience and direct experience of different careers options.	Analysis of the academic attainment of the students involved.  Students involved to continue on to Post-16 courses, ideally at SBL Academy.  Student voice used to assess the efficacy of the mentoring students have received.	AHT,HBA	£0

	Introduce Sports Leadership courses into the curriculum to engage difficult to reach students and to raise their self-esteem.			MSS	
	Ensure that our Post-16 offer encourages students to stay at SBL Academy raising their aspirations and preparing them for their future lives.	A successful school should always ensure that its Post 16 offer meets the individual needs of its students.	An audit carried out of the courses that students in Year 11 would like to take	LSH	
Improve the cultural capital of Pupil Premium students	Learning trips, visits and on-site events funded for students eligible for the Pupil Premium.	The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. Whilst there is no direct focus on cultural capital within the EEF T&L toolkit, there are evaluations of approaches which are linked to it (Sports Participation +2 months progress).	A record of trips, visits, events and music lessons from which PP student benefit to be kept by CTLs.	CTLs	£3,000
	Provide Creative and Media access to 'live' music and theatre performances during COVID restrictions.			FHA	
	Music / instrument lessons.			FHA	£1,000
Removing the effects of poverty as a barrier to learning	Provide uniform vouchers for parents/carers of students eligible for the Pupil Premium.	A consistent school uniform can improve learning by reducing distraction, sharpening focus on schoolwork and making the classroom a more focused environment.		THA, Pastoral Teams	£5,000
	Provide equipment for PP students who struggle to organise themselves. Provide PE kit in cases of high need.	Access to the correct equipment in school will provide smoother starts to lessons and enable better progress during lessons. Providing students with equipment to take home will encourage home work to be completed to a high standard.		THA, Pastoral Teams, MSS	£2,000
	Breakfast club and FSM lunches provided to PP and Non FSM in cases of high need. Fair share used to lower cost.	A free healthy breakfast can encourage students to come to school regularly and arrive on time. A good meal at the start of the day will help students to focus in lessons.		THA, Pastoral Teams	£1,000
Address disruptive behaviour in all year groups. Reduce the use of Fixed Term Exclusions	Provide appropriate alternative provision where necessary.			DKN	£4,000
	Organise and pay for the transport of students to Horseworld.	Students visiting and working at Horseworld have improved in terms of attitude, had their aspirations raised and become more positive in their outlook.	Student voice. Feedback from Horseworld	HOYs	£900
Emotionally vulnerable students feel supported	Support the existing 'Nurture Group' through the purchase of art supplies.	Students who feel isolated meet at lunch time and participate in various activities around self-esteem building and making friends.	Student voice. Progress of students attending 'Nurture Group'	SCO	£100

Ensure that the excellent rates of attendance at SBL Academy are maintained	Contribute to the continued employment of our attendance officer			LAP	£10,000
Dedicated staffing					£63,000

Review of last year's expenditure		
Previous Academic Year	2019/2020	
Desired outcome	Chosen action/approach	Impact / Lessons learned
Quality first teaching to improve outcomes for students eligible for Pupil Premium.	<p>Clear expectations and strategies for all teachers to support the progress of students eligible for the Pupil Premium.</p> <p>Increased use of visualizers in order to model best practice for PP students.</p>	<p>The PP strategy was re-launched via a whole school INSET, followed by input in Curriculum Teams. Staff voice was collected as evidence of a raised level of awareness of the PP strategy.</p> <ul style="list-style-type: none"> <li>• “We’re actually talking about Pupil Premium more and this feels good. It makes you become more aware and you pay attention to your provision for specific children.”</li> <li>• “We are talking about PP more as a department. X has been giving us training on questioning and QA is checking this is happening in lessons.”</li> <li>• “We have been presented with some clear in class strategies. Often people jump straight to interventions so this is an improvement.”</li> </ul> <p>Improving outcomes are emerging in KS3, and the increased use of the visualizer as a tool for modelling enables disadvantaged students to experience models of excellence across EBACC and practical subjects and apply to their own learning. Importantly, teachers use the visualizer to scaffold learning, enabling disadvantaged students to secure the foundations of key concepts before moving onto more challenging content.</p> <p>As conveyed in Student Voice feedback:</p> <ul style="list-style-type: none"> <li>• <i>Student A “I like it when Miss really breaks down what we need to do, as I can then do it myself.”</i></li> <li>• <i>Student B “I like it when the teacher shows us another student’s work as it makes me want to make my work as good as the work they have done.”</i></li> <li>• <i>Student C “I like WAGOLLS and then we break them down to see what is good about them.”</i></li> </ul> <p>A reduction in the number of referrals to the Isolation Room for disadvantaged students and improving attendance could suggest scaffolding learning in this way has positively impacted on student wellbeing, enjoyment of the lesson and confidence in their own ability as a learner.</p> <p>School closure in March 2020 has impacted negatively on being able to provide further and more robust evidence of modelling to improve outcomes for disadvantaged students. However, visualizers were effective to engage some disadvantaged learners during school closure as videos were made of the teacher modelling exactly what they needed to do remotely. This impacted on re-engagement in remote learning</p>

		<p>following our intervention to try more engaging ways to show students what they needed to do in their learning where data evidenced they had stopped engaging in a subject. In Year 9 there was a 24% increase in engagement in remote learning between Term 6 Learning Cycle 1 and 2.</p> <p>Through our rigorous Quality Assurance practices, the profile of 'good' or better Teaching and Learning has increased from 62% in Term 1 of 2019 to 80% in Term 1 of 2020.</p>
Improve outcomes for students eligible for Pupil Premium.	Individual plans for Y11 and Y10 students.	<p>Individual Achievement Plans (IAP's) were written for PP students who were identified as below their TG across a series of subjects. IAP's set specific targets for students to stick to (such as attending revision sessions) and coordinated the work from SEND and Future Quest mentors to ensure a more streamlined and consistent approach to support for students. P8 tracking across the terms showed that 9 out of 13 targeted students had improved P8 scores for Term 2 and Term 3.</p> <p>DM, a PP HAP student attended his first IAP meeting in November just before his first PPE's. The discussion highlighted that DM was underestimating his own abilities, could aim higher for P16 routes and was coasting with his home study and revision. DM also had a Future Quest Mentor. In response to the identification of barriers we brought together teaching strategies (on Mintclass) and input from his future Quest mentor to deliver a consistent message with this student that he could achieve more. March PPE's showed a 2 grade increase in maths and 1 grade increase in English.</p>
Provide high quality intervention and support in all curriculum areas.	All curriculum areas will have access to devolved additional funding for students eligible for the Pupil Premium.	<p><b>Maths:</b> STY led additional intervention sessions. These students were making slower-than-usual progress prior to lockdown but with this intervention PP students, on average, made the same rate of progress as the whole cohort.</p> <p>Class teachers made underperforming PP students 'priority students' in class and accelerated their progress through questioning and targeted support. PP student Centre Assessed Grades had a positive P8 for the first time ever: 0.19 (non PP 0.66)</p> <p><b>English:</b> PP Term 1 Expected Grades (-1.23). PP Centre Assessed Grades (-0.80). PP students moved 0.43. In comparison, Non-PP students moved 0.11. PP students in year 11 were provided with the following resources from the PP budget: Revision guides and FLIPSO revision flashcards for all the Literature texts and a theatre ticket for a Literature play in term 2. GCSEPOD log ins were given to 5 students and shown by English teachers how to access it. Feedback on resources was positive.</p> <p><b>Science:</b> Pupil premium Students in year 10 and 11 were provided with Science revision guides and workbooks to support their study of GCSE. A trial was done to provide pupil premium students in year 11 with revision flash cards. Feedback from students was that they found these resources useful. All PP students were spoken to by their subject teacher 1:1 to identify barriers to learning. This provided a useful insight into each student's situation and allowed appropriate targeted support to be identified.</p> <p>The Combined Science year 11 Pupil Premium value added rose from -1.55 (PPE1 data) to -0.85 for the final Centre Assessed Grades which were based on both PPE exams.</p> <p>In Triple Science, Biology value added rose from -1.8 to -0.9 from PPE1 to the final Centre Assessed Grades. Physics value added rose from -0.9 to -0.6 and Chemistry from -2.3 to -1.1.</p> <p><b>Art &amp; Photography:</b> Art materials, memory cards and sketch books purchased for GCSE Art &amp; GCSE Photography students enabled students to produce better quality work with increased pride in presentation. The same approach will be used 2020-21</p> <p><b>Performance Skills:</b> Year 9 London theatre &amp; galleries trip: Two students had 50% of the trip fee funded which enabled them to take part. Both students have developed a keen interest in the Arts and have opted for VCert Performance Skills in Yr10.</p> <p><b>History:</b> Pupil Premium students in Year 10 were provided with revision guides. Students in Year 11 were also provided with revision guides for each topic. 62% of PP students achieved their target grade. Value added was comparable between PP and non PP students.</p> <p><b>RS:</b> Students in Year 10 and Year 11 were provided with exam board revision guides as well as teacher made revision guides. All PP students had access to a textbook at home and every lesson. 2/3 achieved a positive residual in RS. Value added for PP students was -3 compared with -0.9 for non PP students. The focus that teachers have on Pupil Premium students in this subject area will be an area of focus for us in 2020-21.</p>

		<p><b>Geography:</b> Out of the 8 PP pupils in the 2018/20 GCSE cohort 50% achieved or exceeded their target grade. Value added for PP students was -1 compared with -0.1 for non PP students. The focus that teachers have on Pupil Premium students in this subject area will be an area of focus for us in 2020-21.</p> <p><b>MFL:</b> Students were provided with revision guides and specialist materials for home study. They were also targeted to attend revision sessions. French value added for PP students was -2 compared with 0.3 for non PP students (only 3 PP students). 1 PP student in German achieved a VA of 1 compared with a non PP average of 0.1.</p>
<p>Improve outcomes in core subjects.</p> <p>Profile specific deficits across all years.</p>	<p>Pupil Premium coordinators in Maths, English and Science.</p>	<p><b>Maths:</b> We use a Personalised Learning Checklist approach to the learning of all maths skills. These are used on a whole-class level but also lessons are planned disproportionately around the weaknesses identified in core focus groups (PP), so that their progress is accelerated to at least equal that of non-PP.</p> <p>Contact with parents was made more frequently and attendance at after-school maths made almost-compulsory for them. A PP evening was hosted, where one third of PP students and families engaged. Progress ensuing from this <b>either remained stable or improved somewhat, in one case significantly</b> (One HAP / PP student improved by 2 grades from Nov to March PPE).</p> <p><b>English:</b> By term 2, all PP students were placed into intervention groups to gain extra revision sessions every Wednesday after school. Teachers were allocated to groups and to monitor attendance before feeding back to PP lead. Attendance was tracked and monitored. Any failure to attend was picked up by PP lead CMA. Students were consequently met with by PP lead. Attendance was improved.</p> <p>January PP evening attended by 1 third of the PP student cohort and their parents/carers. Every English teacher was met by PP lead CMA to discuss in class strategies such as questioning, marking, feedback and seating plans. Information from THA was shared in these meetings.</p> <p>PPE exams and subsequent assessments were focused on in Curriculum Team meetings and therefore shared with their intervention English teacher. Three PP students maintained their PPE score in March. With the exception of one student who did not take the March PPE, all other students improved from the November PPE to the March PPE.</p> <p><b>Science:</b> The Science PP coordinator met with teachers of all PP students to go through barriers to progress and ensure appropriate strategies were used. The PP coordinator also provided regular CPD updates at Science Curriculum Team meetings to ensure a PP focus remained with all members of the team.</p> <p>Teachers were held accountable for knowing their PP students, identifying barriers to learning and using a variety of different strategies to overcome them. Teachers made frequent contact with the parents/carers of underachieving PP students and revision resources were also provided for year 11 PP students.</p>
<p>Raise cultural capital and literacy skills.</p>	<p>Literacy scheme: Read Write Inc.</p>	<p>Star Reading Tests were conducted with a Year 7 cohort in 2019. Information obtained from this testing showed us that a number of students (48) were below the expected reading benchmark for their age. 33 of these students had reading ages below 9 years and 5 months. These 33 students then completed a placement test for the Read Write Inc. programme. Based on these results, 12 students started the intervention comprising of 4 x 1 hour lessons per week. A second star reading test completed with some of these students has shown that reading ages have improved despite the limited number of weeks we were able to deliver the RWI intervention. For example; C.S. had a reading age of 8.09 from the first Star Reading Test and he now has a reading age of 9.03 from Test 2. Those students that showed a small change in their reading age (only increasing by 2 months), showed improvements in their placement test for RWI and will subsequently start on a higher module when teaching resumes.</p> <p>Of the Year 8 students retested with their placement test for RWI, all have shown improvements with fewer gaps in their phonic knowledge, making less reading mistakes when completing the oral reading passages. RWI Student voice has shown that they feel better able to tackle (decode) unfamiliar words and can use the strategies taught in lessons to support their reading in every subject. They are transferring skills used to all areas of the curriculum and not just English. They enjoy the pace of the lessons and the interactive style of learning and are keen to continue.</p>

Raise cultural capital and literacy skills.	Literacy Scheme: Book Buzz	<p>During this scheme students got lots of enjoyment choosing their books, including watching author interviews and discussing books with their class. Student and parent feedback was positive.</p> <p>Data analysis has shown the following positive impact. In Year 7 The proportion of PP students on SP1 meeting or exceeding their TG increased by 9%. The % of PP students on SP4 meeting or exceeding their TG also increased. In Year 8 the proportion of PP students on SP1 meeting or exceeding their TG increased by 7% and the proportion of students on SP2 meeting or exceeding their target increased by 5%.</p>
Raise cultural capital and literacy skills.	Literacy Scheme: Lexia	Students work on Lexia both during school time sessions and they can also access it from home. Analysis of Lexia data showed an improvement across the duration of the programme in the use of advanced word chains, multiple syllable words, simple suffix and building sentences.
Support the literacy and raise confidence in examinations	Exam Reader Pens	<p>Reader pens were bought and a trial taken in PPE 2 (March). A reading pen is the only reading support students would have been able to access for the English Language exam. Therefore this would have made a difference in terms of being able to hear the extract and specific words being read to them.</p> <p>Case studies of SEND / PP students show an improvement in PPE marks following training and use of the reader pens.</p> <ul style="list-style-type: none"> <li>• Student 1: English Language Score improved from 1.4 to 1.9 following the use of the pen.</li> <li>• Student 2: English Language Score improved from 2.1 to 3.4 following the use of the pen.</li> </ul>
Ensure all students eligible for the Pupil Premium are fully equipped and ready to learn.	Provide equipment for day to day school.	Pupil Premium students who are always prepared for school have a smoother start to the day and a more positive experience as they are equipped to learn and spend less time in detention as a result of not having equipment. Students were also provided with equipment at home such as a calculator to use for revision and home study purposes.
Increased attendance rates for students eligible for the Pupil Premium.	Music / instrument lessons.	<p>1 x Year 11 Male: Funded guitar lessons for 4 terms, supporting his preparation for Controlled Assessment composition and performance tasks.</p> <p>1 x Year 9 Female: Funded piano lessons for 2 terms.</p> <p>No lessons were provided during terms 5 &amp; 6 due to lockdown. A limited number of students seem to be accessing this opportunity. Important to review marketing practices in 2020-21.</p>
Provide pastoral and whole-person support. Increased attendance rates for students eligible for the Pupil Premium.	Breakfast club and free lunches.	Attendance at Breakfast Club continues to grow. Our most vulnerable PP students / families are regular patrons of breakfast-club. The canteen staff get to know PP students well and build bonds with students. As the team sees students before they go to lessons they notice whether students are out of sorts and report this to relevant members of staff.
Disruptive behaviour in KS4 addressed. Reduce the use of Fixed Term Exclusions.	Provide appropriate alternative provision.	<p>The number of IR referrals of PP students versus Non PP have reduced throughout the academic year.</p> <ul style="list-style-type: none"> <li>• Term 1: 64% of referrals were PP.</li> <li>• Term 2: 51% of referrals were PP.</li> <li>• Term 3: 46% of referrals were PP.</li> </ul> <p>The number of FTE's of PP students versus Non PP have reduced throughout the academic year.</p> <ul style="list-style-type: none"> <li>• Term 2: 46% of referrals were PP students.</li> <li>• Term 3: 36% of referrals were PP students.</li> </ul>
Ensure all students are in correct Academy uniform.	Provide uniform vouchers for parents/carers of students eligible for the Pupil Premium.	All students wear our school uniform with pride. Clear routines and expectations are the foundations of the culture of high expectation across the school. Routines are closely monitored and have allowed the Academy to continue to make improvements with uniform and equipment.

<p>Raise the aspirations and self-esteem of students.</p>	<p>Bright Sparks</p>	<p>Case Study: Student 4 was experiencing adverse conditions at home which had affected his concentration and engagement in school. This student's confidence, attitude and focus improved during Term 3 as a result of the programme. Science – “This student's confidence improved and will now answer questions in class.” PSHE – “This student has definitely raised their aspirations.”</p> <p>Case Study: Student 5 who was experiencing difficulties outside of school. Self-esteem, resilience, attitude and focus all slightly improved. Has become increasingly confident in answering questions. Confidence and self-esteem has risen since the start of the year.</p> <p>Students miss quite a lot of core curriculum time to participate in this program. This could contribute to knowledge gaps emerging in PP students.</p>
<p>Support the mental health of pupils eligible for the Pupil Premium</p>	<p>Provide free access to the school counsellor</p>	<p>Mental health support was provided during COVID-19 pandemic. We arranged telephone counselling for PP students in the vulnerable provision. School Mentor triaged students during 'lockdown' following referrals from members of the pastoral team. This worked effectively.</p> <p>Student 3 (PP and has an EHCP): Was struggling with identity and mental health. Student 3 has provided feedback about how the support has helped them to regulate emotions, control outbursts and help make sense of adverse childhood experiences. Behaviour referrals for this student have decreased.</p> <p>62 students were added to the SBL Post lockdown 'reintegration' tracker with mental-health concerns. Of these, 25 were PP students (40.32%) compared to the whole school PP proportion which is 21.6%. A referrals tracker has been created to establish the precise impact of this intervention. Next year, funding will need to be directed to dealing with mental health issues that have emerged during and as a result of lockdown.</p>
<p>Dedicated staffing to represent pupils eligible for the pupil premium across the Academy's leadership structure (£70,000).</p>		
<p>Attendance manager to support students maintain the highest possible attendance (£10,000).</p>		
<p>Contingency for in-year interventions and bespoke support (£10,000).</p>		