



Pupil Premium: Impact of Interventions

2019/20 Academic Year

Total number of pupils on roll (Years 7 to 11): 1127

Number of pupils eligible for Pupil Premium: 429

Pupil Premium Allocation: £415,925

The Academy has identified a number of barriers to the progress of disadvantaged pupils. These are outlined below with details of the strategies and actions taken.

Barrier: Low Levels of Literacy and Numeracy (total cost: c.£80k)

Objective:

Continue to raise the profile of reading, offering opportunities for all students to read regularly and providing intervention where necessary.

Strategies

- Use of Daily Reading Time to improve reading culture. (linked to cost of increased day length)
- Targeted intervention by literacy assistant. (c.£20k)
- Additional teaching groups in English and mathematics for students with low prior attainment (c.£60k)

Actions

- All students in Years 7 to 11 were provided with the conditions and resources for independent reading (20 minutes daily).
 - Library refurbishment to improve the library facilities within the Academy.
 - Approximately 75 students targeted for additional literacy support.
 - Students in Years 7 and 8 receive additional English (2 lessons) and mathematics (1 lesson) per week to close gaps in literacy / numeracy.
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Barrier: Behaviour and attendance (total cost: c.£28k)

Objective:

Continue to raise the profile of attendance and behaviour expectations for all students, with specific monitoring and interventions in place for pupil premium students.

Strategies

- Regular attendance cohort meetings involving extended and senior leadership team, pastoral leaders and attendance officer. (c.£28k)
- Attendance leagues. (nominal cost)

Actions

- All students in Years 7 to 11 receive regular updates regarding their attendance.
 - Fortnightly meetings with senior leaders for students whose attendance is a concern.
 - Standing item at ELT / SLT meetings for review.
 - Regular attendance competitions / rewards for students / groups showing good attendance.
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Barrier: Passive Attitudes towards Learning (total cost: c.£295k)

Objective:

Continue to provide quality first teaching and increase engagement in learning by improving students' involvement in the learning process.

Strategies

- Ensure maximum contact time with teaching staff to give structured input to student learning. (c.£280k)
- Use of teaching and learning time for further training. (nominal cost)
- Expansion of Year 11 intervention programme. (nominal cost)
- Saturday morning intervention (c.£15k)
- Provision of study facilities for students to complete work / revision using Academy facilities. (£200)

Actions

- Longer school day (8.20am-3.40pm), including more teaching periods per week than a standard timetable, to ensure that students spend as much time in regular contact with teaching staff as possible.
 - Regular input during staff briefing / CPD time on teaching and learning strategies.
 - Evaluation of departmental marking and feedback policies, including quality assurance.
 - Weekly teaching and learning forums aimed at improving teaching practice.
 - Daily support for English and mathematics during pastoral time.
 - Full range of interventions during spring term in all subject areas.
 - Daily after school intervention.
 - Increased offer of Saturday morning intervention in English and mathematics, accessed by c.50 pupils (c.50% eligible for pupil premium).
 - Daily study group (lunchtime) and after school study space (library).
 - Supervised study facility during holiday periods.
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Barrier: Home-school liaison (total cost: £30k)

Objective:

Improve the dialogue and contact opportunities between school and home to develop a consistent approach to student support and intervention.

Strategies

- Additional parents' evening during autumn term. (nominal cost)
- Appointment of Early Help Coordinator to support families with a particular focus on disadvantaged pupils
- Year 11 Essential Preparation Supper (£800)

Actions

- Additional parents' evening for invited students during autumn term where there were progress concerns.
 - Monitoring of students' responsibility for learning / engagement.
 - Early Help Coordinator to work with families of disadvantaged pupils to provide a wide range of support
 - Establishing a Breakfast Club programme
 - Support with revision resources / techniques for students / parents.
 - Bespoke resources to support revision planning.
 - Provision of revision tools.
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Evaluation of Impact

The impact of these strategies is evaluated as:

- improvement in the progress being made by disadvantaged students (−0.61 in 2018; −0.49 in 2019; −0.47 in 2020; cf. national figure of −0.45)
Note: The 2020 figure is derived from SISRA Analytics but caution is required in interpreting this due to the national variation in results due to centre assessed grading.
- significant strengthening of home-school partnership with disadvantaged pupils through the work of the Early Help Coordinator
- improved parental engagement (high levels of attendance at Year 11 Essential Preparation Supper)
- stronger dialogue between home and school through more frequent reporting of student progress data and increased frequency of Parents' Evening
- increased engagement of students in learning and study, demonstrated by high levels of attendance at revision sessions / holiday interventions.



Pupil Premium: Strategy

2020/21 Academic Year

Total number of pupils on roll (Years 7 to 11): 1126

Number of pupils eligible for Pupil Premium: 470

Pupil Premium Allocation: £446,715

In the coming academic year, the barriers for disadvantaged students remain the same, particularly as we return from the national lockdown (March-July). The primary strategy is to ensure quality first teaching, which influences the progress of all students. We expect our allocation to be spent on the following, in conjunction with the COVID catch-up premium:

- **Low Levels of Literacy**
 - Use of Daily Reading Time / Literacy Coordinator to improve reading culture.
 - Targeted intervention by Literacy Assistant.
 - Additional sets in English and mathematics for students with low prior attainment.

- **Behaviour and Attendance**
 - Regular attendance cohort meetings involving pastoral leadership, senior and extended leadership and attendance officer.
 - Continuation of attendance leagues / positive rewards.

- **Passive Attitudes Towards Learning**
 - Increased length of school day to maximise student contact with teachers.
 - Use of teaching and learning / staff briefing time for further training.
 - Continuation of the Year 11 intervention programme (morning, lunchtime, after school, Saturday morning).
 - Mentoring scheme for Year 11 pupils.
 - Structured revision resources provided to Year 11 students.
 - Provision of structured revision / study space to Year 11 students during holiday periods.

- **Home-school relationships**
 - Year 11 Essential Preparation Supper
 - Equipping parents to support students in revision / preparation for assessments.
 - Mentors will maintain weekly contact with parents.

- **“Catch-up” (supported by COVID-19 premium)**
 - Range of support for students (academic, pastoral, welfare) as they return – further planning will take place later in the academic year.

The impact of these strategies will be monitored through:

- weekly meetings of ‘Raising Achievement Planning’ team (RAP)
- regular reviews by Extended and Senior Leadership Teams
- monitoring by staff with specific responsibilities for disadvantaged students, literacy, teaching and learning, etc.