

2021/2022 Pupil Premium Plan

| | 2017/2018 | 2018/2019 | 2019/2020 | 2020/2021 | 2021/2022 |
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| Number of pupils on roll | 360 | 380 | 401 | 476 | 497 |
| Percentage of total pupils eligible for PP | 25% | 32% | 15% | 11% | 14.2% |
| | £43491 | £46594 | £46750 | £42815 | £51092 |
| Costed Spend 2020/21 | £51092 | | | | |

Barriers to future attainment (for pupils eligible for PP)

Our priority is to narrow the attainment gap between our Pupil Premium eligible students and their peers by removing any potential barriers to learning. These include issues with achievement and attainment, lack of engagement in lessons or in enrichment activities, attendance and punctuality. Furthermore, we aim to remove some of the external barriers and create additional opportunities to have more parental engagement, raise aspirations, develop more positive peer relationships and give the student access to funding for additional resources.

Detailed expenditure

| Desired outcome | Intervention strategy | Staff | Total allocation of PP | Monitoring and evaluation (who, how and when?) | Intended outcome |
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| Attendance and punctuality | | | | | |
| Minimum of 95% for all students | <ul style="list-style-type: none"> • Involvement of external agencies to support persistent non- attendance (CSAWs) • CBa to monitor and produce attendance tracking sheet • Form tutors to monitor attendance at 93-95% • Rewards for good attendance • Behaviour lead to have fortnightly meetings with CSAWs officer to identify actions for those who fall | CSAWs, FMa, CWe, CBa, DBr. | £1068 | FMa to oversee attendance and report to governors. Two-week attendance tracker sheet (CBa/CWe, CSAWs) Termly meetings with FMA, CBa and CSAWs | Attendance in line with the local or national average. The national average for PP students for Term 1 of 2019/2020 was 92.4% (last available figures) |

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| | <p>below 95 and 90% attendance- completion of the attendance tracker</p> <ul style="list-style-type: none"> • Pastoral leaders to monitor through feedback via meetings from CBa. Review weekly attendance reports for anyone with below 90% attendance- with clear intervention in place for each student in the form of meetings, attendance reports etc • Whole school assemblies/display about attendance. | | | Form tutors to monitor tutor group attendance | Significant disruption to attendance due to COVID-19 having occurred during 2020-2021, so figures do not reflect previous national averages |
| Punctuality | <ul style="list-style-type: none"> • Lates recorded daily • Daily late detention (ESLT) • Pastoral leaders to chase up persistent lateness via meetings/reports • Late/absence letters to be sent home (CSAWS) | ESLT/SLT/DBr/CBa | | <p>ESLT- daily recording of lates</p> <p>Daily late detentions</p> <p>Half termly report/tracker to SLT</p> <p>DBr/CBa to support/intervene where necessary</p> | Late marks recorded to be less than 5% |
| <ul style="list-style-type: none"> • Persistent absences in line with national | <ul style="list-style-type: none"> • Weekly PA report to pastoral leaders. • Daily roll-call phone calls • Absence letters to be sent home • Work with CSAWS- staged letter response and visits where/when required • Targeted workshops with key students and parents • Legal action for holidays and persistence absence • Counselling where applicable | CSAWs/FMa/DBr/CBa | As above | <p>KMu – record daily attendance</p> <p>Concerns, highlighted in fortnightly meetings with CBa, fed back to DBr</p> <p>Weekly report to ESLT and CSAWS</p> <p>Regular reviews and reflection of the attendance action plan</p> | <p>Persistence absence reduced and in line with the national/local average.</p> <p>National average for persistence absence for PP students is: 23.8% (Last available figures from Term 1 2019-2020)</p> <p>Significant disruption to attendance due to COVID-19 has occurred</p> |

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| | | | | | during 2020-2021, so figures do not reflect previous national averages |
| Attainment | | | | | |
| <p>All students on/above target in Year 10 and 11 in Eng/Maths/Science.</p> <p>To narrow the gap between PP and non PP in attainment</p> | <ul style="list-style-type: none"> • Small group support/intervention Via Action Tutors • Additional Maths and English (staffing) to support and challenge students in lessons/ small group extraction | ESLT | (financed through the Catch up fund with top up of £2000) £27000 | <p>Subject leaders to monitor gap between pp and non pp.</p> <p>ESLT to review data and mentor students.</p> <p>All staff awareness and intervention of key students</p> | <p>Year 10 and 11 PP students making progress in line with their targets</p> <p>Academy Target (GL) for Year 11 PP students is E&M 9-5% - 57.1% E&M 9-4% - 100%</p> |
| <p>Improve quality of teaching and learning</p> | <ul style="list-style-type: none"> • Staff CPL on stretch and challenge – to ensure quality teaching is sustained • Literacy focus – CPL sessions on how to use literacy effectively in lessons • Review of sequencing in lessons – how effectively are students being taught cross curricular skills • Staff training on behaviour management and dealing with low level disruption • Staff training on raising aspirations. • All PP students in Year 11 identified in SIG group meetings and have personalised mentoring to support their progress | FMa/ Dept leads | | <p>FMA/SLT to review T&L via learning walks and lesson observations</p> <p>Subject leads – learning walks</p> <p>Student voice</p> <p>Staff voice- CPL needs and effectiveness of CPL</p> | <p>Consistently Good /outstanding teaching</p> |
| <p>Development of middle leaders to track, monitor and support student attainment</p> | <ul style="list-style-type: none"> • Senior Mental Health Lead training to support students with SEMH needs • Weekly ESLT meetings to discuss key students and their progress. SIG Meetings | FMa/ESLT | CPD funding received from DFE. | <p>FMa/DTh to support staff and embrace opportunities to develop</p> | <p>Strong middle leadership team who stretch and challenge their departments.</p> |

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| | <ul style="list-style-type: none"> Regular data meetings with all staff to discuss attainment and intervention | | | <p>CPD calendar to reflect staff skillset</p> <p>Calendared DATA/SISRA/SIG meetings to be led by RGr</p> | |
| Reading age in line with real age at KS4 | <ul style="list-style-type: none"> Reading scheme – small group/ one to one reading using LSA team Staff training on how to teach decoding and comprehension to students in lessons. Lead for English to identify those with lowest reading ages and provide support with reading. | CHi/GDy | £4200(base d on 20% of LSA time allocated to PP students) | <p>Subject leads to promote and monitor reading in all curriculum areas. Literacy lead to review evidence of literacy in lessons via learning walks</p> | <p>Improved reading ages</p> <p>Students feel confident enough to read in class</p> <p>Better results in English Language</p> |
| Students undertake independent learning | <ul style="list-style-type: none"> Revision guides provided for students Breakfast items Revision stationary made available for students (flashcards/highlighters) <p>Scientific calculators provided.</p> <ul style="list-style-type: none"> Additional afterschool revision sessions | FMa/CBa/DBr Finance department | £2000 | <p>Tracking of attendance to revision sessions/ after school intervention sessions.</p> <p>Monitoring student progress in internal assessments.</p> <p>Tracking of missed homework for pp students by subject leads and class teachers.</p> | <p>Students are independent learners and take responsibility of their learning.</p> <p>Improved outcomes and engagement in lessons.</p> |
| Behaviour | | | | | |
| Number of exclusion and isolations reduced | <ul style="list-style-type: none"> Careful tracking of behaviour by daily behaviour report sent to SLT/ESLT/Dept. leads. Mentoring (SIG group) and counselling offered where necessary | DBr/CBa//FMa/CHi /DTh | | Half termly report to SLT about exclusions and AP reports of LGB. | Exclusions remain low but particularly repeat exclusions. |

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| | <ul style="list-style-type: none"> Weekly pastoral meetings to discuss key students and interventions Pastoral item on agenda for weekly ESLT meeting | | | | |
| Improve quality of teaching and learning | Behaviour management training for staff (INSET days) | FMa/DBr | £600 | Half termly : Learning walks Lesson observations Student outcomes Student voice Book/folder reviews | Reduction of negative behaviour points in lessons Positive student voice feedback |
| Reduction in behaviour points | Incentive for gaining positive behaviour points via student rewards. | Pastoral leads/ All teaching staff | £1000 | FMa and pastoral leaders to monitor and intervene by using Progresso behaviour logs Subject leads to monitor behaviour logs via Progresso reports | Improved engagement in lessons and an increase in positive behaviour points. Improved outcomes for students |
| | Students identified who may require support from school counsellor | DBr/CBa/Counsellor | £800 | Counsellor to provide support where required | SEMH needs addressed of vulnerable students |
| Alternative provision | Students identified who may require access to alternative provision | DBr/CBa | £3000 | Alternative provision to help support student who require additional | Quality AP/ work experience for students not accessing the KS4 curriculum |
| Parental engagement | | | | | |
| Attendance to all parents evenings | <ul style="list-style-type: none"> Call parent reminders Phone calls for key hard-to – reach parents on the day of all parents evenings Follow up meetings and letters for non - attenders Free up form tutors – one tutor time a week to contact | FMa/CWe/CBa /DBr/DTh | | Report on attendance following each parents evening (FMa/DTh) | Improved attendance to parents evening (80% and above) |

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| | parents | | | | |
| Parents engaged with their child's learning | <ul style="list-style-type: none"> · Home visits · How to revise workshops · Coffee mornings · Bring parent/ child day | CBa/CSAWS/DBr | Rewards Program £500 | Logs of home visits and follow up meetings | Improved attendance to parents evening (80%+ plus) More independent learning at home indicated by a reduction in HL codes on half termly reports at KAs. |
| Culture capital and aspirations | | | | | |
| Pupil Post 16 progression and strong careers information, advice and guidance. | <p>Regular careers meetings. Every Pupil Premium pupil to have a clear post-16 plan in place by the end of Year 11.</p> <ul style="list-style-type: none"> • Pupil premium pupils are seen first by careers advisors as a priority group. | FMa/DBr/PCa | £5000 | Records of PP students receiving careers advice. Post 16 destination data to be updated by ESLT | NEET figures improved |
| Extra workshops and trips for more able PP pupils. | <ul style="list-style-type: none"> • Attend university/college opens days • Motivational speakers • Funding for cultural enrichment trips/visits | FMA/DBr/PCa | £2000 | Attendance to trips/workshop tracked. Subject leads ensure pp are represented at any trips/events Attendance to mentoring sessions tracked and followed up by pastoral leaders. | PP students achieve higher grades. More PP students apply to college/STEM subjects |
| Pupil Voice | <p>Pupil Premium pupil practice interview/ CV writing PP student mentoring – focusing on interviews linked to pupil progress.</p> <ul style="list-style-type: none"> • Discussions have centred on destinations, attendance, punctuality, progress and equipment | FMa/ESLT | | Notes from meetings reviewed Progress logs kept for meetings. Discussion regarding key students during SIG meetings | Positive feedback from all PP students. PP students represented within the academy. |

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| | as well as positives and any areas for improvement in school. <ul style="list-style-type: none"> • Pupil premium pupils are represented on student council, as prefects and as pupil leaders. • 20% plan – ensuring all activities/events include a minimum of 20% pp students. | | | | |
| Enrichment opportunities for PP students | Identification of Enrichment opportunities and programs for PP students | NBa | £1800 | Additional resources to increase costed Enrichment groups | More STEM focussed Enrichment for PP students |
| TOTAL COST | | | £51092 | | |

Impact statement for 2019-20

-Attendance and punctuality-Percentage attendance for PP students has been more difficult to track this year due to the lockdown from January-March and covid related absences. Where individual issues have been identified with attendance, pastoral leaders have intervened with strategies to support these areas.

-Attainment – On average PP students made better progress in GCSE Basics (E and M) compared to their Predicted grades from starting points. 47.7% of all PP students achieved GCSE English/Maths 5+, compared to their prediction of 18.5% and 76.6% of pp students achieved GCSE English/Maths 4+, compared to their prediction of 37.0%

-Aspirations – 97% positive destinations (56% at WMG Sixth form and 41% Further Education College). Student Voice collated from individual interviews shows that students felt more confident about their future and the world of work at the end of year 11.

- Early intervention for attendance is essential.
- Development of the role of the tutor in supporting pupil premium students
- Parental involvement needs to be developed and sustained throughout the year. This may be subject specific and or/ student specific.
- Additional support in English to support students with low literacy skills
- More exam preparation for students and parents and earlier, beginning in Year 10