

1. Review of expenditure for 2019/20

Total PP budget: £369,263

Number of pupils eligible for PP in 2019 : 370/885		Pupils eligible for PP (CA)	Pupils eligible for PP (CA)	CA whole cohort	CA whole cohort
Yr 7	Yr10	2019	2020	2019	2020
74/180	75/177				
Yr 8	Yr 11				
83/180	65/169				
Yr9					
% achieving 4 - 9 incl. English and Maths		15%	43.1%	35.5%	55%
% achieving expected progress in English/Maths grade 4+		20%	55%	40.3%	64%
% achieving expected progress in English/Maths grade 5+		6.7%	23%	16<4%	37%
% achieving expected progress in English/Maths grade 7+		0%	4.6%	2.2%	5%
Progress 8 score average		-0.6%	+0.3	-0.1	+0.19
Attainment 8 score average		3	3.2	3.7	4.2

i Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact – Did we meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Clarity for leadership and outcomes of <i>individual activities</i> funded by the pupil premium	<ul style="list-style-type: none"> Ensure that a clear vision is communicated by Senior Leaders for improving the achievement and attainment of PP students. Link Governor briefed on the progress being made by PP students. Conduct a review of Pupil Premium spending and impact. PP plan developed annually and shared with all staff Full profile of PP students compiled and shared with staff: tracking and monitoring of data including attendance and behaviour, intervention strategies and pastoral support. 	<ul style="list-style-type: none"> Fully costed PP plan developed and implemented. Impact of plan measured against outcomes Monthly reviews of the progress of PP students in all years at Panel and Raising Attainment and Progress (RAP) meetings with Middle Leaders. 	Continue with approach to ensure the learning and achievement of PP students is a shared vision and across the academy.	£250,00
Ensure gaps are narrowed between Pupil Premium (PP) and non-Pupil Premium (NPP) students	<ul style="list-style-type: none"> Data used to track and monitor PP students to demonstrate improved performance and to close the gap across the academy. 	<ul style="list-style-type: none"> PP students monitored on track to reach milestone targets. Gap between PP students and non PP students in each KS is less than 10% 	Progress of PP students will continue to be monitored to ensure they make at least expected progress	

	<ul style="list-style-type: none"> Relative Performance Indicators for PP/non-PP students regularly published for all subject areas. Increased emphasis on the relative performance of PP and non-PP students in assessment reports. 	<ul style="list-style-type: none"> report half-termly to SLG and the Governing Body Standards Committee. 		
To secure PP targets of progress in English and Mathematics	<ul style="list-style-type: none"> Regular monitoring of PP students at RAP meetings. Additional assessment points included in the assessment cycle for Upper School. Ongoing programme of after school revision sessions for Upper School in all subjects 	<p>Regular updates and reports on progress and achievement – current working/projection grades. Analysis of progress across years, pupil groups and subjects; check 'level' to avoid areas of weak progress.</p> <p>Whole school results for 2020 (2019) show the following: A8 4.2 (3.7) P8 +0.2 (-0.1)</p> <p>English/Maths 7+ @ 6.6% (2.2%) English 7+ @ 16.3% (8.2%) Maths 7+ @ 9% (9%)</p> <p>English/Maths 5+ @ 36.7% (16.4%) English 5+ @ 47.4% (32.8%) Maths 5+ @ 47.6% (23.9%)</p> <p>English/Maths 4+ @ 63.9% (40.3%) English 4+ @ 73.5% (55.2%) Maths 4+ @ 71.1% (49.3%)</p>	<p>Assessments are rigorous and support progress. QA of assessment processes to check standards are maintained. Diagnosis, therapy and testing are common practice across the academy.</p>	
li Targeted support - Interventions				
Desired outcome	Chosen action/approach	Estimated impact – did we meet the success criteria?	Lessons learned (and whether we will continue with this approach)	Cost
Intervention programmes for PP students to prioritise the importance of literacy and numeracy.	<p>Intervention programmes for PP students to prioritise the importance of literacy and numeracy as tools for learning implemented:</p> <ul style="list-style-type: none"> Holiday, before and after school catch-up numeracy and literacy programmes. 	Tracking the progress of students and evaluating the effectiveness of PP interventions resulted in SMART decision making.	PP student to be targeted for inclusion within intervention programmes	£139,263

	<ul style="list-style-type: none"> • Half term subject intervention sessions maths including subject coaches to accelerate performance of PP students • Appointment of PP English and Maths Intervention Progress Mentors to close the gaps in knowledge and skills. • Accelerated Reader programme with Lower School, targeted PP students for literacy • Purchasing of licences and hardware to support students online learning with academic subjects and to touch base with tutors. 			
PP students socially and emotional secure and continue to progress onto post 16 provision	<ul style="list-style-type: none"> • Mentoring programme to address the social and emotional needs of PP students • Year 6 transition and transfer events for vulnerable groups. • Purchase of laptops for students. 	PP students supported by providing opportunities to develop employability skills in order to fulfil their potential Reduction in the number of NEETS	PP learning mentors for Lower and Upper school to support pastoral concerns made positive impact.	
iii Other approaches				
Desired outcome	Chosen action/approach	Estimated impact – did we meet the success criteria?	Lessons learned (and whether we will continue with this approach)	
To improve low attendance rates of PP students	Attendance Team (Attendance Improvement Officer) to track absences and follow-up justifications.			

Academy attendance (AA)

Attendance was in line with schools in deprived areas nationally.

	2017 to 2018		2018 to 2019		2019 to 2020	
	PP	Whole Academy	PP	Whole Academy	PP	Whole Academy
Year 7	94.60%	-94.21%	93.67%	94.37%	94.47%	94.99%
Year 8	93.73%	94.88%	92.85%	94.02%	93.14%	93.47%
Year 9	93.59%	93.61%	93.16%	93.81%	90.24%	91.78%
Year 10	92.3%)	93.30%	91.88%	93.05%	89.50%	92.93%
Year 11	85.80%	90%	85.79%	90.03%	91.54%	90.77%

Persistent Absence (PA)

The 85% measure is at least in-line with the National figure for PA schools in deprived areas.

2019/2020	10.30%
2018/19	7.29%
2017/18	3.40%

The 90% measure is at least in-line with the National figure for PA schools in deprived areas.

2019/2020	20.60%
2018/19	16%
2017/18	11.11%