

1. Review of expenditure for 2020/21

Total PP budget: £355,190

Number of pupils eligible for PP in 2020 : 365/887		Pupils eligible for PP (CA)	CA whole cohort	CA whole cohort
Yr 7	Yr10	2021	2020	2021
75/179	68/177			
Yr 8	Yr 11			
68/178	77/178			
Yr9				
77/17				
% achieving expected progress in English/Maths grade 4+		52%	64%	59%
% achieving expected progress in English/Maths grade 5+		20%	37%	32%
% achieving expected progress in English/Maths grade 7+		2%	7%	2%
Attainment 8 score average		3.3	4.2	3.7

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. Relative Performance Indicators for PP/non-PP students regularly published for all subject areas. 	<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"> 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. <p>LAC Students - CH</p>		
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 2021 (2020) show the following: A8 4.1 (4.2) P8 +2.8 (+0.2)</p> <p>English/Maths 7+ @ 2.3% (6.6%) English 7+ @ 10.8% (16.3%) Maths 7+ @ 7.4% (9%)</p> <p>English/Maths 5+ @ 31.8% (36.7%) English 5+ @ 44.9% (47.4%) Maths 5+ @ 42.6% (47.6%)</p> <p>English/Maths 4+ @ 59.1% (63.9%) English 4+ @ 70% (73.5%) Maths 4+ @ 65.3% (71.1%)</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	

	<ul style="list-style-type: none"> • Half term maths residential including subject coaches to accelerate performance of PP students • Appointment of PP Literacy and Numeracy Progress Mentor (VAC) • Accelerated Reader programme with Lower School, targeted PP students. • Purchasing of licences for Lexia Literacy programme for students with weak literacy skills. • Purchasing of Mymaths licences for students who lack confidence. 			
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. 	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.	
lii 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)	Cost
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		2020 to 2021	
	PP	CA All	PP	CA All	PP	CA All	PP	CA All
Year 7	94.7%	94.2%	93.7%	94.4%	94.5%	95.0%	93.0%	93.8%
Year 8	93.7%	94.9%	92.9%	94.0%	93.1%	93.5%	89.6%	92.8%
Year 9	93.6%	93.6%	93.1%	93.8%	90.2%	91.8%	89.5%	91.5%
Year 10	92.3%	93.3%	91.9%	93.1%	89.5%	92.9%	80.4%	86.0%
Year 11	85.8%	90.0%	85.8%	90.0%	91.5%	90.8%	81.1%	77.8%

Persistent Absence (PA)

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

	All	PP
2020/21	26.5%	34.3
2019/20	10.3%	
2018/19	7.3%	
2017/18	3.4%	

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

	All	PP
2020/21	37.3%	43.8
2019/20	20.6%	
2018/19	16.0%	
2017/18	11.0%	