

PUPIL PREMIUM PLAN - 2020-2021

PUPIL PREMIUM EXPLAINED

What is the pupil premium?

Many children from families who receive certain benefits are entitled to a sum of money paid to their school to boost their learning.

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children. This is based on research showing that children from low income families perform less well at school than their peers. Often, children who are entitled to pupil premium face challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

How is it spent?

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible.

Common ways in which schools spend their pupil premium fund include:

- Extra one-to-one or small-group support for children within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for children who need extra help with maths or literacy.
- Running a school breakfast club to improve attendance.
- Providing extra tuition for able children.
- Providing music lessons for children whose families would be unable to pay for them.
- Funding educational trips and visits.
- Paying for additional help such as speech and language therapy or family therapy.
- Funding English classes for children who speak another language at home.
- Investing in resources that boost children's learning, such as laptops or tablets.

Often, all of the children in a class will reap some benefit from how the school spends its pupil premium: for example, if the money is used to fund an additional teaching assistant who works across the whole class, rather than providing one-to-one support.

But research shows that the fund does help to narrow gaps between disadvantaged children and their peers, particularly in English and maths.

Explanation from 'TheSchoolRun.com' - <https://www.theschoolrun.com/the-parents-guide-to-the-pupil-premium>

This report details the current cohort eligible for pupil premium funding and how this money is intended to be spent for the 2020-2021 academic year. The report also details a review of previous year's spending.

PUPIL PREMIUM PLAN - 2020-2021

REVIEW OF 2019-2020 SPENDING

| Measure | FFT20 Target | PP Outcome | Non-PP Outcome | PP/Non-PP Gap |
|----------------|--------------|------------|----------------|---------------|
| % 5+ EM | 42% | 42% | 44% | -2% |
| % 4+ EM | 50% | 69% | 77% | -8% |
| Progress 8 | -0.03 | 0.02 | 0.66 | -0.64 |
| English basket | -0.18 | 0.14 | 0.54 | -0.40 |
| Maths basket | 0.45 | 0.07 | 0.63 | -0.56 |
| EBacc basket | 0.03 | 0.08 | 0.80 | -0.72 |
| Open basket | -0.31 | -0.17 | 0.63 | -0.80 |

In the previous academic year the outcomes for disadvantaged students in English and Maths (in regards to the 5+ and 4+ measures) were much closer to that of non-disadvantaged students. However, when taking in to account performance across a range of subjects, student's outcomes in each basket was significantly weaker, particularly in open basket subjects.

A number of strategies were employed in the previous academic year. Some of these strategies relied on usage of funding whilst some did not. Notable strategies employed are described below.

Staffing

Funding was utilised to ensure the Academy was able to secure a strong staffing compliment which supported all year groups throughout the academic year. This enabled us to keep class sizes to a manageable level, secure specialist staff in areas of weakness (Languages, Technology and Science in particular) in order to help secure achievement across the school. Additional support to SEN students was also funded through this funding to support students in receipt of the pupil premium who have additional needs.

Careers support

Pupil premium funding was utilised to support opportunities for students across multiple year groups (predominantly Y11 and Y13) to experience 1-1 careers interviews. This strategy was particularly impactful as 100% of these students secured places in various post-16 and post-18 establishments.

Tutoring

In order to support disadvantaged students on alternative provision we utilised funding to provide tutoring to students in core subjects (English and Maths). This provided these students with the opportunity to secure GCSE qualification to prepare them for post-16 studies.

Academic intervention

The Academy operated an extensive programme of intervention activities throughout the academic year. Much of this was additional study for students either before school, after school, or during school holidays. Funding was used to support this provision either via staffing to deliver these sessions or through transport arrangements to enable disadvantaged students to travel to/from these sessions.

Enrichment opportunities

Various enrichment opportunities were offered throughout the academic year and funding was utilised to support student's access to these opportunities. These included theatre trips, university visits, poetry workshops and a number of visiting speakers to support our PSHE curriculum.

Counselling services

A programme of active listening is available for students who require additional support with various issues affecting their well-being both in and out of school. This has been utilised to ensure those most in need of this can access counselling services much quicker than relying on external agencies.

Uniform support

Funding was regularly used to support families who struggled to purchase new items of school uniform for their children.

Student ingredients

A number of disadvantaged students often struggled to provide ingredients for practical food technology lessons. All students were given the opportunity to take part in these lessons and funding was utilised to ensure students did not miss out on this opportunity.

PUPIL PREMIUM PLAN - 2020-2021

COHORT INFORMATION

| Year group | No. of students eligible for pupil premium funding | No. of eligible boys | No. of eligible girls |
|--------------|--|----------------------|-----------------------|
| Year 7 | 58 | 28 | 30 |
| Year 8 | 46 | 27 | 19 |
| Year 9 | 44 | 21 | 23 |
| Year 10 | 44 | 20 | 24 |
| Year 11 | 31 | 17 | 14 |
| Total | 223 | 113 | 110 |

PUPIL PREMIUM ALLOCATION FOR CURRENT ACADEMIC YEAR

£203,380.84

PUPIL PREMIUM OBJECTIVES FOR CURRENT ACADEMIC YEAR

| 1 | 2 | 3 |
|---|---|---|
| Ensure students eligible for pupil premium funding achieve outcomes at the end of KS4 that are in line with or better than similar students nationally. | Attendance of pupil premium students in all year groups is in line with or better than national average for this group of students. | Develop a curriculum that is intelligently planned to provide exposure for all students to a wide breadth of experiences and opportunities in and out of lessons. |

WHOLE-SCHOOL CLASSROOM STRATEGIES

EVIDENCE SUGGESTS THAT HIGH QUALITY LEARNING AND CLASSROOM PRACTICE CAN MAKE THE MOST DIFFERENCE TOWARDS CLOSING THE ATTAINMENT GAP BETWEEN STUDENTS ELIGIBLE FOR PUPIL PREMIUM AND THOSE THAT ARE NOT. WE FOCUS ON A SMALL NUMBER OF WHOLE-SCHOOL STRATEGIES WHICH WE BELIEVE CAN HAVE THE MOST SIGNIFICANT IMPACT ON THESE STUDENTS.

| Strategy | Explanation |
|--|--|
| PPIC Your KIC | As part of our whole-school start-of-lesson strategy (KIC – Knowledge, Improvement and Collaboration) that promotes recall and retrieval of previously taught knowledge, one day per week will focus on questioning PP students only on what they are able to recall. This strategy also promotes metacognition and self-regulation – helping students to think more about their own learning. |
| Double-weighting of PP students when questioning | This provides more opportunities for PP students to be selected for questions during lessons. PP students features more regularly when students are selected at random for questions when teachers utilise random name generators. This provides the opportunity for disadvantaged students to feed back on their learning and also receive more regular feedback from the teacher. |
| First 5 - PP focus during book looks and marking | Teacher to focus on 5 PP students books first for both book look opportunities and regular feedback through marking. This provides these students with more regular feedback from the teacher which will ultimately provide them with guidance on how to improve further. |
| PP students identified on seating plans and seated appropriately in the classroom. | This will provide teachers with regular opportunities to target PP students more regularly through questioning and in-class feedback. |
| PP bulletin student focus | Each week staff will share key information around an individual PP student in the staff bulletin in order to enable teachers to get to know them more and understand how best to engage them in their lessons. |
| PP 'Good Start' meetings | Achievement Leaders and Pastoral Leaders to hold regular individual meetings with PP students to discuss any barriers to learning and provide support where required. |
| PP Aspiration Programme | Led by BNE - A focus group of PP students taking part in a weekly programme of support designed to help them realise their aspirations and be supported to overcome barriers in achieving them. |

PUPIL PREMIUM PLAN - 2020-2021

HOW FUNDING WILL BE UTILISED

| Subject / Area | Actions | Justification | Success Criteria | Staff responsible | Cost/resource implications | Objective |
|-----------------|--|---|--|-------------------|----------------------------|-----------|
| Whole-School | Staffing in specialist areas | To ensure all areas of school (both teaching and non-teaching) are staffed by specialists. Also ensure class sizes are maintained at a level conducive to learning. Key subject areas such as Maths, English, Science, Pastoral, Social Sciences and Humanities all targeted as part of this. | Outcomes in these key areas improve from previous year and are in line or better than similar students nationally. | CFI | £180,380.84 | 1, 2, 3 |
| Whole-School | 'Let's Talk' counselling services – 3 days per week | To provide students with the opportunity to seek additional support with problems such as social pressures, exam pressures, stress and anxiety that is affecting their health and wellbeing. It is really important that we are able to remove any barriers to learning, to enable them to put all efforts into the studies and ensure they are equipped to achieve their full potential. | <p>Through student voice:</p> <p>All students feel their wellbeing has improved following sessions.</p> <p>All students feel the issue they had been referred for is no longer a barrier.</p> <p>All students feel more motivated following sessions.</p> <p>All students feel their concentration has improved as a result of the sessions.</p> | ABR | £11700 | 1, 2 |
| Maths / English | Year 11 evening 1-1 tutoring programme 2 x 10 week programmes | To provide additional support for students (PP and non-PP) with core subjects through 'MyTutor'. | Students attend all sessions. Students make progress in terms of their final grade against the grade they were predicted at the start of the year. | SBR | £12800 | 1, 2 |
| Year 11 | Year 11 breakfast 'Study Lounge' programme – Staff overtime payments | To provide additional support from specialist staff for students (PP and non-PP) prior to school starting. Both academic and pastoral support offered. | A minimum of 10% of the year group attend this session each day. Those who regularly attend achieve positive progress on average. | SBR | £6000 | 1, 2 |
| NA6 | Cornell Note Pads | Note pads provided for NA6 students to assist with their note taking across all lessons. | Improved outcomes in KS5. Learning walks demonstrate improved recall of knowledge from students. | ABR | £326.25 | 1 |
| NA6 | Extended project qualification text books x 40. | To support the delivery of the course and independent study sessions. | Increased number of applications to Universities. More students access apprenticeships Improved outcomes at KS5. | JHS | £611.60 | 1, 3 |
| English | English Language GCSE AQA Exam Practice Workbook | Revision book focuses on English Language Paper 1 + Paper 2. Books given to students and encouraged to complete during Breakfast club on Tuesday, in their own time at home. Books will be regularly referenced in English lessons and used for HL. Potential to use for y10 PP students. | Learning walks show an increased level on engagement and confidence from students. Assessment performance demonstrates an improvement over time. | RPA | £441 | 1, 2 |

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| English | Collins 'Yes you can' English GCSE revision guides | Exam Practice work book for PP students to help build up confidence around revision. Books to be completed during Breakfast Club and during lessons with certain key groups (11S). | Assessment performance demonstrates an improvement over time. | RPA | £266 | 1, 2 |
| Maths | Maths GCSE 'Ready, Set, Go' Workbooks | Revision book focuses on crossover material, vitally important for both tiers (Foundation and Higher). Books given to students and encouraged to complete during Breakfast club on Friday, in their own time at home. Books will be regularly referenced in maths lessons. Potential to use for Y10 PP students. | In class assessments and results from mock exams. | JWO | £400 | 1, 2 |
| Maths | Scientific calculators for all students eligible for pupil premium funding | Students need a scientific calculator for maths GCSE and the earlier they can become more familiar with it the better prepared they will be. | In class assessments and results from mock exams. | JWO | £1969 | 1 |
| Geography | Geography Hodder Exam Workbooks | To provide students with expert written content, student friendly mark schemes and exam question practice for grades 1-9. To provide worked examples. To allow students independent work books in case of any lockdown or tier 2 event. By providing more external opportunities for students to work on exams and questions more lesson time can be dedicated to content and intervention | In class assessments and results from mock exams. | BNE | £551 | 1 |
| Science | Science CGP Exam Workbooks | The aim is to provide students with access to exam questions and solutions for staff and students to use to improve exam performance. These will be used as a follow-up to the additional lesson provided to science where exam technique will be a key focus. | These resources will increase the percentage of students achieving their targets. | LPO | £1070 | 1 |
| Health and Social Care | Health and Social Care Revision Guides | This is a complete revision guide for the examination unit and will provide students with everything they need to learn and opportunities to test their knowledge and understanding. This will supplement class based learning. | Through performance in end of learning outcome tests, and ultimately, comparing these test results to the final exam grade awarded. | SCU | £589 | 1 |
| Religious Studies | RS AQA Exam Question Practice Pack | To provide Religious Studies students with regular exposure to exam questions in order to prepare them for end of KS4 examinations. | Improved outcomes in Religious Studies. | ADA | £65 | 1 |
| Business | GCSE Business Edexcel Exam Practice Workbook | This work booklet goes alongside the work that we have been completing within lessons, as a key tool for independent learning. It covers all aspects of the course, and gives advice and guidance on exam technique. It contains answers for students to be able to use these independently to check their own progress also. | Through their performance in mock exams and measuring their success over time in lessons in particular with their exam technique. | CWL | £144 | 1 |
| Business | AS and A-Level Business: Edexcel Complete Revision & Practice | This book contains both a revision guide as well as exam style practice questions. This will be a useful tool for X13 to use alongside their study challenges to enable them to become more confident with their core knowledge and exam technique. It will enable them to become more independent learners and more confident, this will provide them with more opportunities to succeed in their exams in May. | Through performance in mock exams and lessons, where we can measure how well they have been utilising these booklets and the impact it is having on their independent learning. Also through completion of exam style questions and the knowledge that they are building upon within lessons. | CWL | £160 | 1 |
| Drama | Blood Brothers live stream workshop | Usually year 11's will go and watch Blood Brothers at the theatre but unfortunately this will not be possible this year. Therefore the company who usually perform live have created a workshop, whereby students can interact with them through Microsoft teams. | Impact measured through exam responses in lessons. | LMO | £200 | 1, 3 |

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| Drama | Live Theatre Streaming | A live streaming performance for year 11's written exam. Usually we would watch a performance live and they would then answer a 32 mark question giving their analysis and evaluation, however due to covid we will be watching a live stream instead | Impact measured through exam responses in lessons. | LMO | Unknown at present | 1, 3 |
| Science | Y7 visit to National Science Centre | As part of the new KS3 science curriculum pupils are exploring elements of the universe as part of their 'Big and Small' theme. This visit aims to bring an abstract concept to life as well as offering experiences beyond the local community for our pp pupils specifically. | Engagement in science theme 'Big and small' measured through learning walks/deep dives. | LPO | £460 | 1, 3 |
| Science | 'The Week' annual magazine subscription | To provide science ambassadors with an interesting, relevant and current source of information. The magazines should ignite a passion for discover, stimulate discussion and help students deepen their understanding of the world. They may also use the articles to produce their own blog, or make displays to promote the relevance of science across the school. | Attendance of PP students at enrichment activities in Y8-Y10. | LPO | £311 | 3 |
| English | Purchase of texts for year 7 English lessons: 20 x 'Alpha: Abidjan to Gare du Nord' 20 x 'A Most Peculiar Toy Factory' 24 x 'Barrington Stoke School Spelling Dictionary' 2 x A Strange Land – Alan Gibbons 2 x After the War – Tom Palmer 2x Peace Maker – Malorie Blackman | A selection of texts to introduce students to sophisticated themes and develop their interest in reading. These texts will also support the accelerated reader programme in place across the Academy. | Impact to be measured through Star Reading Tests + Year 7 data checkpoints. Improvements expected from point to point. | RPA | £637 | 1, 3 |
| English | Switch on to Reading + Writing | An intensive, targeted literacy intervention that aims to improve the reading skills of pupils who are struggling with literacy. There are two versions of the intervention: Switch-on Reading and Switch-on Reading and Writing. Both involve specially trained Teaching Assistants (TAs) delivering a tailored programme of literacy support in daily 20-minute sessions over a ten-week period. It has strong links with a Recovery Curriculum. As supported by the EEF. | Learning walks show increased confidence and engagement from year 7 students. Star reading tests demonstrate improved performance over time for year 7 students. | RPA/GWI | £700 | 1, 3 |
| Music | Individual musical tuition for PP students | An opportunity to provide support by providing access for eligible students to receive tuition on a musical instrument. This agenda could potentially: a. increase pupils' confidence and resilience b. encourage pupils to be more aspirational c. benefit non-eligible pupils This agenda sits across all three tiers. | Impact will be seen in pupil/parent feedback, assembly performances and opportunities to play at home. | AWI | Costs to follow | 2, 3 |

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| Music | Purchase of Discovering Music Theory, ABRSM Grade 1 Workbook | Revision books that would support and develop concepts initially undertaken within our classroom music curriculum and practical instrumental opportunities (see above). This option sits across all three tiers but could be delivered through a Tier three, before or after school club opportunity. | Student voice – do students feel confident in answering questions in music. Progress evident in written work | AWI | £525 | 3 |
| Music | Concert/performance visits (to include tickets and travel) | Generate a series of opportunities that respond to our cultural capital and social mobility agendas by providing a range of unique and exciting opportunities | Student voice – CREW discussions and sharing of experiences in subsequent music lessons. | AWI | Unknown at present | 3 |
| Music | Careers music events for PP students | HoD to continually seek a range of broad musical opportunities for outside agencies, such as Service Bands (Royal Marines, Army, RAF) to visit school and provide interactive concert sessions. Musical online activities will also be considered. | Student voice, growing instrumental ability evidenced individually or in classroom settings. | AWI | Free of charge if funded by Armed Forces Careers Office (AFCO) | 3 |
| Music | Purchase of 35 keyboards (Yamaha PSRF51) | To build on and extend theoretical skills, PP students would benefit from an opportunity to fully realise their compositions. This purchase would benefit the whole class. | In lessons and internal performances Inc. Assemblies and online opportunities. | AWI | £3325 | 3 |
| Music | Encourage our Y7 PP pupils in Music 'Green Shoots Music' | HoD to Invite groups of students to participate in bespoke music groups throughout the school week, which as bespoke sessions, seek to grow and develop confidence and understanding Ukulele Club to commence soon. | Improved confidence in lessons, improved fluency and a greater assurance in musical concepts. | AWI | £0 | 3 |
| Drama | Workshops and live Q&A with professionals | Continually seeking opportunities for outside agencies to come in to school or online activities. | Student voice, further education | LMO | Unknown at present | 3 |
| Technology | Provision of overalls and safety boots for usage in construction lessons | To provide PPE for students in Y9 & Y10. Students normally share PPE across Year Groups. Under current circumstances students require their own set of PPE that they take home and wash. Where possible we do encourage students/parents to provide if they wish to do so. | Pupils will take to take part in vocational practical construction activities. Impact measured in class assessments, mock examination results and examination results | AWA | £1110 | 1, 3 |
| Technology | Drawing equipment for Engineering students | To provide students in Y10 with the necessary drawing equipment to allow them to make progress and achieve in coursework units. In normal circumstances we encourage students to provide their own basic equipment such as pencil crayons and pencils, however the majority of the resources we supply within the classroom/lesson. During these circumstances we cannot allow equipment to cross over the bubbles and certain pieces cannot be cleaned between each lesson. By buying these packs we can allow students to take responsibility and ownership over their own equipment. | Pupils will use the resources to complete their engineering design coursework after the Christmas break. The students have got minimal experience of drawing from previous years therefore a longer amount of time is planned to be spent on this unit. The impact will be measured through classroom assessments, mock coursework marking multiple times throughout the year, and final coursework grades. | AWA | £400 | 1, 3 |
| Art | Table top Exposure Unit | This piece of equipment is a way to create prints and can be used for various techniques such as screen printing and cyanotype printing. Moving forward, if in the future we wish to pursue screen printing, we already possess a lot of basic equipment to get started so this would lend itself well. The development of the GCSE Art and design course enables us to explore 3D elements, and delve into craft and the decorative arts movement. We look at building up surfaces through the use of multiple techniques, materials and equipment. With the | Improved outcomes in GCSE Art. Improved experience for students through student voice. | NCA | £523 | 1, 3 |

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| | | <p>purchase of these products we'll be able to offer a mix of modern and classic techniques that are not only used in the current industry but also touch on iconic artists and historical movements.</p> <p>This item (and three others listed below) can be introduced as early as year 9 to help to build up their portfolio and compliment their development into GCSE Art and Design.</p> | | | | |
| Art | Cyanotype Starter Kit | This kit is to be used in accordance with the exposure unit. We'd like to pursue cyanotype printing as it's an effective way that creates almost instant results achieved at any capability level and leads itself to traditional ways of printing and photography. It can benefit all students as it offers additional options of already explored techniques but also can provide an accredited technique/piece of work that is easily achieved. Cyanotype printing is a traditional method that was initially used for early photography. It involves some scientific elements, mixing chemicals to create the light sensitive formula and understanding the exposing process. | <p>Improved outcomes in GCSE Art.</p> <p>Improved experience for students through student voice.</p> | NCA | £69 | 1, 3 |
| Art | Gel Press Printing Plates | This is a new method of printing which is versatile and fantastic results can be achieved at any capability level. The plates allow students to create texture and work back into their pieces. | <p>Improved outcomes in GCSE Art.</p> <p>Improved experience for students through student voice.</p> | NCA | £268.48 | 1, 3 |
| Art | Lino Plates, Handles and Blades | Another printing method that requires students to adapt their designs, taking artist influence into consideration and producing multiple pieces of work that lend themselves to the experimental element of their coursework. | <p>Improved outcomes in GCSE Art.</p> <p>Improved experience for students through student voice.</p> | NCA | £103.60 | 1, 3 |
| History | CPD – Raising attainment in OCR A Level History – Hodder | The History department have just began teaching A Level through OCR this year. This purchase involves receiving a CPD pack based around feedback from the 2019 exam, advice on how to teach and create best outcomes for the exam, strategies on the different exam papers and coursework and strategies of good classroom practise in teaching A Level History. | <p>A Level outcomes in History – Y12 results; Y13 mocks and outcomes in 2022</p> <p>Student and teacher voice – confidence in delivery of course measured from both a teacher and student perspective</p> | JPA | £120 | 1, 3 |
| History | Revision guides – CGP – GCSE AQA History – covers Health and the People and Germany topics | To support Y11 students consolidation of knowledge in their GCSE History. Books will be encouraged to be used when completing retrieval activities in lessons (during Week 1 of fortnightly rotations) and completing homework tasks, e.g. short answer quiz questions. Y10 PP students to potentially be given these also. | <p>GCSE Outcomes for Y11 – mock results and summer results</p> <p>Student voice – confidence in topics through RAG self-analysis</p> | JPA | £227.50 | 1, 3 |
| History | Revision guides – CGP – GCSE AQA History – covers 'Conflict and Tension between East and West, 1945-72'. | To support Y11 students consolidation of knowledge in their GCSE History. Books will be encouraged to be used when completing retrieval activities in lessons (during Week 1 of fortnightly rotations) and completing homework tasks, e.g. short answer quiz questions. Y10 PP students to potentially be given these also. | <p>GCSE Outcomes for Y11 – mock results and summer results</p> <p>Student voice – confidence in topics through RAG self-analysis</p> | JPA | £192.50 | 1, 3 |
| MFL | Dictionaries for Y11 students | Students can use dictionaries in school to enhance their learning. | Improved vocab tests results; improved grades in writing | GWL | £99.90 | 1, 3 |