

Pupil Premium allocation and strategy 2020-2021

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- There is an achievement gap for pupil premium pupils when compared to others nationally across the English Baccalaureate subjects
- Pupils' mental health and social behaviour for Pupil Premium students
- Pupil Premium pupils' aspirations need raising with lack of knowledge of the progression through to their chose career path and awareness of career paths options
- Attendance and punctuality of pupil premium students needs improving

Year Group	Number of pupils in receipt of the Pupil Premium	% (PP)
7	79 (243)	33%
8	75 (233)	32%
9	62 (221)	28%
10	57 (194)	30%
11	61 (188)	32%
Total	334 (1079)	31%

Total number on roll	Years	Number of Looked After Children	Funding Allocation for LAC
1079	Year 7-11	27	£51,300

Quality First Teaching

Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> • All staff to be aware of pupils who are Pupil Premium through classcharts • All staff to employ Disadvantaged First strategy through questioning, support, feedback and communication with the classroom • High quality Teaching and Learning provision for all students • Quality assurance and learning walks to focus on Disadvantaged First strategy • Increased faculty time to focus on high quality teaching and learning deliver through the middle leadership development program • Homework to be published on classcharts and Disadvantaged completion to be monitored within faculty and with the disadvantaged lead • FAM cycle to include a specific focus on Disadvantaged progress with a focus on specific focus group • Maths and English to diminish the gap between disadvantaged and others in progress and attainment 		<ul style="list-style-type: none"> • Disadvantaged students to be targeted first during lesson shown through QA cycle • Attainment results across year 11 subjects to improve for Disadvantaged students • Year 11 attainment results gap between Disadvantages and Non-Disadvantaged students to decrease • Class charts data to show an increase in Disadvantaged students completing homework • Improvement in teaching and learning through QA cycle due to increased focus during faculty time 	

Effective Feedback and Targeted Intervention

Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> • Disadvantaged first strategy for feedback through DIRT • Verbal feedback with a disadvantaged first approach • Quality assurance process to focus on feedback for Disadvantaged First • Identify gaps from assessment and address these, with priority on disadvantaged • Intervention to focus on disadvantaged first and to be informed from gaps in pupil knowledge • Maths and English to diminish the gap between disadvantaged and others in progress and attainment 		<ul style="list-style-type: none"> • QA cycle to show high quality feedback for Disadvantaged students • Use of trackers to document intervention for disadvantaged students and monitor progress using SISRA (SPI) information • Year 11 attainment for Maths and English to show a diminish in the gap between Disadvantaged and Non-Disadvantaged pupils • Targeted intervention put in place for Disadvantaged students where needed following assessments and individual meetings • QLA used following PPE's to identify gaps in pupil knowledge and assist in the planning or targeted intervention 	

Attendance, Well-being and Aspiration

Strategy	Cost	Success Criteria	Evaluation
<ul style="list-style-type: none"> • Disadvantaged attendance to be monitored through specific attendance link • Student Support Officer to closely mentor Disadvantaged student's well-being, key identified students to have external support through Calm Careers in year 11 • Raise aspirations of Disadvantaged students through the Aspire program • Support attending trips and extra curriculum activities • Disadvantaged students to receive careers meeting first in year 11 and throughout • SLT mentoring for identified disadvantaged students to support with well-being, academic support and aspirations • Disadvantaged students to have specific needs of the student and tailor a support plan. 		<ul style="list-style-type: none"> • Disadvantaged students attendance to be monitored and tracked throughout the year, with an improvement in Disadvantaged students seen • Class charts logs to show pastoral interventions in place to support students • Disadvantaged students to receive careers meeting first to ensure they know next steps and how to get there • Termly meetings with disadvantaged students with a focus on individual needs and strategies to support • Selected students engaging with the Aspire program and developing aspirations and well-being. 	