

Pupil Premium plan 2021-2022

The school receives additional funding in the form of the Pupil Premium for children entitled to free school meals in the last six years, children in care and children of parents in the armed forces.

From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship order or Residency Order will also be eligible for additional funding.

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in the Pupil Premium statement and supporting policy.

Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. There may also be complex family situations which may prevent children from flourishing. The challenges are varied and there is no "one size fits all."

We review our pupil premium strategy annually.

Context:

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.

1. The Pupil Premium grant that is available for the academic year is as follows:

Disadvantaged Pupil	Pupil Premium per pupil
Pupils in Years 7 to 11 entitled to free school meals in the previous six years (Ever 6 FSM).	£955
Looked After Children (LAC)	£2,345

Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,345
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Service Pupil Premium (SPP)

Service Pupil Premium is additional funding for schools, but is not based on disadvantage.

Schools get £310 for every pupil with a parent who:

- Is serving in HM Forces
- Has retired on a pension from the Ministry of Defence

Statement of Intent:

It is our intention as a school that children who are in receipt of Pupil premium achieve to the best of their ability despite any barriers to learning that present themselves.

It is our intention that children in receipt of Pupil premium have high levels of attendance and receive support for this where necessary.

It is our intention that children in receipt of Pupil Premium have as many opportunities as possible to experience extra-curricular activities and educational trips, enhancing their cultural capital, regardless of barriers to this.

Success Criteria:

- The attainment and progress of all children in receipt of Pupil premium will be in line with students with the same prior attainment nationally.
- Reducing in-school gaps between children in receipt of the Pupil premium in terms of progress and attainment when compared to their peers.
- From each different starting point, the proportion of pupils making expected progress and the proportions exceeding expected progress in English and Mathematics are similar to, or are rapidly approaching, those for all other pupils.
 - Pupils make substantial and sustained progress throughout all year groups across many subjects, including English and Mathematics.
 - Reducing the difference between the Progress 8 scores of children in receipt of the Pupil premium and their peers.
 - Reducing any gaps between children in receipt of the Pupil Premium and their peers by the end of Year 9.
 - Reducing any gaps between the attendance of children in receipt of the Pupil Premium and their peers across all year groups.
 - All children in receipt of the Pupil Premium to have access to careers education throughout school. This will include being prioritised for Year 10 employability days and access to a formal careers guidance interview at the beginning of Year 11.
- All children in receipt of the Pupil Premium to be in education, employment or training post-16 and post-18. This will be tracked by the academy when pupils leave.

- Continuing to ensure that students in receipt of pupil premium funding have equality of access across a range of extra-curricular activities and educational trips.

Underpinning Principles

- Provision is based on assessment and identification of individual needs for each child in receipt of Pupil premium.
- Ensuring that all children in receipt of the Pupil Premium benefit from the funding, not just those that are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Provision will draw on research evidence so that funding is allocated to the activities that are most likely to influence on improving achievement.
- The Academy will take a long-term view, trying to stop achievement gaps from widening long before the end of a Key Stage.
- The Academy aims to support the provision of extra-curricular activities and educational trips that are on offer for children in receipt of the Pupil Premium.

Key Strategies

- Assigning a Senior Leader to champion the educational needs of children in receipt of the Pupil premium and ensure the implementation of this policy.

- Ensuring that teachers know which pupils are eligible for the Pupil premium so that they can take responsibility for accelerating their progress. The Pupil Premium register will be easily accessible to all staff. All pupil's status' can be viewed within their registers on Synergy or on SIMS.
- Ensuring that all children across the school receive high-quality teaching.
- Maximising the time children have to 'catch-up' through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy) and extending learning out of school hours (e.g.breakfast club, homework club).
- Using achievement data frequently to check whether interventions or techniques are working and adjusting accordingly, rather than just using the data retrospectively to see if something has worked.
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Working in partnership with parents to ensure the best outcomes for pupils. Set amounts of funding is not specifically allocated but will be used to benefit the progress of all children in receipt of the Pupil Premium.
- Due to the number of educational trips and extra-curricular activities at our school, Pupil Premium funding will be considered on a case-by-case basis, with priority given to those trips essential to the curriculum.
- Leaders in school will work closely with Heads of Year and the Attendance lead to identify and fund options where specific barriers to learning are concerned.

Reporting

- The Academy will monitor, evaluate and review the success of the impact of Pupil Premium funding in terms of improving educational outcomes and cost-effectiveness.

- Senior Leaders will report annually to the Academy Improvement Board on how effective Pupil Premium spending has been and what impact has been made.
- Information regarding Pupil Premium spending will be published on the school website. To comply with DfE requirements this must include:
 - -Template documents to outline the 2021-22 Pupil Premium statement.
 - -Demonstrate how our spending decisions are informed by research evidence and reference made to a range of sources.
 - -Review previous spending measures and the overall effectiveness.

A wide range of data will be used to monitor and report on progress – achievement data, pupil’s work, observations, learning walks alongside case studies.

Assessment data will be collected three times per academic year so that the impact of interventions can be monitored regularly.

A designated member of SLT maintains an overview of Pupil Premium spending.

A governor is given responsibility for Pupil Premium and reports to the Curriculum Committee of the Governing Body.

Intended Outcomes 2021-2022:

1. Pupils in receipt of Pupil premium funding increase their reading proficiency.
2. Pupils in receipt of Pupil Premium funding achieve in line with national expectations.
3. Further develop a programme of early intervention behaviour support.
4. Increased attendance of children in receipt of the Pupil Premium – particularly in years 10 and 11.

5. Increased numbers of children in receipt of the Pupil Premium attending extra-curricular activities and educational trips.

Intended Outcome 1: Pupils in receipt of Pupil Premium funding increase their reading proficiency.

Area	Diagnosis	Evidence	Implement Strategy	Monitor and Evaluate
Teaching	Quality first teaching	EEF-Toolkit – Collaborative learning; learning styles; mastery learning and Metacognition	Teachers deliver high quality lessons to enthuse students and ensure that any gaps are addressed which ensure their full achievement.	Triangulation of observations, book scrutinies and curriculum. Analysis of the collated feedback. Pupil voice and ‘talks for learning’ with individual pupils (Termly until Summer 2022).
	Support staffing	EEF Toolkit – Teaching assistants	Support staff are distributed to ensure that those with SEN/PP are supported fully throughout lessons.	Liase with SENCO and evaluate the plan for staffing throughout the year. Monitor through observations and analysis of strategies for each PP child (Termly until Summer 2022).

	<p>Support for newly qualified and early careers teachers</p> <p>Reading and Literacy strategy across subjects (including Bedrock mapper)</p>	<p>EEF-Toolkit – Collaborative learning; learning styles; mastery learning and Metacognition</p> <p>EEF Toolkit – Reading comprehension strategies</p>	<p>New teachers and student teachers are aware of what PP entails and are given strategies to ensure successful teaching.</p> <p>Fresh start literacy assessments for years 7 and 8.</p> <p>Curriculum audit for all subjects to enhance literacy activities.</p>	<p>Liase with the staff responsible for student teachers and new teachers to offer after-school sessions for these groups about PP. Disseminate information surrounding PP through CPD and information-sharing (Summer 2022). Pastoral support offered for particular students through ‘hot-spots.’</p> <p>Completed by December 2021 – all students targeted will be withdrawn for literacy intervention (until Summer 2022). By Summer 2022</p>
Targeted Academic Support	Literacy support	EEF Toolkit – Reading comprehension	Digital technology – students withdrawn 3 times per week in groups of 4-6 and re-assessed every 6-8 weeks.	Internal data Bedrock Learning assessments throughout school year until Summer 2022.

			<p>Early intervention support using Read-Write, Lexia and Fresh Start.</p> <p>Use of ART tests to ascertain reading ages to employ the above strategies.</p>	<p>Throughout school year until Summer 2022</p> <p>By December 2021</p>
Wider Strategies	<p>CPD for staff</p> <p>Reading champions in each subject.</p> <p>Raise awareness of National Poetry Day and World Book Day</p> <p>Form tutor reading programme</p>	EEF Toolkit – Reading comprehension strategies	<p>CPD on disciplinary literacy Teaching briefings focussed on literacy and reading in subjects.</p> <p>Reading champions in each subject to ensure that strategies are disseminated in each subject.</p> <p>English will deliver sessions for these days.</p> <p>Pupils will read during form time at least once a week.</p>	<p>CPD delivered by end of Autumn term 2021 Weekly on Friday mornings.</p> <p>By December 2021</p> <p>By Easter 2022</p> <p>By December 2021</p>

	Reading Leaders		Pupils in years 10 and 12 available to mentor younger students during form time.	By February 2022
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Intended Outcome: Pupils in receipt of Pupil Premium funding achieve in line with National expectations.

Area	Diagnosis	Evidence	Implement Strategy	Monitor and Evaluate
Teaching	Quality first teaching	EEF-Toolkit – Collaborative learning; learning styles; mastery learning and Metacognition	Assess progress of each PP student at each Endeavour. Disseminate information to teachers to raise awareness of progress or gaps to be addressed.	At each Endeavour
	Support staffing	EEF Toolkit – Teaching assistants	Assess which pupils are targeted for support with staff and discuss with teaching assistants the strategies involved in line with their plans.	By Summer 2022

	Support for newly qualified and early careers teachers	EEF-Toolkit – Collaborative learning; learning styles; mastery learning and Metacognition	Assess data at each Endeavour to ascertain whether PP students may need extra support pastorally or academically in these lessons.	Throughout the year at Endeavour points
	Publication of spreadsheet of PP pupils		All staff are aware of interventions for each pupil and are able to access support if needed.	At each Endeavour. Updated throughout the school year.
Targeted Academic Support	Small group support work for English intervention	EEF Toolkit – Small group tuition	Pupils withdrawn for extensive intervention organised by HOY	At each Endeavour
	Small group support work in Maths via intervention groups	EEF Toolkit – Small group tuition	Pupils withdrawn for extensive intervention organised by HOY	At each Endeavour
	Targeted revision across all subjects	EEF Toolkit – Individualised instruction	Pupils withdrawn for extensive intervention organised by HOY	At each Endeavour
Wider Strategies	Revision guides for GCSE subjects where appropriate.	Previous GCSE results	HOY's to email requirements to ALI	By December 2021

	Homework club (printing, resources and stationery packs) to ensure no barriers to learning and progress.	EEF Toolkit – Homework; extending school time.	Organised by SENCO for pupils as and when required. Recommendations from HOY through homework reports.	Continuous until Summer 2022
	Breakfast club and access to food before school for all pupils to ensure the best start to the day.	Evaluation of breakfast clubs in school – DfE March 2017	Pupils access free breakfast every school day morning if needed.	Continuous until Summer 2022
	Careers Education, Information, Advice and Guidance (CEIAG) provision and guidance with in-school careers advisor	EEF Toolkit – Aspiration interventions	Pupils have access to a careers advisor, mock interviews and Employability Days	By Summer 2022

	Summer school provision to aid the transition process from Year 6 to 7	EEF Toolkit – Summer Schools	Pupils have access to outdoor activity days to encourage socialisation and resilience	By September 2021
	Industry mentoring with outside employers for 6 th form	EEF Toolkit – Aspiration interventions EEF Toolkit - Mentoring	Pupils have access to regular visits from mentors from industry in sixth form	Throughout the school year on Wednesday afternoons

Intended Outcome 3: Further develop a programme of early intervention behaviour support.

Area	Diagnosis	Evidence	Implement Strategy	Monitor and Evaluate
Teaching	New behaviour policy published to all teachers to ensure consistency of implementation of sanctions		Publish behaviour strategy by December 2021 on Synergy with tick box once read.	Check all staff have read policy on Synergy. Assess through individual reports the use of sanctions. Line management meetings pastoral.

	New rewards published to all teachers to ensure consistency of implementation of rewards strategy and to engage learners.		Publish rewards strategy by December 2021 with staff. Discuss in staff briefing and launch in assemblies.	AJO to publish team of the week, weekly praise points and organise rewards assemblies.
Wider Strategies	Counselling offered to address social and emotional barriers to learning (Barnardos).	EEF Toolkit – Social and Emotional learning	Pupils access regular counselling when MH issues arise. Referred by HOY as and when required.	Pupils with issues have less behavioural issues and sanctions by end of summer 2022. Pupils to make progress at each Endeavour.
	ACE NEST	EEF Toolkit – one-to-one; small group tuition	Pupils referred to ACE as and when required. Referred by HOY. Small group withdrawal throughout the year for pupils affected by DV and difficult family relationships. Referrals as and when required by HOY.	Pupils referred to ACE have less sanctions and issues. Better progress at each Endeavour. Evaluate at the end of Summer 2022. Pupils referred to NEST have less sanctions and issues. Better progress at each Endeavour. Evaluate at the end of Summer 2022.

	<p>CFWS (Child and Family Wellbeing Service)</p> <p>Barnardo's/school counsellor</p> <p>The Phoenix Hub facility used as an on-site alternative provision and nurture unit for a range of social, emotional, medical and attendance-related issues.</p>		<p>Pupils referred to CFWS as and when required when issues at home. Referred by HOY as and when required.</p> <p>Pupils referred to counsellors as and when required when issues at home or MH issues arise. Referred by HOY as and when required.</p> <p>Pupils enter the Phoenix when their needs are complex and need to be in Nurture, working through strategies to aid their needs. They enter internal exclusion when time is required to ascertain their behavioural and social issues and work on strategies to improve.</p>	<p>Pupils referred to CFWS have less sanctions and issues. Better progress at each Endeavour. Evaluate at the end of Summer 2022.</p> <p>Pupils referred to counsellors. have less sanctions and issues. Better progress at each Endeavour. Evaluate at the end of Summer 2022.</p> <p>Pupils have less exclusions, less sanctions and issues with behaviour. Progress is improved at each Endeavour. Evaluate at Summer 2022.</p>
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	Educational psychologist provision where appropriate.	Required for some external support such as EHCP's		Pupils with SEN needs are supported to ensure they progress and achieve well. Monitored at each Endeavour.
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Intended Outcome 4: Increase attendance of children in receipt of Pupil Premium – particularly in Years 10 and 11.

Area	Diagnosis	Evidence	Implement Strategy	Monitor and Evaluate
Wider Strategies	<p>Uniform help and assistance where necessary to ensure a sense of belonging and inclusion.</p> <p>Attendance linked to rewards to offer praise where necessary for those pupils making improvements. This will be used to offer prizes</p>	EEF Toolkit – School Uniform	<p>Uniform is available every day for pupils to lend.</p> <p>Rewards assemblies at the end of term to encourage participation.</p>	<p>Daily list for monitoring and phone calls home if needed.</p> <p>Attendance reports each term.</p>

	<p>to those pupils who are working hard to keep an excellent attendance or for those who are improving.</p> <p>Fortnightly pastoral meetings for each year.</p>		<p>Heads of Year, SLT and attendance lead meet fortnightly to discuss issues with persistent absence.</p>	<p>Wave letters sent out, phone calls home and home visits/police involvement.</p>
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Intended Outcome 5: Increased number of children in receipt of the Pupil premium attending extra-curricular activities and educational trips.

Area	Diagnosis	Evidence	Implement Strategy	Monitor and Evaluate
Wider Strategies	Children in receipt of the Pupil Premium in year 7 and 8 to be offered music tuition with a peripatetic music tutor. Pupils who choose to continue this beyond	EEF Toolkit – Arts participation	Pupils are offered tuition through Music department.	Report from Music HOY about which children are accessing peripatetic tuition.

	<p>year 8 will continue to be funded.</p> <p>Duke of Edinburgh funding</p>	EEF Toolkit – Outdoor adventure learning	Pupils are offered the opportunity to take part in the Duke of Edinburgh award. Equipment can be supplied if needed. Make clear that funding is available.	Report from Duke of Edinburgh lead about who is accessing by Summer 2022.
	<p>Access to extra-curricular activities and educational trips across all subjects.</p>	EEF Toolkit – extending school time; aspirations	All pupils are offered opportunities. Clear that funding is available if needed.	Report from finance about who is accessing these trips by Summer 2022.