

Pupil Premium (Disadvantaged)- Proposed Spend 2020-2021

PP Income £302,000

Projected Expenditure £535,805

NOR	Total number of PP and %	Year 7	Year 8	Year 9	Year 10	Year 11	Male	Female	HATS PP	MATS PP	LATS PP
850	318 37.4% (Nat 27.7%)	48 34%	71 39%	72 39%	73 44%	54 31%	174 (Key Target Group)	144	67	138	97

Disadvantaged pupils

Pupils in Years 7 to 11 recorded as Ever 6 FSM

Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order, or a residence order

Service children: Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence

Pupil premium per pupil
£935

£1,900

£1,900

£300

In 2011/2012 schools were allocated Pupil Premium (PP) funding for pupils from low-income families who were eligible for free school meals (FSM) or had been looked after continuously for more than six months. From April 2012 the PP was extended to include pupils who had been eligible for FSM at any point in the last six years. A premium has also been introduced for pupils whose parents are currently serving in the Armed Forces. Each secondary FSM ever 6 eligible pupil will attract £935 through the pupil premium.

The Pupil Premium tries to address the current underlying inequalities between children eligible for FSM and their wealthier peers by ensuring that the funding reaches the pupils who need it most. Individual schools have the flexibility and freedom to use the PP to best effect.

These children are not unseen in our Academy and our staff have a good knowledge and high expectations of every child.

We have a Pupil premium first policy at the Academy, all staff are tasked with ensuring the PP students in their lessons are learning and are making progress. We have a responsibility that when teaching, that PP students have everything they need to access the lesson and to make as much progress as non-PP students.

NFER (National foundation for educational research) Research has identified that the following 7 building blocks are the most effective ways to raise PP attainment:

1. Whole school ethos of attainment for all

2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

Executive Summary from EEF “What Works In Education For Children Who Have Had Social Workers?”

Ten intervention projects that demonstrate signs of potential in showing larger positive impact

- A. Affordable Maths Tuition – 1 to 1 tutoring programme
- B. Catch Up Literacy- 1 to 1 structured literacy intervention
- C. Catch Up Literacy re-grant - larger test group
- D. Embedding Formative Assessment - whole school professional development with Teacher Learning Communities
- E. Families and Schools Together- parental engagement programme
- F. Family Skills - improve literacy of EAL students
- G. Research learning Communities - RLC aims to improve teaching quality by raising awareness of educational research in their practice
- H. “Hampshire Hundreds” - lead teachers in primary setting
- I. Spokes - (supporting parents on Kid’s education In Schools Programme)
- J. Switch on Reading Vocabulary Enrichment Intervention

The planned activities and the intended impact for 2020/21 are listed below. An estimated cost has been applied to each activity. The total cost of activities exceeds the grant, but this reflects the academy’s inclusive and highly aspirational culture. The impact of this was noted by the DfE in their 2019 Children in Need Review.

Identified Barriers:

Barrier 1:

Students enter the academy with depressed levels of Literacy and Numeracy in comparison with the national average.

Barrier 2:

The attendance of disadvantaged students is below those not in receipt of the funding. This reduces their school hours and causes them to fall behind.

Barrier 3:

The behaviour of disadvantaged students is below that of those not in receipt of the funding. Some of our disadvantaged students require additional support or an alternative curriculum to meet their needs.

Barrier 4:

Many of our most disadvantaged students have not had anyone in the family attend University, so do not have the same level of knowledge at home to draw from when considering future options. In addition, resources at home such as the internet, books, stationary, quiet space to work can be limited. The most disadvantaged, poorest students make up just 2% of University places at Russell Group Universities.

Barrier 5: Our disadvantaged students may not have had the same access to as wide a range of enrichment activities as their peers. As an academy we firmly believe that access to enrichment is vital for all students' social, moral, spiritual and cultural development. Some families are struggling to afford a contribution towards trips, stationery and uniform.

Initiative	Aim	Cost /Commentary
<p>Additional pastoral leaders to continue to facilitate successful implementation of Community System.</p> <p>Link to AIP – Behaviour and Attitudes and Personal Development</p> <p>NFER Reference A/ B/ C/ D/ E/ F/ G</p> <p>“The second common element was a clear strategy relating to behaviour and attendance, incorporating strong pastoral care in the form of social and emotional support and a quick response to non-attendance, as well as working closely with families.”</p>	<p>Evidence suggests that, on average, behaviour interventions and pastoral support can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Although there have been key improvements (see Review 2019/20), PP boys in the Lower School continue to be involved in Low Level disruption/in receipt of FTEs more frequently than their peers. PP attendance remains below the academy aspirational target of 95%.</p> <p>The study found that Principals from more successful schools “had adapted interventions or developed new ones based on their experience and understanding of what they were trying to achieve”</p> <p>Employ a counsellor 3 days a week to support students with potential mental health issues, where parents’ consent. To ensure students are supported in school and families have a reduced waiting time for support.</p> <p>Additional support from Emma Whymark (Challenging Behaviour) to increase support 2 days a week Human Toolkit, CBT, NLP To ensure students are supported in school and families have a reduced waiting time for support.</p> <p>Introduce, in consultation with OAT, an appropriate AP as all units in the local area were closed by the LA in 2016 due to financial constraints. The previous academy provision Include, was proved to be having limited impact (large</p>	<p>Increased Pastoral Care Team:</p> <p>2 X Community Assistant Principal - £151,291</p> <p>2 X Community Lead - £54,666 AP Mentor - £27,644</p> <p>Counsellor - £18,590 (2 days – 3rd day in-year only in response to Covid-19 – see associated Catch Up Plan)</p> <p>Emma Whymark – see associated Catch Up Plan.£7,500</p> <p>Behaviour for Learning Mentor Year 11/Senior Assistant Principal roles – see associated Catch-Up Plan.</p> <p>Additional Costs:</p> <p>Youth/Parent Awards – See associated Catch-Up Plan.</p>

	<p>numbers of repeat offenders) and as a result funding has been re-deployed this academic year.</p>	<p>Attendance Officer (new role) - £25,000.</p> <p>Breakfast Club staffing (provisionally from Term 2) - £5,000.</p> <p>The academy was recognised as a centre of “good practice” in June 2019 as part of the DfE Children in Need Review. This was in relation to the care and support which is offered at the academy for vulnerable students and the consequent impact that this has had on their outcomes and life chances. Likewise, internal data indicates that the behaviour and attendance of students in receipt of Pupil Premium funding is continuing to improve. Given these successes, and the fact that the “within school gap” has not fully closed in terms of student engagement and progress/Covid-19 crisis, a significant proportion of the funding will again be used to support our Pastoral Care systems.</p> <p>In addition to the funding allocated to this academic year (above), an increasingly personalised approach will be adopted, focusing particularly on Social Emotional Mental Health and</p>
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		<p>Attendance through the Oasis facility, and if necessary the new AP. to identify any vulnerable Lower School students that could be at risk of exclusion and/or attendance proceedings and to put additional early interventions in place.</p> <p>Breakfast club will also continue as a Pastoral Support in 2020-2021 and, as almost 50% of the academy cohort access the provision (more than half of these being in receipt of Pupil Premium funding), ways to expand this important provision are being investigated as soon as the Covid-19 restrictions permit.</p>
<p>Education Endowment Foundation</p> <p>NFER Reference D/E/A</p> <p>2.Home Learning</p> <p>Link to AIP – Quality of Education</p>	<p>On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).</p> <p>Ensure all homework completed and that pupils, particularly those in receipt of Pupil Premium funding are offered support, as necessary. PP pupils to be encouraged to attend homework club, run by the library team, where they can complete work with the support of a teaching assistant and a teacher.</p> <p>Provide a safe study space for students who do not have appropriate facilities and/or resources at home.</p>	<p>Last year, some barriers to learning for students in receipt of funding included collecting siblings from school, transport, other home commitments and employment. Initially it was hoped that Breakfast Club may have served as a platform for support. However, the pastoral needs of our most vulnerable students meant that, whilst the provision was successful, it was not the correct time of day to tackle this need.</p>

		<p>From September 2020 the after school Homework provision has been placed within the “bubble” system for targeted students:</p> <p>TA Support - £600.</p>
<p>3. Bursaries/Hardship Fund</p> <p>Link to AIP – Personal Development</p> <p>NFER Reference D Student Wellbeing</p> <p>“The second common element was a clear strategy relating to behaviour and attendance, incorporating strong pastoral care in the form of social and emotional support and a quick response to non-attendance, as well as working closely with families.”</p>	<p>Bursary for students to attend enrichment activities with a view to improving the life chances of those in receipt of Pupil Premium funding. Particularly the benefit of experiencing different aspects of other communities and cultures.</p>	<p>This has proved to be highly successful, with all students in receipt of Pupil Premium funding receiving a funded opportunity. As a result, the academy was granted “Gold Status” for our extra-curricular provision.</p> <p>It is intended that this provision will continue in the academic year 2020-2021, with a particular focus on closing the Cultural Capital gap.</p> <p>However due to Covid restrictions these will have to be in Year group Bubbles, and further costs may be incurred.</p> <p>We are anticipating that due to the economic downturn we may have to increase support for uniform etc.</p>

		<p>Pupil Premium Support - £4,500 Enrichment - £7,500 LBU uniform budget - £2,000</p>
<p>Education Endowment Foundation</p> <p>4. Revised Literacy/Numeracy programme for struggling students in the Lower School; Please refer to Literacy Recovery Programme</p> <p>Link to AIP – Quality of Education</p> <p>NFER Reference C/D/E/F</p> <p>EEF Research Ref:B/C</p>	<p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress</p> <p>Improve levels of Literacy and Numeracy in preparation for the more rigorous GCSE specifications and work, especially following losses indicated by National Research/Academy Baseline Assessments following Lockdown. Vulnerable students do not always have access to a wide range of books and other resources; this can limit their wider understanding of key concepts and can lead to gaps in their knowledge.</p> <p>Improve reading levels of pupils who enter with lower than expected reading ages. This will improve student ability to access all aspects of the academy curriculum.</p> <p>To improve literacy levels and encourage reading at school and at home. Ensure that all pupils have access to same reading materials and resources, so PP pupils are not disadvantaged and continue to make good levels of progress.</p> <p>1 Higher Level Teaching assistant purely dedicated to the maths/English department to help improve numeracy skills</p>	<p>Academy Literacy Strategy was successful in the academic year 2019-2020, with students making an average gain of 1 year/moving closer to National Average and levels achieved by their Peers. It is intended that the programme will continue this academic year with a greater focus on closing the gap further for boys in receipt of the funding.</p> <p>2 X Intervention TAs - £34,692</p> <p>Read, Recovery Literacy Programme</p> <p>The librarian will support literacy sessions for targeted PP students and those underperforming in the areas.</p> <p>TLR English Teacher £53,685 Librarian Champion £12,000</p>

<p>Education Endowment Foundation</p> <p>NFER Reference A/ B/ C/ D/ E/ F/ G</p> <p>5. Targeted revision classes during school holiday periods – all subject areas but priority to be given to English, mathematics and Science</p> <p>1:1 and/or small group support, especially in English, maths and Science Purchase of appropriate revision booklets</p> <p>Morning Intervention</p> <p>Compulsory Period 6 Year 11</p> <p>Link to AIP – Quality of Education</p> <p>EEF Ref: A/B/C</p>	<p>Greater impacts (such as four additional months progress) can be achieved when classes are intensive, well resourced, and involve small group tuition by trained and experienced teachers/TAs.</p> <p>Ensure all students reach their full potential, particularly in the crucial Core subject areas. PP students will benefit from support with their revision and gaps in learning with specialist teachers and resources.</p> <p>To aid independent study and ensure access to appropriate resources.</p> <p>Directed and targeted support for students to support catch-up particularly targeting Years 10 and 11 the exams.</p> <p>Targeted support by OAT RLP in key academy development area of English (externally funded support).</p>	<p>Holiday Revision (Teaching Staff)- £6,000</p> <p>The Progress 8 for students in receipt of funding in the academic year 2019-2020 was broadly average at -0.1. This is a +0.1 increase on our 2018-2019 data.</p> <p>GCSE pod and small group tuition with a personal, known tutor was implemented for this academic year. As well as intensive 1 to 1 support in English, Maths and Science.</p> <p>English Tutor – see associated Catch Up Plan Maths tutor – see associated Catch Up Plan</p> <p>Revision Guides etc. - £3782 (universal provision to avoid stigma) – response to Covid-19 restrictions as no borrowed “kit”.</p> <p>GCSE Pod £2572</p> <p>Research Case Studies indicate (add link), particularly in Covid-19 crisis, that GCSE Pod supports Remote Learning as can be accessed on any device. Replaces revision guides and</p>
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		<p>books etc. that are not easily accessible in some homes.</p> <p>Also see associated Catch Up Plan for ICT expenditure for Remote Learning for vulnerable students.</p>
<p>6. Staffing and CPD costs associated with the “Curriculum Innovation” programme</p> <p>Link to AIP – Quality of Education</p>	<p>Ensure appropriate pathways for all pupils are available in the curriculum.</p> <p>Increase number of pupils accessing appropriate university courses, apprenticeships etc.</p> <p>Promoting the achievement of all pupils by providing high-quality teaching and learning.</p>	<p>The academy's curriculum intent is ambitious and designed to give all pupils the knowledge they need to succeed in modern life. As a result, students continue to make progress at least in- line with their peers (see above).</p> <p>There is a shared understanding of the academy's curriculum intent and leaders and teachers are now in the process of implementing this securely and consistently across the academy:</p> <p>Additional Vice Principal (Teaching & Learning) - £84,000</p> <p>CIEAG support - £3,500</p> <p>Focus for 2020+ is recording key knowledge and associated Assessment Policy, which research indicates is particularly important for PP cohorts.</p>

<p>7. SEND provision</p> <p>Link to AIP – Quality of Education</p>	<p>Promoting the achievement of all pupils but providing high-quality teaching and learning for the ‘most disadvantaged’ pupils. SEND report indicates multiple vulnerabilities e.g. SEND/PP/Safeguarding.</p>	<p>An analysis of academy data during the Summer Term has shown that there is a huge correlation between students in receipt of the funding and “other needs”:</p> <p>Appointment of additional TAs (effective Autumn 2020) - £10,500</p> <p>Respectrum - £16,000</p>
<p>8. Challenge Club</p> <p>Link to AIP – Quality of Education and Personal Development</p>	<p>Programme of events, speakers and outings to improve the life chances of targeted More Able Pupil Premium students and increase their opportunity to experience College and University life.</p>	<p>The Brilliant club was successful in the academic year 2018-2019 so will continue this academic year.</p> <p>Development of Sutton Scholars with LHA. Brilliant Club – very effective but cannot run under Covid-19 restrictions.</p> <p>More Able Coordinator TLR - £4783.</p> <p>Also see associated Catch Up Plan for Master Classes.</p>