

# ACADEMY@WORDEN

## PUPIL PREMIUM REPORT 2020/21

Academy@Worden received £170142 of pupil premium funding for the academic year 2020-21.

Our overall objective for pupil premium was to narrow the disadvantage gap by addressing inequalities and raising attainment of students in receipt of the pupil premium.

	<b>Objectives</b>	<b>Outcomes</b>
1.	Improving numeracy through a range of interventions and whole school strategies.	<ul style="list-style-type: none"><li>• Common approaches to mathematical concepts shared with all new staff.</li><li>• Common approaches to mathematical concepts shared with all new staff.</li><li>• Year 11 received timetabled maths intervention.</li><li>• Maths Watch, Eedi and Hegarty Maths websites used to help pupils improve their numeracy skills.</li></ul>
2.	Improve literacy through coordinated use of the Accelerated Reader programme for pupils in Years 7-10.	<ul style="list-style-type: none"><li>• Accelerated reader programme continues to be used in Years 7-10. In previous years, there was a mean of 12 months improvement in reading age in 9 months (Mean months improvement for PP and non-PP continues to be equal, standard deviation higher for PP than non PP indicating more variation in effectiveness for PP students). All pupils have their reading ages tested in Y7-9 through AR software. Due to COVID, it has not been possible to measure reading age improvements during 2020-21.</li></ul>
3.	Use teaching assistants to provide additional learning opportunities and individualised support.	<ul style="list-style-type: none"><li>• TAs continue to provide 1 to 1 support for targeted students and run regular small group sessions. Target groups link to attainment and progress.</li></ul>
4.	Provide CPD to improve teaching and learning from evidence based research.	<ul style="list-style-type: none"><li>• All teaching staff have been trained on the use of evidence based pedagogy, to improve the outcomes of all pupils. Staff have been trained on the teaching of metacognitive strategies and explicit-instruction through Rosenshine's principles, which are proven to have a positive impact on pupil learning, all teaching staff have completed the Rosenshines work book. All staff continue to use MS Teams to set work for home learning</li></ul>

5.	Provide revision guides for Year 10 & 11 students	<ul style="list-style-type: none"> <li>Revision guides &amp; materials supplied as a pack to Y10 and 11 students (funded for PP students)</li> </ul>
6.	Provide effective careers advice and guidance through the employment of a Careers advisor.	<ul style="list-style-type: none"> <li>Year 10 and 11 students have had one to one interviews. Priority and follow up given to PP students.</li> <li>Part time careers advisor provides individual careers support.</li> <li>Assemblies held by local Post 16 education and training providers.</li> <li>Careers fair and mock interviews used to prepare pupils for their future.</li> </ul>

7.	Improve punctuality and attendance by providing PP students with a free breakfast.	<ul style="list-style-type: none"> <li>Free breakfast now offered through the school canteen to increase up take.</li> <li>A high proportion of PP pupils are now experiencing the benefit of the free breakfast provision with specific breakfast clubs set up for year 7 &amp; 11</li> </ul>
8.	Improve attendance by consolidating initiatives to support students with the lowest attendance.	<ul style="list-style-type: none"> <li>Fixed penalty notices issued for persistent attendance.</li> <li>All pupils with unauthorised holidays received fixed penalty notices.</li> <li>Home visits carried out by SLT and Pastoral staff when students were absent from school.</li> </ul>
9.	Provide a 'Nurture Group' facility and support for students with emotional difficulties.	<ul style="list-style-type: none"> <li>SENDCO has led groups to support pupils with Social and Emotional difficulties in 2020/21. This has been invaluable on the back of two full school closures and lockdowns</li> </ul>
10.	Provide resources, uniform & ICT equipment for students who require assistance.	<ul style="list-style-type: none"> <li>Uniform, PE Kit, Food Tech ingredients funded for students where financial assistance is needed.</li> <li>Learning resources, such as revision guides and workbooks are provided by individual departments.</li> </ul>
11.	Increase the involvement of parents and carers to ensure they understand their role in maximising the achievement of their child(ren).	<ul style="list-style-type: none"> <li>Parents evenings help on line for year 11 and again online for year 9 options evening.</li> </ul>

12.	Purchase specialist resources & develop Education, Health and Care Plans for students with additional needs.	<ul style="list-style-type: none"> <li>WRAT tests available and used to assess students' literacy levels. Relevant tests carried out by AMH to ensure provision in place where needed.</li> </ul>
13.	Departments to develop strategies to help reduce in house gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>Departmental plans have been written in order to effectively support PP students within subject areas.</li> <li>Good practice has been shared across departments to ensure that provision across the school is consistent.</li> </ul>
14.	To provide training in revision techniques for KS4 students and provision for improving performance in controlled assessment.	<ul style="list-style-type: none"> <li>Revision skills day took place for Y11 pupils before they under took their final assessments</li> </ul>
15.	To raise attainment in Maths through the introduction of the Mathematics Mastery Programme.	<ul style="list-style-type: none"> <li>Mastery gradebook showing good levels of progress compared to MM schools nationally.</li> </ul>
16.	Continue to strengthen assessment and reporting systems by increasing assessment points and improving the quality of the data. (SMID)	<ul style="list-style-type: none"> <li>Assessment calendar reviewed and amended for 2020/21.</li> <li>KS3 assessment system was Quality Assured to ensure that all KS3 assessments are robust and linked to GCSE, whilst testing the same amount of content as all other subject areas.</li> </ul> <p>SMID has been used to improve effectiveness of tracking progress of pupil groups.</p> <ul style="list-style-type: none"> <li>Staff have received training on the use of MS teams for online assessment – this was used to hold virtual mocks during school closure</li> </ul>
17.	To raise achievement through the use of GCSE Pod.	<ul style="list-style-type: none"> <li>All PP pupils have access to GCSE Pod via their mobile phones, computers at home and computers in school.</li> </ul>

<b>Expenditure</b>	<b>£</b>
SENCO salaries	26633
TAs & Mentoring salaries	65708
Attendance Officer salary	16116
Progress Manager salaries	33724
Careers Advisor	4971
My Perfect <u>Uniy</u>	1450
Breakfast Club	607
Rewards	1954
Revision Guides	4409
Faculty Grants & Resources	1983
Synergy	3600
Elevate Workshop	914
Accelerated Reader	5223
Maths Mastery	1850
KABS Day	1000
<b>Pupil Premium Funding for Year</b>	<b>170142</b>

### **Impact of the use of Pupil Premium**

The Pupil Premium is designed to narrow the gap between the most and least disadvantaged students in our communities. The data below, taken from our analysis of the 2021 results reflects the results gained by students who are either in the care of local authority, eligible for free school meals (or have been within the last 6 years) or who are children of parents serving in the Armed Forces.

The quality of teaching has continued to improve with the support of pupil premium funding. This has been supported by the judgements made in the Ofsted inspection in January 2020. Systems are in place across the Academy to ensure that all staff are regularly updated with information about Pupil Premium eligible students.

### Raising achievement and narrowing the gap:

In 2021, 50% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for disadvantaged of 51% & non-disadvantaged students of 75%. This is an increase of 8% on 2020 for our school.

In 2020, 42% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a national average of 45% for disadvantaged students and a national average for non-disadvantaged students of 72% (2019). This is a decrease of 18% on 2019.

In 2019, 60% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a national average of 44% for disadvantaged students and a national average for non-disadvantaged students of 72% (2019). This is an increase of 8% on 2018. In 2019 60% of disadvantaged students achieved 9-4 in Maths and 60% in English.

<b><u>Progress 8 bucket contribution</u></b>	English 2020 (27% PP)	English 2021 (30% PP)		Maths 2020 (27% PP)	Maths 2021 (30% PP)
PP	0.37	0.78		0.3	0.67
nPP	0.59	1.85		0.62	1.37
GAP	<b>-0.22</b>	-1.07		<b>-0.32</b>	-0.7

In English and maths the progress 8 bucket gap between disadvantaged and non-disadvantaged pupils has increased since 2020. Whilst, the performance of disadvantaged pupils has increased in both subjects. This reflects that some variables in relation to the achievement of the disadvantaged pupils, in the same classes as non-disadvantaged pupils are beyond the control of the teacher. And some of this can be accredited to the impact of two school closures