

## Pupil Premium – Impact Statement 2020-2021

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

In the 2020 to 2021 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

1. £955 for pupils in year 7 to year 11
2. Schools will receive £2,345 for any pupil identified in the January 2019 school census or the alternative provision census as having left local authority care as a result of:
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
  - who has been in local authority care for 1 day or more
  - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

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

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support.

For the academic year 2020/21 Neale-Wade Academy received £329,000 in Pupil Premium Funding

<b>Pupil Premium contextual information</b>					
<b>Academic Year</b>	2020/21	<b>Total budget</b>	£329,000	<b>Date of latest Pupil Premium review</b>	Sept 2020
<b>Total number of pupils on roll</b>	1429	<b>Number of pupils eligible for the Pupil Premium 2020/21</b>	315	<b>Date of next internal review</b>	June 2021

Pupil Premium Statistics									
Year Group	Number of PP students	% of Roll	PP Boys	PP Girls	PP EHCP	PP EAL	PP HPA	PP MPA	PP LPA
7	69	28.04%	36	33	4				
8	77	28.62%	39	38	4	4	5	25	25
9	72	28.46%	31	41	4	3	7	25	29
10	74	29.25%	39	35	3	1	4	32	26
11	62	29.52%	35	27	1	3	6	23	23
12	10	10.42%	1	9	0	0	3	5	0
13	10	9.8%	5	5	0	1	3	5	1
<b>Totals</b>	315		156	159	13	12	28	115	104

## Disadvantaged pupil performance for academic year 2020/21

	P8	A8	P8	A8	P8	A8	P8	A8
Group	2018		2019		2020		2021	
Pupil Premium	-0.5	3.3	-0.5	3.5	-0.2	3.8	-	4.1
Non-Pupil Premium	-0.1	4.4	-0.1	4.5	0.2	4.7	-	4.8
Gap	-0.4	-1.1	-0.4	-1	-0.4	-0.9		-0.7
PP Boys	-0.9	2.9	-0.8	3.2	-0.5	3.5		3.6
PP Girls	-0.6	3	-0.3	3.6	0.1	4		4.5
CLA	-0.5	3.3	-0.5	3.5	-0.2	3.8	-	2.5
Service	-0.1	4.4	-0.1	4.5	0.2	4.7	-	

Basics – English & Maths	4+	5+	4+	5+	4+	5+	4+	5+
Group	2018		2019		2020		2021	
Pupil Premium	20.4	5.6	32.9	12.3	42.9	21.4	52.3	17.4
Non-Pupil Premium	52.4	27.3	63.5	38.3	65.6	35.7	71.1	35.4
Gap	-32	-21.7	-30.6	-26	-22.7	-14.3	-18.8	-18
PP Boys	15.4	3.8	22.6	6.5	27.6	10.3	21.1	
PP Girls	20.6	2.9	40.5	16.6	50	28.6	43.8	
CLA	20.4	5.6	32.9	12.3	42.9	21.4	29	100
Service	52.4	27.3	63.5	38.3	65.6	35.7	44	

### Summary:

- The A8 gap between pupil premium and non-pupil premium continues to fall slowly
- Pupil premium students achieving Both English and Maths at 4+ continues to increase but remains steady at those achieving 5+. The gap again continues to decrease.
- Progress was made by students in Years 7-10 with the new reading programme as the gap between their reading age and chronological age decreased

## Summer School – Summer 2021

Two Summer School weeks were organised:

1. Rising Year 8 - 2 – 6 August. Over 60 pupil premium students were invited and 35 students attended for at least one day during the week
2. Rising Year 7 – 16 – 20 August. All students were invited and over 60 students attended for at least one day during the week. 28 of these were pupil premium students.

The activities that took place during both weeks were:

- Maths and English support sessions
- Sports based activities
- Arts based activities
- Cooking
- Subject based activities
- Transitional activities such as a tour of the school.
- Trip to Grafham Water Outdoor Centre

The Summer school was staffed by are own staff including qualified teachers and LSAs. We also employed external providers to support the activities including Ipswich Town Football Club and 20Twenty Productions Ltd. The latter provided arts based activities for Year 7 and a robotics challenge for Year 8.

<b>Funding strands- Allocated funds</b>					
<b>Progress and Outcomes KS3</b>					
Intervention and support for Literacy and Numeracy- Many pupils who are DA do not enter the school with the same level of literacy and numeracy skills as their non-DA peers. The strategy will identify and intervene to ensure the gap for literacy and numeracy diminishes.					
<b>Progress and Outcomes KS4</b>					
Improve outcomes for all disadvantaged students across KS4 to ensure P8 score of 0 and A8 score of 4.4					
<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Review/Outcome achieved RAG Rating</b>		
			<b>Autumn 20</b>	<b>Spring 21</b>	<b>Summer 21</b>
Disadvantaged co-ordinator to be appointed	Role advertised and appointment made Oct 20.	£4500			To be readvertised in Sept 21
All DA students to be at Chronological reading age by the end of KS3	Accurate reading age testing year 7 entry. Small group support for tailored reading packages (	£500			Reading gap closed for Year 7 PP students from 0.5 yr below chronological age to 0.2 yr below chronological age
>80% of students with below expected progress will be deemed Secure by the end of Year 9	Literacy support in small groups, individual reading, supported reading with key staff.	£7500			Year 7 PP students are 34% secure in both English and maths
KS4 increase A8 score of DA students to 4.0 (2021), 4.2 (2022) 4.4 (2023)	Early intervention year 10 vocational coursework support, Additional targeted GCSE intervention year 11 (breakfast, after school and holiday sessions)	£8250			A8 score of 4.1
KS4 development of exam revision strategies and techniques.	Targeted tutoring session in the use of GCSE-pod and PiXL apps, purchased revision guides and material for Maths, English and EBACC element subjects	£10,000			A8 PP gap reduced by 0.2 from 2020
Reduce attainment gap between DA and non DA SEND students.	Deploy TA's effectively to support progress and attainment of DA students. SENDCO to oversee	£15,000			Slight rise in A8: <b>2020-21: A8: 2.35 TAG (4.6)</b> <b>2019-20: A8: 2.3</b>
Robust use of data to support and develop bespoke	Purchase of key data management tools to support and monitor attainment and progress	£2500			Use of Edukey to support tracking

intervention activities					
<b>Teaching and Learning</b>					
To focus on planning and preparation of teaching strategies to improve outcomes for disadvantaged pupils					
Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Increase subject specific support for DA students on English, Maths and Science.	Maths and Science intervention assistants allocated key marginal DA students to support in curriculum access	£26500			Gaps reduced in all subjects
Ensure KS3 curriculum is planned appropriately to support transition from KS2	Transition meetings with feeder schools (English, Maths, Science) to develop understanding of KS2 curriculum. CPD for staff delivering to KS3 students and associated cover costs.	£1000			Limited due to Co-Vid
Ensuring the curriculum is appropriately resourced	Access to relevant equipment for all DA students (ICT, catering ingredients, PE kit)	£3750			Students supported with PE kit, IT equipment where necessary
Introduce DA student focused learning audits KS3 and K4 to critically review experience and engagement	Half termly DA focused learning audits via lesson observation, work scrutiny and data triangulation. (Cover needed for staff to complete process)	£2000			Improvement required in teacher knowledge of groups – focus for 2021/22
<b>Attendance- Percentage of persistent absence is higher amongst disadvantaged pupils which is leading to gaps in knowledge and skills increasing.</b>					
Improve attendance of all disadvantaged pupils to match National average for all pupils. Reduce the persistent absence of all disadvantaged pupils to match the National average for similar pupils.					
Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Increase attendance of DA students to be in-line with National statistics through outreach work with families.	Attendance Officer, SLT year leader. Focus on students where attendance or lateness to the academy is at or below 93% Targets set with student and parent for improvement.	£46,000			Co-vid had an impact on overall attendance – focus continues into next academic year
Improve attendance through recognition and reward for	Key stage specific rewards to be used as a motivational tool to maintain student attendance	£3000			As above

attendance over 98%					
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**Behaviour and well-being**  
Some disadvantaged pupils exhibit off-task behaviour and underdeveloped personal and social skills, which affect their learning in a number of ways, including low level disruption, disengagement and accumulation of behaviour consequences.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
To reduce the number of days exclusions of DA students by 50%.	Alternative provision targeted to have swift impact for a small number of students who are not currently able to access their education in our setting.	£65,000			Exclusions reduced
All DA students to be signposted to appropriate support routes.	Educational Psychology, Medical tuition, CAMHs, YMCA, Youth Scape programmes will support students who experience emotional difficulties from KS3/5.	£19,000			All students supported where necessary
To reduce the number of negative behaviour incidents by 30%	Lesson monitoring, BfL audit, early intervention Pastoral team support the needs of our DA students who display challenging behaviour (EHCP, EHA, PSP completion).	£55,000			PP students are still more likely to get negative points compared to non-PP students. Mentoring has shown an impact and will be a focus for next year
To improve behaviour and social skills at KS3	SEND team deliver social skills programmes and nurture sessions in small groups. Provision of SRC tutor group, lunchtime support club and after school homework club	£24,000		Lockdown	Social skills delivered through SEND and AP groups. Rewards sessions included based on behaviour and attendance

**Wider Outcomes – Broadening Horizons**  
A lack of access to enriching experiences and opportunities outside of school resulting in a low aspirations and a limited understanding of the opportunities available.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Develop extended school	Targeted music, sport and performing arts activities	£3000			Plan in place to start Sept 2021. All

opportunities for DA students.	offered after school to all DA students. (Ensure funding addresses travel constraints for individual students).				teaching staff involved in after school activities
Increased opportunities for DA students to attend enriching experiences.	Targeted raising aspirations trips, visits, residential activities and alumni projects	£5000			Summer school targeted Yr6 and 7 PP students
Transition phase support for options process and KS4 into KS5 to ensure all DA students are clear on next steps.	Individual CIAG meetings with the academy careers advisor, access to Unifrog and support in attending Post-16 college interviews.	£5000			All Year 11 students with a guaranteed place for September 2021

### Provision of Resources

Many disadvantaged pupils have a lack of support in completing homework and extended learning tasks.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Greater home learning engagement for KS4 DA students	Focused tutor group sessions on the use of GCSE-pod (KS4), purchased revision resources for all GCSE subjects.	£3000		All PP students access to home IT	All isolating PP students had access to IT
Greater home learning engagement for KS3 DA students	Monitoring of homework completion and targeted attendance at DA Home learning club	£3000		As above	
DA students are appropriately resourced for learning	Production and copying costs to support Termly Assessments, Exam Preparation and Intervention sessions (staff and facilities and equipment costs)	£5000			Supported students with CAGS
Academy uniform expectations not to be a barrier to attendance or access	Centralised store of uniform and PE kits for DA students to have access to.	£5000			PP Students supported where necessary
Travel to and from the academy not to be a barrier to DA students attending AM/PM or holiday support sessions.	School Mini-bus provision/ Taxi	£6500			Co-Vid impact