

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Secondary School
Pupils in school	846
Proportion of disadvantaged pupils	21%
Pupil premium allocation this academic year	£142,295
Academic year or years covered by statement	2020-21
Publish date	April 2021
Review date	October 2021
Statement authorised by	Glenn Sanderson
Pupil premium lead	Alan Herbertson
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	0.34
Ebacc entry	55%
Attainment 8	52.86
% Grade 5+ in English and maths	61%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	DA pupils make or exceed expected levels of Progress (KS2-4). Gap between DA and National non-DA decreases. DA performance is favourable in comparison to schools serving similar populations (<i>EEF Guide to Pupil Premium 2019</i>).	Sept 21
Attainment 8	Gap between DA and National non-DA decreases (KS2-4). DA performance is favourable in comparison to schools serving similar populations (<i>EEF Guide to Pupil Premium 2019</i>).	Sept 21
% Grade 5+ in English and maths	DA pupils make or exceed English/Maths (strong pass) for similar schools. Gap	Sept 21

	between DA and National non-DA decreases.	
Culture: Attendance	Increase attendance rates for DA pupils. Ensure pupils meet attendance target of 95% or above.	Sept 2021
Culture: Resilience and aspiration	Develop a resilience and aspiration in DA pupils. DA pupils have high aspirations and are motivated to succeed.	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Focus is upon the delivery of a 'world-class curriculum' and the very best first wave teaching which is tailored to individual pupils. We believe this is more effective than relying on Wave 2/3 interventions. Investing in recruitment and retention, and the professional development of staff forms part of this priority. We will particularly focus on information retention, and high quality first wave teaching harnessing the power of feedback (<i>EEF/Sutton Trust: essential for disadvantaged pupils</i>).
Barriers to learning these priorities address	Ensure every teacher is supported to keep improving. Generous portion of staff time afforded to developing knowledge around curriculum intent and implementation – (<i>Mary Myatt/Christine Counsel – Teacher Gap 2018</i>)
Projected spending	£86,429 (combined with academic support).

Targeted academic support for current academic year

Measure	Activity
Priority 1	Some pupils in Key Stage 3 require extra layers of support. Where this is applicable, we offer extra Numeracy and Literacy with specialised support staff. This includes major investment in installing a world class library, and purchasing and further embedding Accelerated Reader and Lexia.
Priority 2	We recognise that, after the impact of Covid 19 some pupils require extra layers of support in core subjects. Where this is applicable, we have enrolled pupils in extra Maths, Science and English lessons through the National Tuition Programme at KS4.
Barriers to learning these priorities address	P1 – some issues of low level parental support in encouraging reading and a love of learning. P2 – some issues of low level parental support during 'lockdown'.
Projected spending	£86,429 (combined with teaching priorities).

Wider strategies for current academic year

Measure	Activity
Priority 1	Minimising barriers to achievement through a strong culture. Clear systems and procedures are in place to ensure consistency and security for pupils. In addition to this, there is social, emotional and behavioural strategies, including new Heads of House for all Year Groups and a new Attendance Officer for all years. The funding is used to ensure smooth transitions between key stages, day to day pastoral care, meetings with parents, maintain effective links with primary feeders and for additional Pupil Premium Academic Review Days to discuss academic progress and strategies for success.
Priority 2	Securing enrichment beyond the curriculum. Enrichment is compulsory from Year 7 onwards.

Measure	Activity
Barriers to learning these priorities address	The school is draws much of its role which has much social-deprivation.
Projected spending	P1: £126,400 P2: £5364

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Every teacher is supported to keep improving. Cycle of support to develop QFT is in place through 'Lessons Learned'. Culture of intrinsic staff motivation pursued with wide opportunities to professionally develop.	<p>Generous portion of time afforded for staff to develop knowledge around curriculum intent, and teaching and learning.</p> <p>Regular data meetings between Subject Leaders and the Senior Team allow for discussions around the curriculum (sequence and knowledge content) and for discussion to take place upon pupil progress through the curriculum.</p> <p>Monitoring & tracking of pupil progress on SMID. SMID is intuitive and easy to use for all staff members, and allows key groups to be tracked.</p>
Targeted support	Ensure the implementation of targeted support is effective.	<p>Monitoring of provision is continuous within school in a robust cycle throughout the academic year. Monitoring takes several different forms and includes book sampling, lesson visits, floodlighting and spotlighting.</p>
Wider strategies	<p>Creating a rich experience for all pupils.</p> <p>Engaging with families.</p>	<p>Enriching experiences underpin the curriculum. Enriching activities are compulsory for all pupils from Year 7 onwards.</p> <p>Continued frequent communication with parents. Developed consistent whole Academy focus – 6 learning habits. Attendance and punctuality is one of the six learning habits of excellence in the Academy setting a strong whole Academy focus.</p>

Review: last year's aims and outcomes: 2019-20

Aim	Outcome
To improve the progress 8 score of disadvantaged pupils.	<p>The Progress 8 score of disadvantaged pupils was (+0.34). This compares favourably with the national average for disadvantaged pupils which was (-0.40) in 2018 (FFT Education Data Lab). Targeted subject support was effective and attendance at revision sessions was strong.</p> <p>There were significant improvements made in English and Maths progress. English best was (+0.28). Maths progress was (+0.22).</p>
To improve progress of disadvantaged pupils in Science (Q4), EBACC Element (Q4), MFL and Humanities (Q5).	<p>There were significant improvements made in the EBacc Element and Open element. Within the EBacc pupils made an increase to (+0.31). In the Open Element progress increased to (+0.51).</p>

Aim	Outcome
	<p>Spanish progress was (-1.5). History progress was (-0.13). Geography pupils performed well with a P8 of (+0.272). In Biology DA pupils achieved a P8 score of (-0.02). In Chemistry, DA pupils achieved a P8 score of (-0.13). In Physics, DA pupils achieved a P8 score of (-0.47). The Science Combined P8 was (-0.4).</p>
<p>Increase attendance rates for DA pupils.</p>	<p>Attendance and PA figures over the past three years. 2017-18 – 94.2%. 2018-19. 94.1%. 2019 – 2020. 93.7%, as of 20th March 20 (last day before national lockdown – also inclusive of regional Norovirus – Nov 2019).</p> <p>Punctuality was excellent, 2016 – 2017 – 1.4%. 2017-18 – 2.15%. 2018-19. 1.19%. 2019-2020 – 0.5% (at 20th March 2020)</p>
<p>Develop resilience in DA pupils.</p>	<p>The opportunities afforded to DA pupils at the academy continue to grow. The new appointment of an SLT member with responsibility for the oversight of CLIMB and extra-curricula activities will continue to ensure that the growth of the whole person is an academy priority in 2020-21.</p>