

PUPIL PREMIUM



What is Pupil Premium?

Pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The Department for Education continues to place an emphasis on closing the achievement gap between students receiving the Pupil Premium and other students, with increasingly large amounts of additional funding. The Deputy Head oversees the progress of the Pupil Premium cohort, raising the profile of these students, and holding teachers to account for their progress* and attendance. This is done through performance management. Pupil Premium students are a focus of all pastoral, academic and leadership team meetings. Focussed learning walks, observations and book scrutinies quality assure the Pupil Premium Learning Experience is outstanding and allows students receiving the fund to achieve at least their potential.

***2019-2020 School data – data is based upon CAGS; no national comparison. Targets are therefore based upon 2018/19 data.**

Summary Information:					
Academic Year	2020-21	Total PP Budget	£142,295	Date of most recent PP review	Dec 2020
Total Number of Pupils	846	Number of pupils Eligible for PP	174	Date for next internal review of this strategy	Jun 2021

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A	Poor levels of numeracy and literacy.
B	Accessibility of the curriculum for a small proportion of PP students.
C	Attendance is an issue for some PP students.
External barriers	
D	Many of our PP students are socially, culturally, economically and knowledge deprived.
E	Lack of aspiration and poor engagement of students and parents in school life particularly affects outcomes for disadvantaged students.

Desired Outcomes (and how they will be measured)		Success Criteria
A	To improve the progress 8/Attainment 8 score of disadvantaged pupils.	DA students make or exceed expected levels of Progress. Gap between DA and National non-DA decreases: progress/attainment. DA performance is favourable in comparison to schools serving similar populations (<i>EEF Guide to Pupil Premium 2019</i>).
B	Progress of disadvantaged pupils in Science, EBACC Element, MFL and Humanities was below National in 2018/19 (M+F)	DA students make equivalent progress to Non-DA students in Science, EBACC Element, MFL and Humanities.
C	Increase attendance rates for DA students.	Ensure students meet attendance target of 95% or above.
D	Develop resilience and aspiration in DA students.	DA students have high aspirations and are motivated to succeed.

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Academic Year 2020-21					
Quality teaching for all:					
Desired Outcome	Chosen actions/approaches	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the progress 8 score of disadvantaged pupils.	<ul style="list-style-type: none"> Continue to prioritise quality first wave teaching for all. Every teacher is supported to keep improving. Support is in place to develop early career teachers. Cycle of support to develop QFT is in place through 'Lessons Learned'. Generous portion of time afforded for staff to develop knowledge around curriculum intent, and teaching and learning. Culture of intrinsic staff motivation pursued with wide opportunities to professionally develop – Mary Myatt/Christine Counsell/NE Schools (<i>Teacher Gap 2018</i>). Close tracking and monitoring of DA students by all staff. Whole school Performance Management targets set around FFT5/20. All students have 100% books, and the curriculum is supported by timely knowledge tests and formative and summative assessment. Supportive knowledge rich curriculum in place, sequenced around key learning concepts which are layered and build on what has been taught before aiding depth of understanding. Regular Curriculum Conversations occur to ensure that curriculum is fit for purpose. Curriculum and structure of the school-day aids student learning through process of revisiting key concepts and regular opportunity for retention, combatting historical 'knowledge deficit' noted in DA students. During Covid-19, these structures have remained in place. 	<ul style="list-style-type: none"> EEF's Teaching & Learning Toolkit – <i>'improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.'</i> Previous years have shown positive comparison of outcomes of St Aidan's eligible students to schools serving similar populations. <i>'Leaders' actions to improve the achievement of disadvantaged pupils are paying off. These pupils are now achieving as well as others' (OFSTED Jan 2018)</i> <i>'Only a cohesive, cumulative and sequenced curriculum will close the wide gap between the poorest and wealthiest pupils. Securing subject knowledge...is the best route to social justice (Battle Hymn of the Tiger Teachers 2016)</i> 	<ul style="list-style-type: none"> 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. 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. Monitoring of provision is continuous within school in a robust cycle. To ensure the implementation of the curriculum is effective, a continuous cycle of monitoring takes place across the academic year. Monitoring takes several different forms and includes Book Scrutiny, Lesson Visits and Floodlighting. Any issues identified within the cycle are addressed by subject leaders; staff are subsequently supported in their growth as practitioners within designated time in their knowledge building cycle. All these forms of monitoring provide opportunity for close scrutiny of DA students. Impact of literacy and numeracy interventions are shared with staff. 	<ul style="list-style-type: none"> DH to oversee whole school strategies. Subject leaders to monitor departmental progress. All staff to monitor DA students' progress. 	Every cycle following data collection in Standards Meetings.

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	<p><i>(Battle Hymn of the Tiger Teachers 2016). (EEF/Sutton Trust: essential for disadvantaged pupils).</i></p> <ul style="list-style-type: none">• Need for DA student support is identified quickly and deployed effectively to aid progress of students for whom literacy and numeracy is a barrier. For Covid-19 GL assessments are used to• Study and curriculum support advice is provided for parents and children throughout the academic year.• Where required, bespoke 1:1 meetings with Deputy Head and Pastoral Staff.• Year 11 period 6 programme. This commenced in Sept 2020 (five months earlier than usual to support learning lost during pandemic).• Study resources are provided free of charge to DA students at GCSE.• Banks of OBS lessons have been produced so students can access learning from home.• Every lesson is recorded and live streamed lessons so that students can revisit from home (or participate in if self-isolating).• Timely literacy and numeracy interventions are put in place to support pupils. Accelerated Maths and Reader.• Use of National Tuition Programme will be implemented for Year 10 pupils in Cycle 3.				
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<p>To improve progress of disadvantaged pupils in Science, EBACC Element, MFL and Humanities.</p>	<ul style="list-style-type: none"> • Within MFL, a review of all assessment practices and schemes of learning in collaboration with lead school and link member of SLT – Cardinal Hume; SLE standardising assessment, SOW, SOL and marking. • MFL have embarked on curriculum work around phonics with York University. • Utilise audit of disadvantaged cohort (audit tools) to ensure detailed development plan. • Provision of revision guides and materials for all DA students. • Department interventions focussed on underperforming DA students. • The curriculum has been carefully reviewed and structured by subject leaders to support our most vulnerable pupils and build upon their knowledge on their journey. • A love of, and engagement with Science is being fostered through extracurricular opportunities such as Science Club, visits to local industries and engagement in Lego and F1 (activities are free to all DA students). • A love of, and engagement with MFL is being fostered through extracurricular opportunities such as trips to Spain, Foreign Languages clubs and celebration of MFL days. (activities are free to all DA students). These will resume as soon as Covid-19 epidemic regulations relax. • A love of, and engagement with Humanities is being fostered through extracurricula opportunities such as trips to the Battlefields, the Lakes and local beaches and areas of interest. (activities are free to all DA students). These will resume as soon as Covid-19 epidemic regulations relax. 	<ul style="list-style-type: none"> • Selected EEF toolkit interventions are proven to add value to student progress. • Boys achieved the 3rd highest P8 scores in English and Maths within Sunderland DA therefore strategies are working (compared to M/F). • EEF's Teaching & Learning Toolkit – <i>'improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.'</i> • <i>Leaders' actions to improve the achievement of disadvantaged pupils are paying off. These pupils are now achieving as well as others' (OFSTED Jan 2018)</i> • Extracurricula: <i>"breadth of knowledge and experience is a far greater factor in achievement than socioeconomic status' (Matthew Effect. E.D. Hirsch)</i> 	<ul style="list-style-type: none"> • Data and standards meetings – regular analysis and discussion of data – CPD linked to areas of development. • To ensure the implementation of the support is effective, a continuous cycle of monitoring takes place across the academic year. Monitoring takes several different forms and includes Book Scrutiny, Lesson Visits and Floodlighting on DA students. Any issues identified within the cycle are addressed by subject leaders. 	<ul style="list-style-type: none"> • DH to oversee whole school strategies. • Identified subject leaders to monitor departmental progress. (Science: WH; MFL: VCU; Humanities: AMO) All staff to monitor DA students' progress. 	<p>Every cycle following data collection in Standards Meetings.</p>
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<p>Increase attendance rates for DA pupils.</p>	<ul style="list-style-type: none"> • Individual action plans produced and monitored. • Early identification of pupils who are repeatedly late, and close liaison with families. • Production of meeting cycle and actions by attendance officer. • Attendance data and analysis sheet shared with SLT weekly – key groups clearly identified and clear actions defined. • Continued development of parent information evenings and assembly to demonstrate impact on future choices and career. • Develop consistent whole Academy focus – 6 learning habits. Attendance and punctuality is now one of the six learning habits of excellence in the Academy setting a strong whole Academy focus. • The appointed attendance officer works closely with pupils, parents and the careers advisor to ensure the negative impact of poor attendance on future choices is understood by all. 	<ul style="list-style-type: none"> • 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). • Punctuality is excellent, 2016 – 2017 – 1.4%. 2017-18 – 2.15%. 2018-19. 1.19%. 2019-2020 – 0.5% (at 20th March 2020) • Relationships with families are excellent , evidenced by overwhelmingly positive feedback through parent voice, as well as the 2018 Ofsted Inspection. 	<ul style="list-style-type: none"> • Weekly reviews with attendance officer and HOHs to inform action plan. • Data and standards meetings with Leadership and Governor link. • Termly report to Governors via safeguarding committee. • Parent survey and attendance at parent sessions/evenings. • Working alongside BCCET Attendance Officer. • Attendance Audit 	<ul style="list-style-type: none"> • GHO/SHO • Heads of Houses 	<p>Weekly reviews with attendance officer and HOHs to inform action plan.</p> <p>Termly report to Governors via safeguarding committee.</p> <p>Parent survey and attendance at parent sessions/evenings.</p>
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<p>Develop resilience in DA students.</p> <p>Enrichment beyond the curriculum. Priority is to raise aspiration in an area which has much social-deprivation.</p>	<ul style="list-style-type: none"> • Creating a rich experience for all students is at the forefront. A culture of intrinsic motivation is underpinned by the metaphor of climbing mountains. • From Year 7 students visit their summit: local universities. • Enriching opportunities are compulsory from Year 7 onwards. • Students participate in CLIMB (connected to the Mayor's Award) • Enrichment also includes: enrichment and extracurricular opportunities in PE and the Arts, access to educational visits. • Development of primary links to ensure suitable enrichment programme for all in Y7 on entry. • Plans to develop CADET force. • School is working towards meeting all 8 Gatsby benchmarks, which is tracked and visible to stakeholders. A progressive careers programme creates more opportunities and experiences for all students and stakeholders. • Full record of all pupils' activities in compass plus – demonstrating employability skills, breadth of curriculum and cultural capital. • All pupils will have meaningful insights and experiences into the work place to ensure all they have a true understanding of the world of work and develop their own networks to pursue their career ambitions. They will have a sound understanding of the labour market. • Pupils will have multiple experiences of FE & HE providers plan their post 16 pathways. • The majority of Yr10 pupils will have gained experience of the 	<ul style="list-style-type: none"> • Benner and Graham (2009) noted that 'absence increased after starting secondary school' and that 'attendance' is directly linked with 'engagement and motivation'. A 'cultural-capital' approach has been cited as having a 'positive impact on achievement and mental health' Divya Jindal-Snape 2014. • Sutton Trust Report from 2015 suggests that high achieving disadvantaged students achieve better A level results through educational trips & richness of experience. 'Opportunity for growth and development' (Mackenzie, McMaugh & O'Sullivan 2012) and 'diversity' (Neal & Frederickson 2016) in wider curriculum experience are recognised as positives in transition and beyond. • Increase the number of young people from targeted wards and under-represented groups entering higher education by providing targeted intensive outreach support. 	<ul style="list-style-type: none"> • Staff/student survey. • Termly report of attendance at clubs to SLT by NWH. • Compass plus analysis includes EVOLVE/Enrichment participation (systematic monitoring of DA students participation). • PP participation to be in line with non-PP participation. 	<ul style="list-style-type: none"> • EOS – careers leader to track and present termly/every cycle reports. • EOs to complete School data collection form and share with UNICconnect. 	<p>Every cycle – three times per year.</p>
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	<p>workplace, develop their employability skills and prepare for their future.</p> <ul style="list-style-type: none"> • Impartial, personal career Guidance (at key transition points) increases pupils' personal effectiveness, career readiness and educational outcomes. Ultimately, all pupils will secure an appropriate post 16 destination. • All Vulnerable pupils will have access to Impartial, personal career Guidance via Connexions. • Analysis of Compass plus by careers Leader - % students attending from various groups. Use of COMPASS • Future Me programme is available to Yr9-11 via Uni connect. The School & Uni Connect will work together to plan, develop, deliver and monitor a structured programme of outreach activities and mentoring to raise aspirations 				
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In updating our plan, we review the effectiveness of strategies employed:

The 2019-20 strategies were as follows:

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Previous Academic Year: 2018/19			
(i) Quality of teaching for all			
Desired Outcome	Chosen Action/Approach	Estimated Impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons Learned and whether you will continue with this approach.
To improve the progress 8 score of disadvantaged pupils.	<ul style="list-style-type: none"> Continue to prioritise quality first wave teaching for all. Every teacher is supported to keep improving. Support is in place to develop early career teachers. Cycle of support to develop QFT. Generous portion of time afforded for staff to develop knowledge around curriculum intent, and teaching and learning (<i>Mary Myatt/Christine Counsell</i>) Culture of intrinsic staff motivation pursued (<i>Teacher Gap 2018</i>). Close tracking and monitoring of DA students. Whole school Performance Management targets set around FFT5/20. Supportive knowledge rich curriculum in place, sequenced around key learning concepts which are layered and build on what has been taught before aiding depth of understanding. Curriculum and structure of the school-day aids student learning through process of revisiting key concepts and regular opportunity for retention, combatting historical 'knowledge deficit' noted in DA students (<i>Battle Hymn of the Tiger Teachers 2016</i>). Need for student support is identified quickly (within transition) and deployed effectively to aid progress of students for whom literacy and numeracy is a barrier. One-to-one support (Y7-11) for students identified as not making sufficient progress in Maths and English. Study and curriculum support advice for parents and children. Where required, bespoke 1:1 meetings with Deputy Head and Pastoral Staff. Year 11 period 6 programme. Study resources are provided free of charge at GCSE. 	<ul style="list-style-type: none"> The Progress 8 score of disadvantaged pupils was 0.34. This compares favourably with the national average for disadvantaged students which was -0.40 in 2018 (FFT Education Data Lab). Targeted subject support was effective and attendance at revision sessions was strong. There were significant improvements made in English and Maths progress. English best was 0.28. Maths progress was 0.22. There were significant improvements made in the EBacc Element and Open element progress. Within the EBacc students made an increase to 0.31. In the Open Element made an increase of +0.51. <p>*2019-2020 School data – data is based upon CAGS; no national comparison.</p>	<p>The approach of developing a knowledge rich curriculum, sequenced around key learning concepts is securing stronger progress for students. This is to continue in 2020-2021.</p> <p>Process of revisiting key concepts and regular opportunity for retention is securing better progress for DA students, especially in Maths and English.</p>
To improve progress of disadvantaged pupils in Science (Q4), EBACC Element (Q4), MFL and Humanities (Q5).	<ul style="list-style-type: none"> Within MFL, a review of all assessment practices and schemes of learning in collaboration with lead school and link member of SLT – Cardinal Hume; SLE standardising assessment, SOW, SOL and marking. Utilise audit of disadvantaged cohort (audit tools) to ensure detailed development plan. Provision of revision guides and materials for all DA students. Department interventions focussed on underperforming DA students. 	<ul style="list-style-type: none"> There were significant improvements made in the EBacc Element and Open element. Within the EBacc students made an increase to 0.31. In the Open Element progress increased to 0.51. Spanish progress was (-1.5). History progress was (-0.13). 	<p>The approach of developing a knowledge rich curriculum, sequenced around key learning concepts is securing stronger progress for students in the EBACC and the open group of subjects. Progress is improving in other areas, and teacher assessment suggests that impact of school culture will continue to be reflected with stronger outcomes for Science, MFL and all Humanities in 2020-2021.</p>

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	<ul style="list-style-type: none"> The curriculum has been carefully reviewed and structured by subject leaders to support pupils and build upon their knowledge on their journey. A love of, and engagement with Science is being fostered through extracurricula opportunities such as Science Club, visits to local industries and engagement in Lego and F1 (activities are free to all DA students). A love of, and engagement with MFL is being fostered through extracurricula opportunities such as trips to Spain, Foreign Languages clubs and celebration of MFL days. (activities are free to all DA students). A love of, and engagement with Humanities is being fostered through extracurricula opportunities such as trips to the Battlefields, the Lakes and local beaches and areas of interest. (activities are free to all DA students). 	<ul style="list-style-type: none"> Geography students performed well with a P8 of 0.272. In Biology DA students achieved a P8 score of -0.02. In Chemistry, DA students achieved a P8 score of -0.13. In Physics, DA students achieved a P8 score of -0.47. The Science Combined P8 was -0.4. <p>*2019-2020 School data – data is based upon CAGS; no national comparison.</p>	<p>Process of revisiting key concepts and regular opportunity for retention is securing better progress for DA students, especially in Maths, English, Geography and the open group of subjects.</p>
<p>Increase attendance rates for DA pupils.</p>	<ul style="list-style-type: none"> Individual action plans produced and monitored. Early identification of pupils who are repeatedly late, and close liaison with families. Production of meeting cycle and actions by attendance officer. Attendance data and analysis sheet shared with SLT weekly –key groups clearly identified and clear actions defined. Continued development of parent information evenings and assembly to demonstrate impact on future choices and career. Develop consistent whole Academy focus – 6 learning habits. Attendance and punctuality is now one of the six learning habits of excellence in the Academy setting a strong whole Academy focus. <p>The attendance officer works closely with pupils, parents and the careers advisor to ensure the negative impact of poor attendance on future choices is understood by all.</p>	<ul style="list-style-type: none"> Each student is monitored individually and actions taken to deal with each on a case by case basis. Attendance meetings are held and action plans implemented with students and parents and all barriers to learning removed. A school wide punctuality approach has seen an overall decrease in lateness and persistent lateness. An overall reduction in hard to reach attendees, however figures are not reflected due to Norovirus and Covid in the academic year meant an overall increase of 'genuine' PA cases due to increased illness; however this can be seen on a case by case basis, in addition to a reduction in referrals made to LA Attendance team for dealing with those hard to reach families. Numerous visits are weekly and details passed to key school staff and monitored and reviewed weekly for further intervention. Follow up one to one meetings with students ensure that the message is reached to the whole family. 	<p>The appointment of a dedicated Attendance Officer is having a significant impact. His close liaison with all stakeholders in securing good attendance will continue in 2019-20.</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 is excellent, 2016 – 2017 – 1.4%. 2017-18 – 2.15%. 2018-19. 1.19%. 2019-2020 – 0.5% (at 20th March 2020)</p>

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<p>Develop resilience in DA students.</p> <p>Enrichment beyond the curriculum. Priority is to raise aspiration in an area which has much social-deprivation.</p>	<ul style="list-style-type: none"> • Creating a rich experience for all students is at the forefront. A culture of intrinsic motivation is underpinned by the metaphor of climbing mountains. • From Year 7 students visit their summit: local universities. • Enriching opportunities are compulsory from Year 7 onwards. • Students participate in CLIMB (connected to the Mayor's Award) • Enrichment also includes: enrichment and extracurricular opportunities in PE and the Arts, access to educational visits, and motivational workshops from Future First. • Development of primary links to ensure suitable enrichment programme for all in Y7 on entry. • Plans to develop CADET force. • School is working towards meeting all 8 Gatsby benchmarks, which is tracked and visible to stakeholders. A progressive careers programme creates more opportunities and experiences for all students and stakeholders • Impartial, personal career Guidance (at key transition points) increases pupils' personal effectiveness, career readiness and educational outcomes. Ultimately, all pupils will secure an appropriate post 16 destination. • All Vulnerable pupils will have access to Impartial, personal career Guidance via Connexions. 	<ul style="list-style-type: none"> • 96% of Year 7 PP pupils had 2 recorded career interactions. • 98% of Year 8 PP pupils had 4 recorded career interactions. • 22% of year 9 PP pupils had 4 recorded career interactions. 78% of year 9 PP pupils had between 5-7 recorded career interactions. • 21% of year 10 PP pupils 10 recorded career interactions. 79% of year 10 PP pupils had 11-15 recorded career interactions. • 72% of year 11 PP pupils 3 recorded career interactions. 28% of year 11 PP pupils had 4-5 recorded career interactions. • 100% of all Year 11 PP pupils received Personal career guidance and had intended destinations in place for Sept 2020. 	<p>The opportunities afforded to DA students 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> <p>The appointment of a careers leader has continued to ensure that students' guidance and awareness of the world of work is an academy priority in 2020-2021 - by following the Gatsby benchmarks to ensure good career guidance for all.</p>
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This document was last reviewed on 15/12/20.

The next Review Date for this current document is June 2021.

