



## Pupil premium strategy statement: Chellaston Academy 2020 – 2023

| 1. Summary information        |                    |   |             |   |           |
|-------------------------------|--------------------|---|-------------|---|-----------|
| <b>School</b>                 | Chellaston Academy |   |             |   |           |
| <b>Academic Year</b>          | 2020/2021          | <b>Total PP budget</b>                  | £205905.00  | <b>Date of most recent PP Review</b>                  | -         |
| <b>Total number of pupils</b> | 1434               | <b>Number of pupils eligible for PP</b> | 222 (15.5%) | <b>Date for next internal review of this strategy</b> | July 2023 |

| 2. Current attainment <i>(All figures are carried forward from the 2019/2020 PP Strategy Statement)</i> |   |   |  |
|---|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average) *</i> |
| <b>Progress 8</b>   | 0.04  | 0.24  | 0.13   |
| <b>Attainment 8</b>   | 43.7  | 55.7  | 50   |
| <b>Basics 5+</b>  | 42%   | 66.25%  | 50%  |
| <b>Basics 4+</b>  | 58%   | 83.8%   | 72%  |

\* Latest figures available from <https://www.compare-school-performance.service.gov.uk/school/136360/chellaston-academy/secondary/results-by-pupil-characteristics?accordionstate=0>

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

It is recognised that all barriers will be accentuated due to the prolonged closure of school during 2019/2020 caused by the COVID-19 global pandemic

#### In-school barriers

|           |   |
|-----------|---|
| <b>A.</b> | Low levels of literacy and numeracy – PP students on entry have lower literacy and/or numeracy levels than that of Non-PP students at entry.<br>Literacy level of PP students vs Non-PP students - 102 v 106 (Gap of 4), Numeracy level of PP students vs Non-PP students 102 v 107 (Gap of 5)<br><i>Figures are carried forward from the 2019/2020 PP Strategy Statement</i>                     |
| <b>B.</b> | Behaviour for learning amongst PP students is poorer when compared with that of Non-PP students. Some PP students engage less well with school structures and systems.<br>PP student were accountable for 20.4% of the behaviour points issued between Sept and the end of HT3 and only received 12.6% of the Mindset points given in the same time period - <i>Figures from 9.9.19 - 15.2.20</i> |
| <b>C.</b> | Being prepared for learning – PP students often need to be provided with the correct uniform and equipment (Digital disadvantage)   |

#### External barriers (issues which also require action outside school, such as low attendance rates)

|           |   |
|-----------|---|
| <b>D.</b> | Lack of aspiration – PP students can sometimes find it difficult to cope with the demands of school life and this impacts their learning. They can struggle to find aspiration for their futures. Some PP students have narrow experience of life outside of school.<br>Destinations information shows a lower proportion of PP students choose the Academy Sixth Form for their Post 16 education (21% PP Vs 45% Non-PP in the same cohort).<br><i>Figures from Y11 2019/2020 Cohort</i> |
| <b>E.</b> | Poor Attendance<br>Y7-Y11 Attendance figure of PP students vs Non-PP students 93.86%v 95.67% (Gap of 1.81%) - <i>Figures from 9.9.19 – 22.3.20</i>  |
| <b>F.</b> | Parental Engagement<br>Historically parental engagement of PP students has been a barrier.  |

### 4. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>   | <i>Success criteria</i>   |
|-----------|---|---|
| <b>A.</b> | Reduce the variation in attainment/progress between PP and non-PP students in KS3 (and KS4)   | Reduction in the gap in attainment/progress measures between PP and non-PP students Y7-11   |
| <b>B.</b> | PP students show improved learning behaviours and engagement with learning  | DROPP, Disproportional representation of PP students in achievement (mindset) points and behaviour points received are in line with their peers.                            |
| <b>C.</b> | Resources and equipment should not be a barrier to PP students learning.  | Departments continue to apply for funding for resources and materials to aid the learning of PP students. Student voice from half termly checks via the staff link process. |
| <b>D.</b> | Improved aspirations of PP students (Careers and Further Education options). PP students having the opportunity to access activities/trips/interventions that help develop improve cultural capital and develop the 'whole child' and put them on an equal footing with non-PP students | No NEET PP students at the end of Y11.<br>PP students disproportionally represented, DROPP, in the Whole School Engagement Map.   |
| <b>E.</b> | PP students shows improvement in attendance.  | Attendance of PP students moving towards 95%.   |
| <b>F.</b> | Further improve parental engagement of PP students.   | Improve/maintain PP attendance at Parents evenings.<br>Increase the positive communication between home and school.   |

| 5. Planned expenditure   |  |   |   |            |   |
|--|--|---|---|------------|---|
| Academic Year  |  | 2020/2021   |   |            |   |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |   |   |            |   |
| i. Quality of teaching for all   |  |   |   |            |   |
| Desired outcome  | Chosen action / approach                                   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?   | Staff lead | When will you review implementation?                                |
| A-Reduced the Gap<br>B-Improve behaviours/ engagement<br>D-Improve aspirations<br>E-Improve attendance   | Ensure all students have access to quality first teaching. | QFT is widely mentioned as one of the best ways to get good outcomes for students, including those in receipt of the Pupil Premium.<br>EEF PP Guidance 2019<br>“Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching”<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium</a> | Differentiated CPD opportunities provided to support continued improvement and consistency of QFT. Evidenced through provision map and staff feedback.<br><br>Departmental quality assurance used to support and develop skills of individuals and across teams. Evidenced by Heads of Subject through QA, and through any subsequent support packages. | NEL        | Ongoing as part of the Academy QA process of Teaching and Learning. |
| A-Reduced the Gap<br>B-Improve behaviours/ engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement                                  | Digital Strategy Lead SLT                                  | Amanda Spielman, the Chief Inspector of Education, has acknowledged that the closure of schools will widen this attainment gap, at least in the short term. Online learning – especially the way it is playing out at the moment – is a far from perfect solution to school closures and the issues with this move to online learning are hitting disadvantaged children hard.<br><br><a href="https://www.mmu.ac.uk/education/about-us/news/story/?id=12261">https://www.mmu.ac.uk/education/about-us/news/story/?id=12261</a><br>.  | Developing staff and student digital skills<br><br>Developing on-line tools and experiences to support a blended learning curriculum in order to ensure missed schooling can be addressed in a strategic way<br><br>To ensure the delivery of the curriculum remotely in the event of a local lockdown or any period of school closure                  | WLK        | July 21   |

|  |                        |   |  |                    |               |
|--|------------------------|---|--|--------------------|---------------|
| A-Reduced the Gap<br>B-Improve behaviours/<br>engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental<br>engagement | Careers Lead.          | <p>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p> <p>Taken from EEF - What is the impact of careers education on improving young people's outcomes?<br/> <a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf</a></p> | <p>Student destinations tracked to ensure all have been placed post 16</p> <p>Feedback from Students recorded at the end of each academic year<br/> Feedback from events recorded post event to ensure we are making impact in the right way with the correct students<br/> PP students are always included first in anything careers events</p> | <b>SHD<br/>HDG</b> | July 21       |
| A-Reduced the Gap  | Academic Interventions | Proven record of approach using PiXL Strategies. This strategy may have to be adjusted due to current COVID-19 restriction.   | PCP's DTT approach<br>NEL to oversee subjects and ensure consistency.  | <b>NEL</b>         | July 21       |
| <b>Total budgeted cost</b>   |                        |   |  |                    | <b>£72705</b> |

| ii. Targeted support - PP  |  |   |  |            |                                      |
|--|--|---|--|------------|--------------------------------------|
| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | PP Raising Standards Leader Running and monitoring of PP Initiatives such as Staff Link, PP Fortnightly Focus, Praising Progress and Achievement, DROPP (Disproportional Representation of Pupil Premium). | Wider reaching work to ensure better relationship with students to support learning. Raising the profile with parents, carers and staff.<br><br>Work by the EEF shows parental engagement to have a moderate impact.<br>Raising and maintaining the high profile of pp students across the school is imperative to ensuring students have social and emotional support.   | Student monitoring to be effective across the school. Staff Link, Praising Progress and Achievement Initiative and PP fortnightly focus all in place, with student and staff voice supporting the effectiveness. | GLE        | July 21                              |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Staff/student link Initiative  | Our experience last year tells us that this was highly effective within the academy. Our work with Staff Link has enabled us to identify individual barriers for students and work with them to resolve issues.<br><br>Evidence for the benefits of this are documented under peer mentoring and teacher led mentoring in EEF toolkit.<br><br>www.nextgenlearning.org "Why Every Student Should Have a Mentor" By Lauren Faggella, "Human connection built on trust is the glue that binds students' academic and personal lives and helps them make sense of their futures; it's also the reason that most teachers enter education in the first place." | All meetings recorded in Sims Initiatives. Details then communicated to all staff/tutors/class teachers. First meeting to be used to audit possible digital disadvantage.  | GLE        | July 21                              |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations  | DROPP Initiative   | Aim of the initiative is to encourage staff to aim for a disproportional representation in everything they do. Trips, activities, mindset points, councils ...<br><br>Mentioned as a successful strategy at the SecEd Conference "The Pupil Premium and Ofsted: Ensuring Successful Outcomes."  | PP participation tracked through the Whole School Engagement Map.  | JNE<br>GLE | Termly                               |

|   |   |  |  |                             |              |
|---|---|--|--|-----------------------------|--------------|
| A-Reduced the Gap<br>B-Improve behaviours/<br>engagement                  | Pupil Premium<br>Fortnightly Focus<br>Newsletter  | <p>Raising the profile of our PP cohort, including information on barriers to learning.</p> <p>"The students behind the data: a guide to pupil premium planning" is an article written for the Guardian by Daniel Sobel and Steve Higgins. They suggest focusing on identifying and providing for the real needs behind the data and demonstrate this in a one-page summary where you lay out the identified needs, action and impact.</p>   | <p>Positive feedback from staff voice to suggest that this is an effective way of communicating barriers to learning.</p> <p>Firefly used to log staff engagement.</p> | <b>GLE<br/>C<br/>Weaver</b> | July 21      |
| C-Resources<br>D-Improve aspirations<br>F- Improve parental<br>engagement | <p>Help individual students with uniform and equipment.</p> <p>Stationery<br/>Digital devices</p> | <p>Lack of the correct equipment was a barrier to learning by both students and staff. When talking to students many mentioned that a lack of equipment was hindering their progress. Staff mentioned that students arriving without the correct equipment was resulting in a loss of teaching time and often lead to behaviour issues.</p> <p>The school provides equipment packs for all our Y6 PP students. These packs contain Approx. £15 worth of the essential equipment needed for September. Smaller versions of these packs are created for our existing PP students. Positive feedback received from the Primary school.</p> <p>Assistance with the cost of uniform for all years is also provided on request.</p>  | <p>Regular checks with staff that equipment is not a barrier to learning.</p> <p>Monitoring of uniform requests via the new eVoucher system.</p>                       | <b>GLE<br/>WLK</b>          | April/May 21 |
| B-Improve behaviours/<br>engagement<br>F- Improve parental<br>engagement  | Praising Progress<br>and Achievement<br>Initiative  | <p>The importance of parental engagement is evident in school and through research. Students with the most engaged parents often have the best outcomes. The Praising Progress and Achievement Initiative focused specifically on PP students and their parents/carers.</p> <p>Oxford School Improvement (OSI), an improvement service for primary schools provided by Oxford University Press, has produced a report looking at the impact of specific interventions funded by the pupil premium.</p> <p>Research shows that if parents engage with their child's education, the attainment of the child will increase by 15% no matter what the social background of the family.</p> <p>It is suggested that one strategy that is effective at increasing parental engagement is sending good news home.</p> <p>EFF document Section 3 WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Document<br/> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a> </p> | <p>Phone calls home, Student names to appear on the screens around school.</p>   | <b>GLE</b>                  | Termly       |

|   |  |  |  |                            |  |
|---|--|--|--|----------------------------|--|
| B-Improve behaviours/engagement<br>C-Resources<br>E-Improve attendance        | Free Breakfast<br>(For every FSM Students)   | Sir Kevan Collins, chief executive of the <b>EEF</b> , described the fact that some children still went to school hungry as "a national scandal".<br>"Offering free breakfasts at school is a relatively cheap and straightforward way of alleviating this symptom of disadvantage," he said.  | Data on take up supplied from Catering. Promoted to students via the newsletter to parents and in form time.   | <b>GLE</b>                 | Half termly  |
| A-Reduced the Gap   | Raising Achievement Network Project, moving into supporting both Y7-Y10 an extension of this successful project last year. | Proven record of improvement through sharing of good practice and mentoring of leadership.<br><br>See improvement in outcomes from work on RADY project in link below<br><a href="https://adcs.org.uk/assets/documentation/Wirral_RADY_Project.pdf">https://adcs.org.uk/assets/documentation/Wirral_RADY_Project.pdf</a>   | Uplift of students targets where appropriate leads to higher aspirations and encourages students to make accelerated progress in comparison to their peers. Monitoring through tracking process and data analysis.                 | <b>ELY<br/>CLR<br/>GLE</b> | After each tracking window.  |
| A-Reduced the Gap<br>B-Improve behaviours/engagement                          | PASS and CAT testing   | Digital assessment programme used in research projects – EEF, Oxbridge National Foundation for Educational Research.<br><br><a href="https://www.gi-assessment.co.uk/research">https://www.gi-assessment.co.uk/research</a><br><br>All students in Year 7 (Years 8 and 9 tbc) to complete CAT and PASS testing (PP and non-PP). This will provide invaluable data in the absence of KS2 assessment results (not completed due to Covid-19). It will also enable aspirational targets for all students to be set in conjunction with FFT, which will then allow for uplifted targets for PP students. | Preparatory work and practice questions completed with students beforehand to ensure validity of resulting data. Tests to be completed earlier in the academic year, whilst allowing for a settling-in period post school closure. | <b>ELY<br/>NEL</b>         | PASS will be revisited from April onwards but only for those students identified as 'at risk' in the initial test.<br>CAT (Oct 2021, and earlier through the evaluation of related initiatives). |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations | PP First Initiative  | There are many articles stating the importance of knowing your PP students, thinking about their learning environment and behaviour management strategies. This article lists 5 general approaches, all of which are covered within the PP FIRST strategy.<br><a href="http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">http://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a>  | QA Processes including learning walks and marking scrutiny.  | <b>NEL<br/>GLE</b>         | Ongoing as part of the Academy QA process of Teaching and Learning.  |

|   |   |  |  |                    |               |
|---|---|--|--|--------------------|---------------|
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Trips and Activities (PP)<br>To enable all students to access the entire curriculum at all points and to promote equity within their peer groups. | Opportunities for trips are available to all students, to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum.<br>Payment Plans offered to parents.   | Monitoring of funding to allow for trips and visits and enable opportunities. Monitoring of engagement in extracurricular activities.<br>Trips and activities might be more limited during COVID-19. | <b>JNE<br/>CLR</b> | July 21       |
| B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement       | Music Tuition (PP)  | PP Funding is used to pay for any student showing an interest in music lessons.  | Evidence of impact will be given on the PP Funding bid form.   | <b>ELT</b>         | July 21       |
| A-Reduced the Gap   | Virtual Pyramid of Need (Y11)   | Y11 PP Pyramid of Need to be shown in all department meetings. Students moved into the appropriate section of the pyramid after every tracking window.<br><br>It is suggested that every department should know which of its students are secure in terms of being on track to achieve their target grade. One way of creating a visual reminder where each student is against target is to produce a war board. They also suggest these boards should be adjusted on a regular basis. GDPR restrictions have meant we have gone virtual on this initiative. | Heads of Subjects to engage staff in the movement of students on the Pyramid. SLT in LM to check that this is updated after each Y11 tracking.   | <b>HoS<br/>SLT</b> | July/Sept 21  |
| <b>Total budgeted cost</b>  |   |  |  |                    | <b>£54500</b> |



| iii. Other approaches – Whole School  |  |   |  |                               |                                      |
|---|--|---|--|-------------------------------|--------------------------------------|
| Desired outcome   | Chosen action / approach   | What is the evidence and rationale for this choice?   | How will you ensure it is implemented well?  | Staff lead                    | When will you review implementation? |
| B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance  | Mental Health Designated Lead  | <ul style="list-style-type: none"> <li>Carnegie Mental Health Award (JHN) submission deadline October 2020.</li> <li>Wellbeing student committees set up to discuss current wellbeing issues.</li> <li>Peer mentoring and whole school strategies to help with wellbeing to be developed in line with COVID health and safety measures.</li> <li>Wellbeing requests through email</li> <li>Mental Health first aiders across departments- £5000 funding secured to build this.</li> </ul>   | <p>Wellbeing requests shared and stored through calendar. CPOMS adapted in order to monitor and track wellbeing meetings.</p> <p>Safeguarding team and SPL to liaise regarding vulnerable students, actions taken and monitored. Behaviour and attendance data to be used. Triangulation of all data for progress, behaviour, and attendance of students.</p> <p>Wellbeing Ambassadors</p> | JHN                           | July 21                              |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Support Staff in School Mental Health and wellbeing. Ensure that students are well supported at school and at home. Use of Zumos and CPOMS             | <ul style="list-style-type: none"> <li>Exploration of other platforms to run instead of ZUMOS.</li> <li>Adaption and improvements made to staff and student resources area on firefly</li> <li>Further access given to form tutors and SPL's in order to create a more transparent approach for all students.</li> </ul> <p>Evidence from the EEF shows this to have moderate impact.</p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></li> </ul> | <ul style="list-style-type: none"> <li>Training for staff to ensure successful implementation</li> </ul> <p>Assemblies &amp; form time used along with live PPP presentations for students to understand &amp; access.</p>   | JHN<br>Care and Guidance Team | July 21                              |
| E-Improve attendance<br>F- Improve parental engagement  | Attendance Officer to coordinate First day phone calls home and follow up school meetings. Targeted support and action for attendance and punctuality. | <p>Regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education.</p> <p>Including the Department for Education commissioned report. Link Below.<br/><a href="https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf">https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</a></p>  | <p>Continuous tracking of attendance to ensure improvement over time. 3 Letter system (and attendance panels). Attendance focus for tutors, SPLs and staff links.</p>  | EYR<br>Sharan Bola            | Termly                               |

|  |  |   |   |                               |              |
|--|--|---|---|-------------------------------|--------------|
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance | Department Funding Bids. Targeted Curriculum Support provided by leaders in subject areas. Through a range of bought services and goods to suit the need of the curriculum area. | Proven record of improvement in progress from curriculum areas in last year's strategy.<br><br>Science Week<br>iPad/Laptops<br>Revision Guides<br>Equipment   | Bids monitored to show impact on completion. Evidence of impact section of the application form completed the following academic year.                  | <b>GLE<br/>CLR</b>            | July/Oct 21  |
| D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement                                      | OFSM Eligibility Checker   | This online eligibility checker is quick and easy to use. Admin staff are also available to help parents with the inputting of the information, the FSM application process should no longer be a barrier.<br><br>The Ofsted Report, The Pupil Premium – How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils it quotes "Schools should continue to seek ways to encourage parents and carers to apply for free school meals where pride, stigma or changing circumstances act as barriers to its take-up"   | Daily updates are received from the provider. These show any changes in eligibility meaning that within 24 hours of qualifying they receive their FSMs. | <b>GLE<br/>C<br/>Weaver</b>   | July/Sept 21 |
| B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance                                     | After school and lunchtime clubs available for all. Students are encouraged to attend.   | Enrichment opportunities will hopefully be available to all students later on in the year, in an effort to broaden their opportunities at school, foster other interests and gain positive experiences at school outside the curriculum. Attendance at these clubs will be tracked and this will enable analysis of groups, with specific thought to PP students, and the opportunities on offer to them (DROPP).   | Participation monitored. This may be limited during COVID-19.   | <b>JNE</b>                    | Termly       |
| A-Reduced the Gap<br>E-Improve attendance  | BAM Logs<br>All students now aware of their attendance %, behaviour points and achievement data through use of the weekly BAM Logs.  | A culture and better understanding of the importance of attendance to school is now embedded across the academy amongst students in ALL years.<br><br>Research into improving attendance in schools serving deprived areas by RSM McClure Watters "Regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education "<br><a href="https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf">https://dera.ioe.ac.uk/14520/7/final_research_report_pdf_Redacted.pdf</a> | Weekly logging of attendance, behaviour and achievement data by the students. Tutors to monitor students and set targets if required.                   | <b>EYR<br/>SPLs<br/>Tutor</b> | July 21      |

|   |   |   |  |                          |               |
|---|---|---|--|--------------------------|---------------|
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance | Careers<br><br>1:1 Interviews<br>Mock Interviews<br>CV Writing<br>Enterprise<br>Challenge Event<br>Skill Show NEC<br>Other Events and Workshops | As stated above<br>Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.<br><br>Taken from EEF - What is the impact of careers education on improving young people's outcomes?<br><a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Careers_Education_summary_infograph.pdf</a> | Students involved in the careers events and workshops are to be logged in Sims interventions. Priority given to PP students.<br>This will be more limited during COVID-19<br>Destination data to be collected by SHL year on year. | <b>SHD</b><br><b>HDG</b> | July 21       |
| <b>Total budgeted cost</b>  |   |   |  |                          | <b>£78700</b> |

| 6. Review of expenditure  |   |  |  |
|---|---|--|--|
| Previous Academic Year  |   | 2019/2020  |  |
| 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)   |
| A-Reduced the Gap<br>B-Improve behaviours/ engagement<br>D-Improve aspirations<br>E-Improve attendance                        | Ensure all students have access to quality first teaching.  | QA Term 1<br><b>Challenge</b> - 96% Amber or better <ul style="list-style-type: none"><li>Green - Challenge is high, whatever students' starting points and prior attainment.</li><li>Amber - Learning activities are sufficiently challenging to ensure that the majority of students, including those with additional needs, make progress.</li></ul> <b>Personalised Learning</b> - 92% Amber or above <ul style="list-style-type: none"><li>Green - Differentiation to meet the different needs of students is evident (quality first teaching). Clearly focused/tailored personalised learning strategies progress the learning of different groups of students.</li><li>Amber - Some evidence of personalised learning strategies to support the learning of different groups of students.</li></ul> | We will be continuing with this strategy   |
| A-Reduced the Gap<br>B-Improve behaviours/ engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental | Careers Lead.   | Continued to raise awareness of careers. Staff spoke in lessons about their own career journey. The organisation around the 1:1 interviews worked well and seemed well received by students. The Y11 student link survey confirmed that they had received this help. Positive feedback from Y11 students when helping them around  | To continue with the work this academic year<br>Greater focus on curriculum areas and how they deliver careers in the classroom to raise awareness of their subject. |
| A-Reduced the Gap   | Attendance and membership to PiXL club for all leaders within the academy and support for PiXL strategies Intervention focussed on providing PP students first. | PIXL resources and strategies prove to be useful for staff at all levels. Many PP students benefitted from the Smith's Proformas issued during intervention sessions.  | Membership to PIXL to be reviewed.   |

|  |   |  |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
|--|---|--|--|--|--------|-----------------------------|--|------|-----------------------|--|-----|---------|--|----|---|
| A-Reduced the Gap  | Academic Interventions<br>KS4 DTT Style After School<br>KS3 BOOST | <p>PP in Y11 = 14%</p> <p>PP involvement in academic interventions = 16% so evidence of DROPP. The Intervention bus helped provide transport home for many of the students selected for interventions. Taxis were also provided for some PP students so they could attend the sessions.</p> <table><tr><td colspan="2">KS4 PiXL (DTT) After School Interventions (Data Capture 14/1/20)</td><td>TOTALS</td></tr><tr><td>Number of students involved</td><td></td><td>1269</td></tr><tr><td>Number of PP students</td><td></td><td>206</td></tr><tr><td>% of PP</td><td></td><td>16</td></tr></table> | KS4 PiXL (DTT) After School Interventions (Data Capture 14/1/20) |  | TOTALS | Number of students involved |  | 1269 | Number of PP students |  | 206 | % of PP |  | 16 | <p>COVID made it impossible to continue with these small class afterschool interventions. Its crucial that we prioritise Maths, English and science support for PP students as well providing an opportunity for them discuss which interventions they would find most useful. This was done through the staff link initiative.</p> |
| KS4 PiXL (DTT) After School Interventions (Data Capture 14/1/20) |   | TOTALS   |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
| Number of students involved                                      |   | 1269   |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
| Number of PP students  |   | 206  |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
| % of PP  |   | 16   |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
|  |   |  |  |  |        |                             |  |      |                       |  |     |         |  |    |   |
|  |   |  | £89907.50  |  |        |                             |  |      |                       |  |     |         |  |    |   |

| ii. Targeted support - PP  |   |   |   |             |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
|--|---|---|---|-------------|-----|----|-----|---------------|-----------------------|----|----|----|------------|----|--|----|-------------|--------|----|----|--|----|--------|----|---|----|----|--------|----|----|----|----|---------|----|---|----|----|---------|----|---|----|----|---------|---|---|----|----|---------|---|---|----|----|-------------|----|----|-----|-----|-------------------|--|--|--|--|--|
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | PP Raising Standards Leader<br>Running and monitoring of PP Initiatives such as Staff Link, PP Fortnightly Focus, Praising Progress and Achievement, DROPP (Disproportional Representation of Pupil Premium). | We continued to raise the profile of the PP cohort, positive feedback from students and staff on the staff link initiative. Creation of the new Uniform eVoucher has received positive feedback from Parents. Existing Initiatives are becoming established and embedded. Communication with Home log created and sent out weekly to all staff during lockdown, ensuring they had access to current information on the PP cohort.   | PP RSL to continue to work with all stakeholders. <ul style="list-style-type: none"><li>Firefly pages to be set up so that it can be utilised as a platform for information and rationale for PP Initiatives.</li><li>Monitoring of the new eVoucher system to check it runs efficiently for all stakeholders, adapt if necessary</li></ul> |             |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Staff/student link Initiative   | Behaviour for learning targets set in Session 2. <ul style="list-style-type: none"><li>79% of students logged at the time of the data capture showed improvement</li></ul> Weekly contact made with student links during lockdown, positive emails from students and staff involved. 69.4% showed engagement with the emails sent.<br><br>Student Link Email Engagement Log.<br><table><tr><td colspan="5">Data Capture 13/7/20</td></tr><tr><td>Count of Year</td><td>mp</td><td>Y</td><td></td><td></td></tr><tr><td>Row Labels</td><td>0</td><td>1</td><td>2</td><td>Grand Total</td></tr><tr><td>Year 7</td><td>18</td><td>10</td><td>27</td><td>55</td></tr><tr><td>Year 8</td><td>10</td><td>9</td><td>21</td><td>40</td></tr><tr><td>Year 9</td><td>17</td><td>13</td><td>18</td><td>48</td></tr><tr><td>Year 10</td><td>12</td><td>9</td><td>18</td><td>39</td></tr><tr><td>Year 11</td><td>16</td><td>8</td><td>14</td><td>38</td></tr><tr><td>Year 12</td><td>1</td><td>2</td><td>12</td><td>15</td></tr><tr><td>Year 13</td><td>3</td><td>4</td><td>10</td><td>17</td></tr><tr><td>Grand Total</td><td>77</td><td>55</td><td>120</td><td>252</td></tr></table><br><table><tr><td colspan="5">69.4 % Engagement</td></tr></table><br>A welcome email was sent to each Y6 PP student joining us in Sept. We did not receive many replies but the ones we did get were very positive. | Data Capture 13/7/20  |             |     |    |     | Count of Year | mp                    | Y  |    |    | Row Labels | 0  | 1  | 2  | Grand Total | Year 7 | 18 | 10 | 27   | 55 | Year 8 | 10 | 9 | 21 | 40 | Year 9 | 17 | 13 | 18 | 48 | Year 10 | 12 | 9 | 18 | 39 | Year 11 | 16 | 8 | 14 | 38 | Year 12 | 1 | 2 | 12 | 15 | Year 13 | 3 | 4 | 10 | 17 | Grand Total | 77 | 55 | 120 | 252 | 69.4 % Engagement |  |  |  |  | We will be continuing with this initiative. All discussion will continue to be logged on Sims and shared excel documents will be used to capture data. |
| Data Capture 13/7/20   |   |   |   |             |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Count of Year  | mp  | Y   |   |             |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Row Labels   | 0   | 1   | 2   | Grand Total |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 7   | 18  | 10  | 27  | 55          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 8   | 10  | 9   | 21  | 40          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 9   | 17  | 13  | 18  | 48          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 10  | 12  | 9   | 18  | 39          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 11  | 16  | 8   | 14  | 38          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 12  | 1   | 2   | 12  | 15          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Year 13  | 3   | 4   | 10  | 17          |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Grand Total  | 77  | 55  | 120   | 252         |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| 69.4 % Engagement  |   |   |   |             |     |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations  | DROPP Initiative  | Term 1 - DROPP is evident in every year group.<br><table><tr><td>Term 1</td><td>Y7</td><td>Y8</td><td>Y9</td><td>Y10</td><td>Y11</td></tr><tr><td>% of PP/Disadvantaged</td><td>18</td><td>12</td><td>16</td><td>13</td><td>13</td></tr><tr><td>Average % of PP/Disadvantaged involved in stated Interventions</td><td>31</td><td>21</td><td>27</td><td>23</td><td>21</td></tr></table>   | Term 1  | Y7          | Y8  | Y9 | Y10 | Y11           | % of PP/Disadvantaged | 18 | 12 | 16 | 13         | 13 | Average % of PP/Disadvantaged involved in stated Interventions | 31 | 21          | 27     | 23 | 21 | We will be continuing with this approach. System are now in place to help with administration of the approach. <ul style="list-style-type: none"><li>Regular information from the Whole School Provision Map to be sent to SPLs, HoS, SLT.</li><li>PP Students continue to be targeted for involvement in trips, activities, clubs, etc.</li></ul> |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Term 1   | Y7  | Y8  | Y9  | Y10         | Y11 |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| % of PP/Disadvantaged  | 18  | 12  | 16  | 13          | 13  |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |
| Average % of PP/Disadvantaged involved in stated Interventions   | 31  | 21  | 27  | 23          | 21  |    |     |               |                       |    |    |    |            |    |  |    |             |        |    |    |  |    |        |    |   |    |    |        |    |    |    |    |         |    |   |    |    |         |    |   |    |    |         |   |   |    |    |         |   |   |    |    |             |    |    |     |     |                   |  |  |  |  |  |

| A-Reduced the Gap<br>B-Improve behaviours/engagement                   | Pupil Premium Fortnightly Focus Newsletter   | Verbal feedback from staff and comments made after editions were sent confirmed the information was being seen. This has led to an increased knowledge of the PP cohort and their individual barriers to learning.<br><br>During lockdown instead of sending out the PPFF we created the <i>Communication with home log</i> . This was sent out every Monday so that staff were able to filter on PP students and see all communication during lockdown.   | We will be continuing with this initiative. <ul style="list-style-type: none"><li><i>Communication with home log</i> to continue to be sent out weekly</li><li>AMP to provide information on LAC/PLAC students for 2020-2021 PPFFs.</li><li>Firefly to be utilised as a platform for current and previous PPFFs.</li><li>New format to PPFF making the admin process</li></ul> |                  |                  |                  |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
|--|--|--|--|------------------|------------------|------------------|------------------|---|------------------|---------------------|------|------|--|------|----|-----|--------------|-----------|------------|------------|--------|----------|-----------|----------------|--|--|--|--|--|--|---|
| C-Resources<br>D-Improve aspirations<br>F- Improve parental engagement | Equipment Packs and help with uniform.       | We now have 3 different types of equipment packs <ul style="list-style-type: none"><li>Y11 REVISION PACKS</li><li>Y6 EQUIPMENT PACKS</li><li>STUDENT LINKS ESSENTIAL EQUIPMENT PACKS</li></ul><br>Y6 Equipment packs well received by parents and students.  | We will be continuing to supply equipment and uniform. We changed how the Y6 packs were distributed to cope with the restrictions of lockdown. Most parents collected the packs from reception. This worked well and will be something we will continue to do in the future.   |                  |                  |                  |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| B-Improve behaviours/engagement<br>F- Improve parental engagement      | Praising Progress and Achievement Initiative | <table border="1"><thead><tr><th>2019-2020</th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th></th></tr></thead><tbody><tr><td>Number of PP students receiveing positive phone calls</td><td>26</td><td>34</td><td>8</td><td>68</td></tr></tbody></table><br>20 positive phone calls made during lockdown before the initiative was replaced by subject stars and wow awards.  | 2019-2020  | Term 1           | Term 2           | Term 3           |                  | Number of PP students receiveing positive phone calls | 26               | 34                  | 8    | 68   | We will be continuing with this approach. Parents reaction to the phone call was always positive and led to further conversations. Requests for nomination to start at the end of week 1 and continue throughout the year. |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| 2019-2020  | Term 1                                       | Term 2   | Term 3   |                  |                  |                  |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| Number of PP students receiveing positive phone calls                  | 26   | 34   | 8  | 68               |                  |                  |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| B-Improve behaviours/engagement<br>C-Resources<br>E-Improve attendance | Free Breakfast (For every FSM Students)      | The number of free breakfasts taken is increasing showing that students are aware of the initiative and are taking up the offer.<br><br>HT4-HT6 Lockdown influenced sales.<br><br><table border="1"><thead><tr><th></th><th>2019 2020<br/>HT1</th><th>2019 2020<br/>HT2</th><th>2019 2020<br/>HT3</th><th>2019 2020<br/>HT4</th><th>2019 2020<br/>HT5</th><th>2019 2020<br/>HT6</th></tr></thead><tbody><tr><td>* Breakfast numbers</td><td>1342</td><td>1942</td><td>1784</td><td>1190</td><td>47</td><td>213</td></tr><tr><td>All Students</td><td>(£939.40)</td><td>(£1359.40)</td><td>(£1248.80)</td><td>(£833)</td><td>(£32.90)</td><td>(£149.10)</td></tr><tr><td>Cost @ 0.70 pb</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> |  | 2019 2020<br>HT1 | 2019 2020<br>HT2 | 2019 2020<br>HT3 | 2019 2020<br>HT4 | 2019 2020<br>HT5                                      | 2019 2020<br>HT6 | * Breakfast numbers | 1342 | 1942 | 1784   | 1190 | 47 | 213 | All Students | (£939.40) | (£1359.40) | (£1248.80) | (£833) | (£32.90) | (£149.10) | Cost @ 0.70 pb |  |  |  |  |  |  | We will be continuing with this initiative. <ul style="list-style-type: none"><li>Information to be sent out to students at the start of the year. PowerPoint to be given to form tutors.</li></ul> Tutors to have discrete conversations with eligible students to ensure they are aware of their eligibility. |
|  | 2019 2020<br>HT1                             | 2019 2020<br>HT2   | 2019 2020<br>HT3   | 2019 2020<br>HT4 | 2019 2020<br>HT5 | 2019 2020<br>HT6 |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| * Breakfast numbers  | 1342   | 1942   | 1784   | 1190             | 47               | 213              |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| All Students   | (£939.40)                                    | (£1359.40)   | (£1248.80)   | (£833)           | (£32.90)         | (£149.10)        |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |
| Cost @ 0.70 pb   |  |  |  |                  |                  |                  |                  |   |                  |                     |      |      |  |      |    |     |              |           |            |            |        |          |           |                |  |  |  |  |  |  |   |

| A-Reduced the Gap   | Raising Achievement Network Project, moving into supporting both Y7-Y9 an extension of this successful project last year. | <p>Rady has had a positive impact on PP student. Snapshot of Y8/Y9 data</p> <table><tr><th colspan="3">Grades Area - Overview Report</th></tr><tr><th colspan="3">Uplifted Students Year 8 and 9 Autumn 2019</th></tr><tr><th></th><th>Y8</th><th>Y9</th></tr><tr><td>% of students on, above or Exceeding target</td><td>83</td><td>69.7</td></tr></table>   | Grades Area - Overview Report  |  |  | Uplifted Students Year 8 and 9 Autumn 2019 |  |  |  | Y8 | Y9 | % of students on, above or Exceeding target | 83 | 69.7 | <p>We will be continuing with this strategy. We are looking continue to use Rady philosophy with the new Y7 but without data it will be more subjective.</p> <ul style="list-style-type: none"><li>KS RSL to monitor impact (Y7-10)</li></ul> |
|---|---|---|--|--|--|--|--|--|--|----|----|---|----|------|---|
| Grades Area - Overview Report   |   |   |  |  |  |  |  |  |  |    |    |   |    |      |   |
| Uplifted Students Year 8 and 9 Autumn 2019                                    |   |   |  |  |  |  |  |  |  |    |    |   |    |      |   |
|   | Y8  | Y9  |  |  |  |  |  |  |  |    |    |   |    |      |   |
| % of students on, above or Exceeding target                                   | 83  | 69.7  |  |  |  |  |  |  |  |    |    |   |    |      |   |
| A-Reduced the Gap<br>B-Improve behaviours/engagement                          | PASS and CAT testing  | Students completed the testing just prior to school closure (Covid-19). Therefore, tutors were better informed about the learning bias of students and their attitudes towards school and themselves when they communicated with students during this challenging period. However, the findings could not be formally actioned in the usual way.  | <p>PASS testing would be more beneficial if completed earlier in the academic year, with data used to inform whole-school initiatives and support programmes. This will enable impact to be more accurately measured, and further actions put in place.</p> <p>CAT testing does not necessarily provide different information to that which we already hold for students, and, therefore, the decision was made not to continue with this aspect of GL Assessment. However, due to the absence of assessment data in 2020-21 (Covid-19), it is likely that CAT testing will provide invaluable data, enabling aspirational target setting.</p> |  |  |  |  |  |  |    |    |   |    |      |   |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations | PP First Initiative   | <p>QA Term 1 (same as QFT)</p> <p><b>Challenge</b> - 96% Amber or better</p> <ul style="list-style-type: none"><li>Green - Challenge is high, whatever students' starting points and prior attainment.</li><li>Amber - Learning activities are sufficiently challenging to ensure that the majority of students, including those with additional needs, make progress.</li></ul> <p><b>Personalised Learning</b> - 92% Amber or above</p> <ul style="list-style-type: none"><li>Green - Differentiation to meet the different needs of students is evident (quality first teaching). Clearly focused/tailored personalised learning strategies progress the learning of different groups of students.</li><li>Amber - Some evidence of personalised learning strategies to support the learning of different groups of students.</li></ul> <p>During lockdown form tutors and teachers were asked to prioritise PP students in their communications and feedback. (see below)</p> | <p>We will be continuing with this strategy.</p> <ul style="list-style-type: none"><li>Staff to receive regularly reminded about the Initiative via email, firefly and dept meetings.</li><li>Initiative adapted slightly to take into account the restrictions when returning to school.</li><li>Seating plans will be key in making sure staff can still prioritise the PP students.</li></ul>   |  |  |  |  |  |  |    |    |   |    |      |   |



| A-Reduced the Gap<br>B-Improve behaviours/ engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Trips and Activities (PP)<br>To enable all students to access the entire curriculum at all points and to promote equity within their peer groups. | <p>This table shows ALL interventions (inc Academic)<br/>The PP cohort in every year group is overrepresented.</p> <table><tr><th>Term 1</th><th>Y7</th><th>Y8</th><th>Y9</th><th>Y10</th><th>Y11</th></tr><tr><td>% of PP/Disadvantaged</td><td>18</td><td>12</td><td>16</td><td>13</td><td>13</td></tr><tr><td>Average % of PP/Disadvantaged involved in stated interventions</td><td>31</td><td>21</td><td>27</td><td>23</td><td>21</td></tr></table> | Term 1   | Y7  | Y8  | Y9 | Y10 | Y11 | % of PP/Disadvantaged | 18 | 12 | 16 | 13 | 13 | Average % of PP/Disadvantaged involved in stated interventions | 31 | 21 | 27 | 23 | 21 | We will be continuing with this approach. |
|--|---|--|--|-----|-----|----|-----|-----|-----------------------|----|----|----|----|----|--|----|----|----|----|----|---|
| Term 1   | Y7  | Y8   | Y9   | Y10 | Y11 |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |
| % of PP/Disadvantaged  | 18  | 12   | 16   | 13  | 13  |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |
| Average % of PP/Disadvantaged involved in stated interventions   | 31  | 21   | 27   | 23  | 21  |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |
| B-Improve behaviours/ engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement       | Music Tuition (PP)  | A variety of music lessons were funded for several PP students. Feedback from teachers and students was positive. Engagement and attendance was always good.   | We will be continuing to support PP students with their music lesson. The new Music funding bid form will continue to be used. |     |     |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |
| A-Reduced the Gap  | Virtual Pyramid of Need (Y11)   | Staff had Improved knowledge of PP cohort and an increased awareness of underachieving PP students.  | We will be continuing with this approach. The new y11 pyramid will be sent to HoS and to be displayed during Dept meeting.     |     |     |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |
|  |   |  | TOTAL    £29000  |     |     |    |     |     |                       |    |    |    |    |    |  |    |    |    |    |    |   |

| iii. Other approaches – Whole School  |  |  |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
|---|--|--|---|-------------------------------|----------------------------|------|------|------|------|------|------|------|------|------|------|------|------|---|
| B-Improve behaviours/engagement   | Mental Health Designated Lead  | Carnegie Mental Health Award (JHN) submission deadline October 2020.<br>Wellbeing student committees set up to discuss current wellbeing issues.<br>Peer mentoring and whole school strategies to help with wellbeing to be developed in line with COVID health and safety measures.   | Peer mentoring was difficult for student to access. There were issues with being in the building. In future, we will explore how best/when mentoring can take place and then assign specific students to the mentors. Due to COVID, we will need to explore how this can successfully and safely take place with the bubble system. |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement | Support Staff in School Mental Health and wellbeing. Ensure that students are well supported at school and at home.<br>Use of Zumos and CPOMS  | Creation of wellbeing focus group ensured that a variety of staff across varied departments meant that concerns would have a wholesome approach and understanding.<br>CPOMS ensures concerns regarding students is promptly dealt with and responded to by staff. SPL's and Tutors are able to build firm and professional relationships with students.  | Minutes and points for discussion are essential in maintain a professional and constructed discussion as a group.   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| E-Improve attendance<br>F- Improve parental engagement  | Targeted support and action for attendance and punctuality.<br>Attendance Officer to coordinate First day phone calls home and follow up school meetings. Rewards for improvement in attendance through staff link and SPLs. | The 3-letter system is in place. First Day Response system in place to deal with unexplained absences. Actions included text message, phone call home, involvement of the EWO and home visits. Priority given to PP/Vulnerable students. There has been an improvement in the consistent recording of late and the follow up sanctions.  | This will continue, there are established systems to monitor and address attendance issues. The first day response system has been adapted to include more rigour on day 3. SPL/tutor also involved with tracking and monitoring attendance.  |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>C-Resources<br>D-Improve aspirations<br>E-Improve attendance                    | Department Funding Bids. Targeted Curriculum Support provided by leaders in subject areas. Through a range of bought services and goods to suit the need of the curriculum area.   | <p>Evidence of impact is on individual funding bid application forms. Evidence is requested once there has been time to show impact. Graph showing evidence of impact in construction.</p> <table border="1"><caption>Comparison showing the average grade in Construction per year for PP against non PP from 2017</caption><thead><tr><th>Year</th><th>Average grade for PP students</th><th>Average grade all students</th></tr></thead><tbody><tr><td>2017</td><td>1.75</td><td>1.75</td></tr><tr><td>2018</td><td>2.85</td><td>3.41</td></tr><tr><td>2019</td><td>3.75</td><td>4.57</td></tr><tr><td>2020</td><td>5.08</td><td>5.25</td></tr></tbody></table> <p><b>Comparison showing the average grade in Construction per year for PP against non PP from 2017</b></p> <p>The chart also shows key investment points along the timeline</p> <p><b>Narrowing the GAP!</b></p> | Year  | Average grade for PP students | Average grade all students | 2017 | 1.75 | 1.75 | 2018 | 2.85 | 3.41 | 2019 | 3.75 | 4.57 | 2020 | 5.08 | 5.25 | We will be continuing with this approach. Not all bids show huge improvement however it is crucial for subject leaders to have ownership of the PP strategy so this approach will continue. Unfortunately, COVID-19 has meant that some of the planned activities and events did not go ahead or have been delayed. |
| Year  | Average grade for PP students  | Average grade all students   |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| 2017  | 1.75   | 1.75   |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| 2018  | 2.85   | 3.41   |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| 2019  | 3.75   | 4.57   |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |
| 2020  | 5.08   | 5.25   |   |                               |                            |      |      |      |      |      |      |      |      |      |      |      |      |   |

|   |  |   |   |        |        |           |     |     |   |
|---|--|---|---|--------|--------|-----------|-----|-----|---|
| D-Improve aspirations<br>E-Improve attendance<br>F- Improve parental engagement                       | OFSM Eligibility Checker   | <p>The OFSM offers a quick and discreet way for family to check their eligible. Before lockdown we had 115 students eligible for FSM, during lockdown 13 more students used the checker and found that they were eligible. An increase of 11%.</p> <table><tr><td></td><td>Mar-20</td><td>Jul-20</td></tr><tr><td>No Of FSM</td><td>115</td><td>128</td></tr></table> <p>8 of the 13 were not previous PP.</p>            |   | Mar-20 | Jul-20 | No Of FSM | 115 | 128 | <p>We will be continuing to buy in this service.</p> <ul style="list-style-type: none"><li>Regular signposting and InTouch messages to help raise the profile of the OFSM.</li><li>Information about FSM and the PP given to all students at the start of term.</li></ul> |
|   | Mar-20   | Jul-20  |   |        |        |           |     |     |   |
| No Of FSM   | 115  | 128   |   |        |        |           |     |     |   |
| B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance                      | After school and lunchtime clubs available for all. Students are encouraged to attend.   | <p>This allowed pupils to attend clubs without barrier. This encouraged participation and confidence.</p>   | <p>Once we are able to run clubs again, we will have new strategies to be aimed specifically at addressing gaps in participation by subject, year group and profile of child.</p> <p>We will look into staff links raising the awareness of Clubs and activities and look to support with transport.</p> <p>When clubs restart, we can also try to ensure support with technology to overcome digital disadvantage.</p> |        |        |           |     |     |   |
| A-Reduced the Gap<br>E-Improve attendance   | BAM Logs<br>All students now aware of their attendance %, behaviour points and achievement data through use of the weekly BAM Logs.          | <p>All students more aware of their behaviour, achievement, and attendance. This is tracked and monitored through the BAM log,</p>  | <p>We will be continuing with this strategy. The graph works well to focus students on the consequences of their attendance hitting certain level. The blue section is crucial for those with genuine low attendance. Form tutor and SPLs to continue to target these students.</p>   |        |        |           |     |     |   |
| A-Reduced the Gap<br>B-Improve behaviours/engagement<br>D-Improve aspirations<br>E-Improve attendance | Careers<br><br>1:1 Interviews<br>Mock Interviews<br>CV Writing<br>Enterprise Challenge Event<br>Skill Show NEC<br>Other Events and Workshops | <p>All students involved in the careers events and workshops are to be logged in Sims interventions. PP Prioritised for events. A close eye to be kept on DROPP. Destination data to be collected year on year.</p> <p>1:1 interviews to support students with next steps and avoid NEET – currently on 1% NEET</p> <p>Mock interviews to support and develop students to ensure they are ready for their next steps.</p> | <p>This will continue next year.</p> <p>Laptops that have been ordered for use in Enterprise session did not go ahead due to Covid19. Laptops distributed to PP students for use at home during lockdown. More laptops have been ordered and I will monitor their success this year.</p>  |        |        |           |     |     |   |

|   |                                    |  |  |
|---|------------------------------------|--|--|
| <p>A-Reduced the Gap<br/>B-Improve behaviours/engagement</p>  | <p>Franklin Scholars</p>           | <p>The programme did not reach conclusion due to school and National Lockdown. Student voice would have been taken more formally. Impact report shows attendance figures were strong and some of the students formed effective bonds. Anecdotally this was crucial in supporting some year 7's with finding their place in school.</p> <div data-bbox="887 272 1469 592"> <p>100% of Y10s agree Franklin Scholars has helped them develop useful skills for the future</p> <p>92% of Y10s agree Franklin Scholars has helped them develop skills that support their learning</p> <p>100% of Y10s would recommend Franklin Scholars to other students next year</p> <p>90% Total proportion of all parents who agree that Franklin Scholars has made a difference to their child</p> </div>         | <p>Pupils must be selected in a better way more vulnerable, shy and less able suited it the best. Year 10 selection via interview was excellent. Ideally it needs time in the curriculum to make it work effectively. As there were too many other initiatives during form time in the morning aimed at the same pupils. Unable to currently continue with approach due to bubble restrictions. May try to emulate the mentoring part in-house</p> |
| <p>A-Reduced the Gap<br/>B-Improve behaviours/engagement<br/>D-Improve aspirations<br/>E-Improve attendance</p> | <p>Metacognition Champion (Y9)</p> | <p>Great feedback from subject leaders and tutors regarding pupils having been taught study strategies in tutor time before using them in lessons.</p>   | <p>Due to expand into more subjects and more year groups before COVID-19 lockdown. Awaiting confirmation of the approach this year. Taken out of next year's strategy statement but will add it if we are able to continue at a later date.</p>  |
| <p>A-Reduced the Gap<br/>B-Improve behaviours/engagement<br/>D-Improve aspirations<br/>E-Improve attendance</p> | <p>Mindset Mentoring</p>           | <p>Mindset intervention took place every morning, this was with students that had the most behavioural points from year 7 and 10.</p> <p>The programme looked specifically at improving student's mindset, aspirations and ultimately improving their behaviour. The cohorts of students in question were a combination of PP and non-PP students.</p> <p>The mentoring programme had a positive impact on student's wellbeing and emotional intelligence. The strategies from the mentoring enabled students to cope with their emotions better and use them in a positive way.</p> <p>The amount of behavioural points for the students in question was reduced over time and numerous staff emailed WLK to state that the students on the programme had improved their behaviour in school.</p> | <p>Due to COVID and year group bubbles we are going to hold on this strategy. We may include it at a later date or as a future strategy. It would have been good to engage more with parents, invite parents in for the launch of the programme and explain what the mindset programme is all about. This is something we would look to do if we ran this in the future.</p>   |
|   |                                    |  | <p>TOTAL £69700</p>  |

## 7. Additional detail

### 2020-2021 School Figures - Data captured 23.9.20

| Year Group | Total No. of Pupils | Non-PP | PP  | % PP |
|------------|---------------------|--------|-----|------|
| 7          | 301                 | 247    | 54  | 17.9 |
| 8          | 306                 | 254    | 52  | 17.0 |
| 9          | 292                 | 251    | 41  | 14.0 |
| 10         | 269                 | 229    | 40  | 14.9 |
| 11         | 266                 | 231    | 35  | 13.2 |
|            | 1434                | 1212   | 222 | 15.5 |

### Chellaston Academy Pupil Premium Funding Sept Allocations

**2018-2019    195 Students    £184,740.00**

**2019-2020    205 Students    £188,607.50    £173,507.50 (EverPP) + £16,100.00 (PLAC)**

**2020-2021    222 Students    £205,905.00    £180,110.00 (EverPP inc SPP) + £25,795.00 (PLAC)**