



National C of E Academy

Pupil Premium Strategy Statement 2020-21

Pupil Premium Profile 2020-21

Principal:	Martin Brailsford
Date:	October 2020

1. Summary information

School	National C of E Academy		
Academic Year	2020-21	Total PP budget	£263,705
Total number of pupils (11-16)	1129	Number of pupils eligible for PP	27% (301)

2. Current attainment

	NCEA PP students	National average 2019 for non- PP
% achieving 4+ in English and Maths	50%	71.5%
% achieving 5+ in English and Maths	25%	50.1%
% achieving the EBacc suite of qualifications (grade 5+)	10%	20.2%
Progress 8 score average	-0.24	0.13
Attainment 8 score average	42	50

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A	Low levels of literacy and numeracy on entry, affecting progress across the curriculum
B	Disadvantaged students lack of aspiration, resources and opportunities, social and cultural capital etc.
C	Increasing levels of disengagement particularly evident in disadvantaged students as they move through the school and into KS4
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Low Attendance of disadvantaged students leading to fewer learning hours and slower progress
E	Lack of resources outside of school to provide support to education, transition and to build aspiration
F	Increased the social economic impact on disadvantaged students due to COVID-19

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Disadvantaged student literacy and numeracy gaps are identified and, where they exist, are addressed.	All disadvantaged students have literacy and numeracy assessed on entry to the school. Intervention packages exist for general need. Specific intervention is used where appropriate. Intervention is effective reviewed. Literacy and numeracy gaps decrease.
B	Disadvantaged students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers. Lack of resources does not impinge on their progress.	All PP students participate in a residential trip during their time in school (including the Hagg Farm trip in key stage 3) - this will be subject to the COVID-19 restrictions. Disadvantaged students can access extra-curricular activities including clubs. Disadvantaged receive support with CEIAG and can access quality work-experience placement. Student voice shows that disadvantaged students feel well supported in school.
C	PP students at risk of underperformance are identified and supported to secure their progress.	The school has an effective method of tracking progress which highlights PP students. Intervention accurately assesses the need of learners and is effective. Intervention programmes in school including Catch Up work, accelerated reader in KS3, extra support in lessons and the work of intervention tutors lead to increased progress.

D	Increased attendance rates for pupils eligible for disadvantaged.	The attendance gap between disadvantaged and non- disadvantaged students reduces. PA for PP students falls. Where attendance is a concern there is effective intervention.
E	Students are provided with resources that have a positive impact on the progress and progression and which they might otherwise not have access to.	Where lack of resource affects progress, a solution is found. ICT hardware is available to all disadvantaged students. A study review is completed for all PP students to gauge access to a study environment where possible in line with COVID-19 guidance.

5. Planned expenditure

Academic year	2020-21
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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. All students make good progress commensurate with their ability due to high quality first teaching. Research, such as that by the EEF, continues to show that high quality teaching makes the most difference to	Disadvantaged focus included in whole staff and faculty meetings throughout year to identify practical strategies which can be implemented to support disadvantaged students.	EEF research shows that high quality teaching for all has a disproportionately positive impact on lower ability and more deprived students.	Whole school strategy throughout the year. HOFs to review success of PP strategy in their faculty/department as part of AMP cycle Lesson observations and departmental reviews	AHA HOFs LM	During departmental QA PP review (Autumn 2021)

improving the outcomes of disadvantaged learners.			focused on this work.		
	Raised expectation of all teachers to have identified barriers to learning and strategies to overcome those barriers for disadvantaged students in class.		Tracked through QA cycle		PP review (Autumn 2021)
	Small group support provided to students to boost levels of basic literacy and numeracy this will included qualifications such as ASDAN and functional maths and English qualifications where appropriate.	Research identifies that early intervention for literacy and numeracy has significantly positive impact.	Tracking of progress through AMP cycle.	Inclusion team	PP review (Autumn 2021)
	Improvement in tracking vulnerable learners, including a focus at each assessment point and through individual tracking as part of the AMP process.	Research shows that the best intervention is that which is personalized to the individual. Tracking individuals and groups will help identify more accurately where gaps lie and enable intervention to be more targeted.	Tracking of vulnerable groups through AMP cycle and QA cycle.	AHA and HOFs	PP review (Autumn 2021)

B. PP students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers.	Financial support for visits subject to COVID-19 guidance	'Pockets of Poverty', DCSF 2010 made clear that this is a particular risk in schools like ours. DfE guidance November 2015 found that disadvantaged pupils in schools with relatively few disadvantaged students make less progress.	Monitoring of update through tracking engagement. Active targeting where engagement is poor.	Finance Pastoral team	PP review (Autumn 2021)
PP students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers.	Financial support for faculty areas who use innovative methods for broadening cultural capital.	EFF have consistently written about the impact of cultural capital on the aspirations of PP students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers.	Active targeting where engagement is poor.	HOFs	PP review (Autumn 2021)
	Pen, pencil, ruler, pencil case and calculator offered to all PP students at the start of the year.	Internal analysis of behaviour logs showed that disadvantaged students were getting proportionately more behaviour logs for lack of equipment or uniform. This then leads to increasing disengagement and resentment.	Initial check for all PP students repeated each term and for individuals when it becomes apparent, they do not have equipment.	Pastoral team	PP review (Autumn 2021)
	Support with the cost of uniform.		Uniform purchased as required	PP lead and Pastoral team	PP review (Autumn 2021)

C. PP students at risk of underperformance are identified and supported to secure their improved commitment to their studies.	All revision materials and text books recommended for KS4 students provided to PP students	Ofsted guidance regarding high profile of PP students and classroom teachers taking responsibility for their progress. Knowledge that many of their peers will have all the revision materials provided by their parents.	Publishing the interventions used in departments to share best practice.	AHA (with FSAs)	PP review (Autumn 2021)
Total budgeted cost					£120,700
ii. Targeted support					
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. High levels of progress in literacy and numeracy for identified students.	Catch up classes for students entering Y7 with low standardized scores in maths and reading	Focus on literacy and numeracy is an academy priority. Small group tuition recognized by EEF toolkit as having good impact on progress. Accelerated reader used widely for disadvantaged students especially in year 7.	Termly reviews of effectiveness including review of students supported and impact	SVE/CHU	PP review
	Faculty leaders for maths, science and English act as intervention tutors – using tutor time to give extra support to KS4 students in receipt of PP.	Tutor time and after school used for small group interventions.	Termly reviews of effectiveness including review of students supported and impact.	HOFs and Leaders for core subjects	PP review (summer 2021)

	Use of Bedrock to improve the vocabulary	Disadvantaged students on average have significantly lower levels of vocabulary	Used throughout literacy intervention	Literacy leads	PP review (summer 2021) and literacy TIP
	Use of renaissance learning and accelerated reader	Improve the literacy for all disadvantaged especially with respect to reading and decoding	Used throughout literacy intervention	Literacy leads	PP review (summer 2021) and literacy TIP
C. PP students at risk of underperformance are identified and supported to secure their improved commitment to their studies.	Horsforth quadrant used to identify students who require the most support and this prioritizes disadvantaged students.	Identifying those at greatest risk of underachievement and direct intervention accordingly.	Bespoke revision weeks for disadvantaged students only focusing on key skills for all subjects on a rotation by progress 8 element	AHA and KMA	PP review (summer 2021)
	Paid for schemes to support literacy and numeracy including Star reader.	Reading Comprehension strategies, digital technology and small group interventions shown in EEF toolkit as having high impact.	Strategies used in these small groups are reviewed half termly with measurement of impact on progress.	Literacy leads	PP review (summer 2021)
	Continue with additional staffing in the pastoral team to allow for individual approach. Create individual plans created for students who are disadvantaged and where data shows they are not achieving. Plan shows identified need and SMART target for improvement.	Research shows that individual intervention which is targeted at needs is the most effective.	Review at each data point of progress for students in the year group to ensure the right students are being targeted. Centrally stored records reviewed regularly for evidence of effective working, to share best practice and to evaluate impact. Student voice at end of year to assess how useful	AHA and leadership team	PP review (summer 2021)

			students have found the support.		
	Behavioural interventions put in place for those students whose behaviour is damaging their own or their peers' progress.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Work with TA's and Behaviour Mentor seen to have impact on students with particular SEBD needs.	Analysis of behaviour data including exclusion rates, detention logs and behaviour logs to show impact of intervention.	Inclusion leads and pastoral leads	Termly pastoral reviews PP review (summer 2021)
D. Increased attendance rates for pupils eligible for PP.	Increased targeting of absence for all students with a focus on those eligible for PP. Attendance over to run intervention sessions for disadvantaged students who are at risk of being PA.	PP attendance identified as being well below that for other students in the school. Robust national evidence that poor attendance leads to lower outcomes.	Attendance for all students including a breakdown for disadvantaged students every two weeks as part of the QA process.	Pastoral Leads and LT lead.	PP review (summer 2020)
Total budgeted cost					£90,000
iii. Other approaches					
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?

C. PP students at risk of underperformance are identified and supported to secure their improved commitment to their studies.	Support for Breakfast Club staffing and credit added to all disadvantaged students SQUID account every day	A positive and calm start to the school day along with ensuring vulnerable students have had breakfast is a great support in enabling them to succeed in lessons.	This facility has been running for some years and has been evaluated positively by OFSTED and others.		PP review (Autumn 2021)
	Careers interviews offered to all PP students in KS4 including support for progression programme for those most at risk. This includes mock interviews and careers interviews with SLT.	Ensuring progression routes for all students is key to their life chances and has an impact on their engagement with GCSE courses. This work sits alongside our tackling of the increased deficit for disadvantaged students	of students supported and security of progression plans.	LT and CEIAG lead	CEIAG review PP review (Autumn 2021)
E. Students are provided with resources that have a positive impact on the progress and progression and which they might otherwise not have access to.	Development of the inclusion provision to include an on-site alternative provision.	This should provide a more inclusive system of support with a differentiated graduated response for students who are not accessing education in a mainstream way.	The inclusion team will work with BMs and TAs to ensure that intervention and support is cohesive.	Pastoral leads and SENDCO	PP review (Autumn 2021)
	Key members of the attendance team (including Attendance Manager and Educational Welfare Officer) undertake numerous activities including organising practical support for those with attendance	This should provide a more inclusive system of support with a differentiated graduated response for students who are not accessing education in a mainstream way.	The academy realises the link between poor attendance and academic achievement and is also aware of the gap between those eligible for PP and those who are not.	Pastoral leads	PP review (Autumn 2021)

	issues; with external agencies such as HRET and CAMHS in order to combat barriers to learning.				
	The academy employs an onsite counsellor who meets with students on a 121 basis and in small groups to discuss a variety of complex issues and needs ranging from anxiety to significant mental health needs.			Inclusion lead through LM	PP review (Autumn 2021)
Total budgeted cost					£53,000

6. Review of expenditure		
Previous Academic Year	2019-2020	
Area of focus	Rationale	Cost
Academic support	To have support for students in a variety of different subject areas, notably in mathematics where students receive 121 support as well as small group work. The academy also has a number of teaching assistants supporting PP students/ SEND students within the classroom environment.	£98,000
Attendance support	The academy realises the link between poor attendance and academic achievement and is also aware of the gap between those eligible for PP and those who are not. Key members of the attendance team (including Attendance Manager and Educational Welfare Officer) undertake numerous activities including organising practical support for those with attendance issues; improve attainment and aspirations of significant individuals; carry out attendance reviews for persistent absent students; reduce persistent lateness to the academy; liaise with external agencies such as HRET and CAMHS in order to combat barriers to learning.	£11,400

Academic mentoring	To provide mentoring support for students who face barriers to learning. To also create behaviour change in those students whose behaviour is specifically a barrier to learning.	£19,200
Pastoral support	To provide pastoral care, support and intervention for disadvantaged students who face barriers to learning. The academy has four pastoral leads who mentor, meet with and intervene with students who face barriers to learning.	£48,500
Mental well-being support	The academy employs an onsite counsellor who meets with students on a 121 basis and in small groups to discuss a variety of complex issues and needs ranging from anxiety to significant mental health needs.	£7,210
Strategic support and overview	To monitor student progress, wellbeing and care for students who are eligible for the PP grant. Members of the senior and extended leadership group also search for and develop best practice across the academy. Their duties include careful and precise monitoring and evaluation of the way in which the Academy plans and spends the funding for the purpose it is given, and ensuring that all students from a wide range of backgrounds are supported and have access to a wide range of activities and programmes, both in the curriculum and out of school.	£23,500
Cultural capital	To increase the participation rate and engagement in academy visits and extra-curricular activities. Students eligible for the pupil premium grant will receive a 50% discount on all extra-curricular trips and visits.	£8,500
Renaissance learning	To raise literacy across the academy, most notably amongst key stage three pupil premium students. This package is used by a number of key staff in order to monitor and intervene in regards to key skills for English language and literature. The package also allows for comprehensive monitoring and data analysis for the coordinator to ensure progress is being made for individual students and for key cohorts.	£2,600
Hagg Farm	This is a residential experience that incorporates a wide range of outdoor activities in Derbyshire. This develops key skills, confidence, leadership etc. These students might not be able to experience this without the Pupil Premium support.	£2,100
Uniform	Support is given to pupils in financial need.	£1,000
Bespoke curriculum support	Heads of faculty have the opportunity to apply for resources for disadvantaged students which will have a directly positive impact on learning within their faculty area.	£9,000

Revision guides and equipment packs	All Year 11 Pupil Premium students will be issued with revision guides for their individual subjects. This equipment is given to each student receiving Pupil Premium and is designed to ensure that no student has a lack of basic equipment as a barrier to learning.	£2,500
Breakfast club	This Breakfast Club is available to all PP students and opens at 7.45am every morning. Students may enjoy bacon cobs, hot drinks etc. and are able to sit and relax chatting to their friends at the start of the school	£13,500
Reprographics	This solely for the reprographics of extra support work for disadvantaged students in mathematics and English to endeavour to reduce barriers to learning for the students who need it the most.	£1,500
Equipment	Key academic equipment will be provided for all disadvantaged students.	£2,000

Impact commentary	
<p>Due to the closure of academies on 20th March 2020 due to the COVID-19 pandemic there was a significant reduction in the capacity for quality assurance and assessment both internal and external, therefore the impact of the 2019/2020 pupil premium strategy cannot be measured in the same way as other academic cycles. Therefore, the impact commentary is not typical of what has been provided in previous years. Attendance in 2019/2020 for students entitled to pupil premium funding, whilst not comparable due to such a large part of the year falling during academy closures, showed that attendance for disadvantaged students was higher than previous years and the persistence absence rate for disadvantaged students for the year up to 20th March 2020 was lower than in the previous academic cycle.</p> <p>The outcomes for students at the end of year 11 were produced through the use of centre assessed grades (CAGS) due to the cancellation of GCSE exams in 2020. The outcomes data that was produced by CAGs for disadvantaged students showed that the difference between disadvantaged and non-disadvantaged students had reduced for both progress and attainment. The gap for attainment 8 reduced from 11 points in 2018/2019 to 9 points in 2019/20, the gap for progress 8 reduced from 0.26 in 2018/2019 to 0.25 in 2019/2020 and the gap for the percentage of students achieving 4+ in English and mathematics reduced from 25% to 24%.</p> <p>In-year data for all year groups shows that the difference between the proportion of students making expected progress or better who are not disadvantaged and students who are eligible for pupil premium funding has reduced in every year group. For students who have remained on roll in the academy (years 7-10) the impact of the 2019/2020 pupil premium plan continues to be evident, and the impact will be measured through assessment and the quality assurance cycle.</p>	

