

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Dorcan Academy				
Academic Year	2020-21	Total PP budget	£224,500	Date of most recent PP Review	2017
Total number of pupils	760	Number of pupils eligible for PP	241	Date for next internal review of this strategy	June 2021

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average	-0.639 (2019)	0.012 (2019)	
Attainment 8 score average	38.34 (2019)	44.88 (2019)	
	N.B. Progress 8 scores were not published in 2020 however, FSM estimated score was -0.45		

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy	
B.	Numeracy	
C.	Homework completion	
D.	Attitudes to learning	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Reading ages of disadvantaged students at the end of the year are in line with or improving in relation to their chronological age 	Catch up reading interventions show increase to chronological age

	<ul style="list-style-type: none"> Disadvantaged students are confident in articulating their learning, including asking and answering questions Disadvantaged students' range and use of academic vocabulary increases Improved Spelling, Punctuation and Grammar of disadvantaged students 	<p>Literacy intervention strategies address specific barriers and result in closing of learning gaps Work scrutinies show SPAG being challenged and students acting upon feedback Disadvantaged students are on track to achieve positive progress</p>
B.	<ul style="list-style-type: none"> All disadvantaged students know their Times Tables fluently by the end of Term 1 Year 7 Disadvantaged students achieve at least progress neutral targets in Maths 	<p>Tutor time times tables quizzes show progress from starting points Numeracy intervention strategies address specific barriers and result in closing of learning gaps Use of Hegarty Maths to close learning gaps Estimated cost: £1,440</p>
C.	<ul style="list-style-type: none"> Disadvantaged students complete Home Learning on time and to a good standard All disadvantaged students are able to access remote learning and resources for Home Learning. All students have a suitable space to study independently 	<p>Reduction of negative points and detentions for HL</p>
D.	<ul style="list-style-type: none"> All disadvantaged students have an average attitude to learning score of 2 or above Increased number of disadvantaged students taking part in all aspects of academy life. All disadvantaged students have an individual careers interview in Y8 and have a career 'goal' Disadvantaged students are proportionally represented in Academy leadership positions 	<p>Bi-termly reports on Attitudes to learning Numbers show an increase in no. of disadvantaged students taking part in extra-curricular activities. Record of careers interviews and impact on ATL Increased numbers of disadvantaged students in leadership positions</p>
E.	<ul style="list-style-type: none"> Attendance of disadvantaged students is improving towards the national average for all students 	<p>Attendance data fortnightly - currently 92.14% Evaluation of impact of attendance interventions.</p>

5. Planned expenditure

Academic year 2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to implement whole school literacy strategy, with a specific focus on reading and 'closing the vocabulary gap' (See literacy action plan)	Raise standards of literacy and oracy in all subjects to reduce the vocabulary gap and ensure students are word-rich	Alex Quigley research 'Closing the Vocabulary gap': disadvantaged students lack 'cultural capital' and are likely to have a much more limited vocabulary. Academic vocabulary needs to be taught explicitly and methodically to close the gap.	Tier 2 vocabulary and their roots to be taught via tutor time. Word list to be tested before and after to evaluate impact and assess understanding. Tier 3 vocabulary to be taught explicitly through each subject's curriculum.	KKE (Literacy lead) SWH – Tutor literacy co-ordinator PMO (Director of Teaching and Learning) Literacy team also includes: NDE – Head of English and KMU librarian	Ongoing monitoring via Learning walks and Coaching programme Termly testing for Tutor time vocabulary Bi-termly reports All literacy catch-up programmes and materials, including Lexicon Advance /Vocabulary etc. Literacy co-ordinator time (TLR) Estimated cost: £9,955
Use of 'Talk the Talk' charity to lead oracy training and development in Year 7	To develop confidence in oracy to support transition	To write confidently, students need to be able to talk confidently, articulating their thoughts, opinions and answers. Our Disadvantaged students are more likely to lack the vocabulary to express themselves confidently.	Taught in groups of around 30. For transition, tutors benefit from working with their tutor groups. The trainers are high quality. Ensure the strategies used are followed up and implemented in lessons.	KKE PMO	Regularly via Learning walks and coaching observations. Impact questionnaire following the sessions Estimated cost: £2,312

<p>A focus on high standards of literacy in students' written work and books</p>	<p>Students write with good spelling, grammar and punctuation (SPAG). Students act on feedback given by teachers.</p>	<p>Students lose marks in examinations for SPAG.</p> <p>EEF research suggests that timely, relevant feedback to students where students are given time to act upon the feedback increases students' progress more rapidly.</p>	<p>Regular work scrutinies within departments and across the academy.</p> <p>The quality of feedback is evaluated using rigorous agreed criteria which requires learning gaps to be identified and closed and literacy errors to be challenged and addressed.</p>	<p>PMO</p>	<p>Termly work scrutinies</p> <p>Learning walks</p> <p>Termly Curriculum review meetings with Heads of department</p> <p>SLT, LM and HoD time</p> <p>Estimated cost: £2,218</p>
<p>DEAR session coupled with use of Accelerated Reader programme</p>	<p>Access to reading more complex texts than a student can read alone improves vocabulary and fluency as they listen to a book read to them.</p>	<p>'Just reading' – Westbrook et. Al.</p> <p>The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.</p> <p>Quigley: Reading is the most effective mechanism for increasing vocabulary.</p> <p>Students who have quizzed using AR as a result of DEAR have improved on their results and have gone on to read independently.</p>	<p>Extended school day for an additional 20 minutes.</p> <p>Ensure sufficient texts for each student to have a copy and extras to allow for rotation.</p> <p>Acquisition of new challenging texts.</p> <p>Regular monitoring of the strategy.</p>	<p>KKE KMU</p>	<p>Bi-termly</p> <p>Extension of school day by 20 mins per day</p> <p>DEAR books</p> <p>Books for higher able</p> <p>Replenishment of books for the library</p> <p>Accelerated reader licence</p> <p>Estimated cost: £2,635</p>
<p>Spelling competition</p>	<p>Students' spelling of the targeted words improves.</p>	<p>Students lose marks for incorrect spelling in their exams, therefore, it is vital that they learn to spell key terms accurately.</p>	<p>Tutors to issue words and reinforce the element of competition and the need to learn them.</p> <p>Learning walks of Tutor time</p>	<p>SWH</p>	<p>Weekly learning walks of tutor time (Academic focus weekly)</p> <p>Estimated cost: £1,240</p>

Year 7 Tutor Times Table challenge	All Y7 students know their times tables fluently and make progress from their starting points	Instant recall means secured in long term memory. Essential for all other aspects of maths.	One tutor group session per week to be dedicated to learning times tables using 'the 99 club' resource.	SME	Weekly and December 2020 Maths TLR Times tables resources Estimated cost: £3,105
'Motivate for 8' Strategy.	Raised aspirations with students aiming to achieve 8 good GCSEs including English and Maths	Students are more motivated when they have a 'career goal' to aim for. This is especially true for boys.	Deputy Head Curriculum lead to drive forward. High profile in assemblies Follow up meetings with students in quadrants 3 and 4 after each data drop Support with careers interviews for identified students Motivate for 8 celebration evening to be held.	LMO	3 times a year following data drops Raising aspirations team: PP lead, Careers lead, External careers advice for all disadvantaged students (In Y8 and Y10/11) Deputy Head time Estimated cost: £19,898
Teach independent revision strategies to all students	Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams	The new GCSEs require heavily on memory. 'Learning is defined as an alteration in long term memory. If nothing has been altered in long term memory, nothing has been learned.' Sweller, J., Ayres, P., & Kalyuga, S. (2011).	Year 7 students taught skills by lead practitioners. All other students receive top-up via assemblies. Teachers reinforce in lessons via use of Knowledge Organisers. Y10 and 11 allocated Tutor time for independent revision. Follow up opportunities during Growth Mindset days (Covid permitting) for other year groups.	PMO	Weekly Learning walks of tutor time Growth Mindset days – 4 times a year Lead practitioner time Estimated cost: £4,292

<p>Increase the rigour and accountability for the completion of Home Learning – established Homework club and Study/Revision club to support disadvantaged learners</p>	<p>Students complete HL on time to a good standard. Parents understand the importance and support its completion</p> <p>A reduction in HL detentions leading to a reduction in isolations for failure to attend detention.</p>	<p>Most detentions are for non-completion of HL and a large proportion of these involve PP students. Home learning at KS3 takes the form of Knowledge organisers to ensure no student is disadvantaged and to ensure that learning is committed to long term memory.</p>	<p>Appointment of teacher to oversee quality of HL. Parents meeting to share the science around completion of HL and Knowledge organisers Implement rigorous QA processes. Re-introduce Homework club for all students. Y10 and 11 Study session introduced by PP co-ordinator after school each evening to allow students to access ICT facilities after school.</p>	<p>SME</p> <p>JAO</p>	<p>Fortnightly monitoring</p> <p>Termly report</p> <p>TLR (Home Learning) Knowledge organisers Hegarty Maths subscription English online HL programme Homework club staffing (Intervention sessions 5 nights a week for one hour) Estimated cost: £7,275 PP co-ordinator time – one hour a night after school ICT facilities Estimated cost: £8,419</p>
<p>Training for all staff and students to deliver and access remote learning</p>	<p>Lessons can be delivered remotely during lockdown; HL can be set remotely.</p>	<p>Minimise the disruption to students' learning in case of future lockdown. Students self-isolating can access 'live' lessons. Teachers self-isolating can continue to teach remotely ensuring learning continues.</p>	<p>Ensure delivery of quality training by Deputy Head and ICT support. Application for and access and set up of laptops Purchase of additional laptops by the school</p>		<p>DH salary costs ICT support costs Cover costs for teacher in the room when staff member is teaching remotely Business manager costs for time Laptops Estimated cost: £28,574</p>

Total budgeted cost

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intelligent use of information to support underperforming students at the earliest intervention point	<p>All students remain on track to achieve their target grade</p> <p>Specific subject interventions address barriers and allow re-teach and closing of gaps.</p>	Closing learning gaps early avoids bigger gaps forming. Based on evidence from 2018-19, specific mentoring of disadvantaged students (where they are shown their current progress) shows that we care and motivates them to stay on track.	<p>Following each data drop, use of the four quadrants (pixl) to identify underperforming students.</p> <p>Meetings arranged with action points which are followed up.</p> <p>Monitoring to ensure progress results.</p>	LMO	<p>At each data drop (3 times a year)</p> <p>Mentoring time: JAO salary, a proportion of DH time, HOH time</p> <p>Estimated cost: £4,937</p>
PGL Maths revision weekend (subject to Covid restrictions)	Students achieve their target grade in Maths	<p>Evidence from previous years shows that students who are targeted to attend grow in confidence and increase their overall grade. Of those who attended in 2018 67% achieved at least grade 4, 30% grade 5 and 5% grade 6. 25% achieved a grade 3, of which 10% met their FFT20 target. Those that didn't made 2 grades' progress from the mock exams.</p> <p>Unfortunately, due to Covid 19 we were unable to run it in 2019/20.</p>	<p>Secure staff 'buy in' to attend.</p> <p>Book dates well in advance.</p> <p>Careful targeting of students.</p> <p>Evaluation of impact.</p>	RBR	<p>March 2021</p> <p>August 27th 2021 – exam results</p> <p>Estimated cost: £1,395 (Has previously been subsidised by Swindon Challenge)</p>

<p>Targeted 1:1 and small group (up to 3) tuition in Maths for disadvantaged students and those below expectation</p>	<p>Students are on track to achieve positive progress in Maths</p>	<p>Evidence from previous years shows that this is effective for targeted students who increase in confidence and improve their predicted grade. Of those who received this provision in 2018-19 all achieved their FFT20 target apart from 4 HA students who achieved grades 5 and 6.</p>	<p>Careful targeting of students. Careful focus on areas where students are least confident.</p>	<p>LMc / RBR (Head of Maths)</p>	<p>August 27th 2021 – exam results HoF Estimated cost: £521 Maths intervention tutor salary (Jan – July) Intervention Estimated costs £8,217</p>
<p>Maths small group intervention to increase progress of disadvantaged students in Maths towards at least progress neutral</p>	<p>Increased students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge</p>	<p>In 2018: From the start of Y11 to the exam of the students that received this intervention, 8% moved up a grade, 69% moved up 2 grades, 15% 3 grades and 8% 4 grades. This was therefore an effective intervention and worked particularly well for more able disadvantaged to enable them to achieve their high targets.</p>	<p>Selecting the students appropriately according to need. Measuring the impact of intervention on a termly basis.</p>	<p>JAC</p>	<p>Data drops 3x a year Intervention staff costs Estimated cost: £7,239</p>
<p>Catch up programme for Y7 students below a scaled score of 90</p>	<p>Increased expected and good levels of progress are achieved in Maths among targeted students within year 7.</p>	<p>In 2019-20 In Year 7 Catch up intervention programme, 92% students made progress in Addition and met targets. 100% made progress in Subtraction and met targets and 92% made progress in Multiplication and met targets.</p>	<p>Targeting of all Year 7 students below a scaled score of 90 within Maths. Early morning intervention means no learning time is missed.</p>	<p>MAG (SENCO)</p>	<p>Termly monitoring Bi-termly reports to SLT and governors Catch up numeracy programme costs Estimated cost: £5,518</p>

<p>Small group reading and literacy catch up programmes</p> <p>Purchase of Lexicon Advance, Lexicon Leap, The Literacy Toolkit and Read, Write, Inc. packages.</p> <p>Purchase of Lucid to identify Access arrangements needs.</p>	<p>Reading ages increase in line with chronological age</p> <p>Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>In 2018, 100% of the year 7 students, who had Skills Academy [National Literacy Strategy] intervention and 61% who had Catch-Up intervention sustained an increase in their reading age by the end of the year.</p> <p>At the start of year 8, 94% students were at or above broad average range for Reading, a sustained increase of 8%.</p> <p>At KS4 80% of those who accessed the Vocabulary intervention – improving writing through improving oracy and vocabulary, improved their writing skills.</p> <p>Schools identified as having positive P8 with similar students (eg. Greenshaw Academies) report significant impact from use of Lexicon Advance (for more able students with weak literacy skills); Lexicon Leap (for closing specific gaps and in particular, EAL), Read, Write, Inc. for students with standardised scores below 85 and The Literacy toolkit to diagnose literacy needs.</p>	<p>Undertaking a 2 week trial period for Skills academy intervention before proceeding to ensure it matches with students' interests.</p> <p>Targeting of students in specific groups (MA boys with standardised scores above 85 for Lexonic Advance), all students with scores below 85 for Read, Write, Inc.</p> <p>Ensuring the guidelines of the Catch up programme are followed for the greatest impact and ensuring it is delivered by trained staff.</p>	<p>MAG (SENCO)</p>	<p>Bi-termly testing of reading ages for all students 3 times for those in catch up programmes</p> <p>Bi-termly intervention impact reports</p> <p>Lexicon Advance + training; Lexicon Leap, The Literacy Toolkit, Read, Write, Inc. Lucid. Estimated cost: £4,750</p> <p>Skills Academy resources. Staff costs to deliver Estimated cost: £3,637</p> <p>SENCO time to identify students, monitor and evaluate programmes Estimated cost: £1,379</p> <p>TA time to deliver programmes</p>
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<p>Typing speed support course and netbooks for those with poor handwriting</p>	<p>Students do not lose marks in exams and assessments due to poor handwriting</p>	<p>Of those who took this course in 2018, handwriting legibility improved by 22% and spelling by 34%. Net Books were given to those who needed further support enabling their performance in exams.</p> <p>No scripts returned from exam board for transcribing.</p>	<p>Identify students who are in need of net books – if they use them as a matter of course in lessons, can use them in exams.</p>	<p>MAG (SENCO)</p>	<p>Termly monitoring Bi-termly reports to SLT and governors</p> <p>Estimated cost: £5,518</p>
<p>Free revision guides, texts and resources made available for disadvantaged students</p>	<p>There are no barriers to revision for disadvantaged students</p>	<p>32% of students that accessed the resources in 2018-19 felt that they were effective in supporting their revision. Research has shown that these resources are only effective where students have taken the initiative to access them.</p>	<p>Ensure that free resources are only given to those students who are pro-active in collecting them.</p>	<p>Subject leaders</p>	<p>Termly and at End of year</p> <p>Estimated cost: £3,000</p>
<p>Support for vulnerable /anxious students in the hub or at Riverside</p>	<p>Attendance and therefore progress, of vulnerable disadvantaged students, improves</p>	<p>All apart from 2 students in years 7 and 8 during 2018-19 who used the HUB throughout the year increased their attendance by using the HUB. Other students were in the HUB for shorter periods of time for times of Crises and they were soon back to regular lessons.</p>	<p>Appropriate selection of staffing. Ensuring the aim is always to get students back to lessons. Timely and specific support for students who have been bereaved or in need of counselling.</p>	<p>MAG (SENCO)</p>	<p>Attendance weekly monitoring Termly report Bi-termly progress Estimated cost for TA: £6,174 Riverside provision Estimated cost: (5 students) £32,500</p>

Alternative provision 'The Vault' and EOTAS	KS4 students at risk of PEX remain in school and take examinations. KS3 students at risk of PEX receive bespoke intervention and support at EOTAS to enable them to successfully return to school.	No student that accessed our in-house alternative provision, 'The Vault' received a PEX. Attendance of students in 'The Vault' was 50% better than when they were in mainstream provision. KS3 provision is a new strategy being trialled; no evidence so far.	Students follow a decreased subject offer with a focus on Core subjects and selected others. Relies on excellent liaison between The Vault teacher and classroom teachers.	MSH (Deputy Head)	Via SLT meetings at least termly Staff Estimated Cost: £10,833 Estimated Resource £500 DH Estimated cost: £7,110
ELSA intervention for students with social, emotional and behavioural issues	Reduction in FTE for disadvantaged students and those with SEND	This is a new provision for 2020/21 and replaces our previous ICE provision.	Relies on quality of TA providing the interventions and relationships with students	MAG (SENCO)	Termly reports Estimated cost: £5,518 TA costs £5,487

Budgeted costs £205,596

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Skilling up parents to support their child to succeed through targeted workshops	Parents are confident to support their child with Home Learning, revision, etc.	The students who have parental support achieve more highly than those who don't.	Advertise well in advance via Headlines, Facebook and Twitter. Send reminders on the day. Phone calls to targeted parents.	LMO	Termly Estimated cost: £5,447

<p>Increase attendance to at least 95% for all students</p> <p>Specific targeted attendance for groups of students with below expected attendance according to graduated response</p>	<p>Attendance of disadvantaged students improves in line with national average for all students</p>	<p>Our internal data shows that where students attend for 80% or more of the time students achieve at least a progress neutral score. The higher the attendance, the better they achieve. Phone calls to those with poor attendance makes a difference. Attendance improved in 2018-19 due to more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.</p>	<p>Attendance procedures updated again in 2020/21. Weekly monitoring via Tutor time. Absences acted on promptly at all levels. Daily phone calls to disadvantaged students with poor attendance. Home visits where required Targeting poor attenders for mentoring intervention and ongoing monitoring</p>	<p>Mr Child</p>	<p>Termly – 6 times a year</p> <p>Estimated costs: PSO costs £38,440 Attendance officer £8,060 SLT Attendance lead £19,840</p>
<p>Improve Attitudes to learning to support increased progress and academic independence</p>	<p>Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged</p>	<p>Our data shows that ATL of PP students was -0.13 lower than non-PP at the start of the academic year 2018-19 and by the end of the year had widened to -0.15.</p>	<p>ATL criteria clarifies expectations. Copy in students' link book. Criteria to be used on bi-termly reports.</p>	<p>MSH</p>	<p>Bi-termly</p> <p>Estimated cost: £3,555</p>

Mentoring of 'key' students with less than positive attitudes to learning or those who are underachieving	Students' improve their attitude to learning and therefore their progress; barriers to learning are identified and addressed.	Some of our students lack positive role models or adults with the time to focus on them and their progress. Having someone to work with them who wants them to succeed has been proven to have a positive impact. Of those mentored last academic year 53% agreed that it helped to improve their grades 58% agreed it helped to improve their effort and 42% agreed it helped to improve their wellbeing during Y11.	Careful matching of student with mentor. Regular mentoring. Time for mentors to meet students (tutor time is ideal)	JAB (PP Lead) SLT and HOH	Termly PSO costs HoH costs SLT costs PP Lead costs Lead practitioner costs (e.g. for Highly able) Estimated cost: £31,402
Continue to improve behaviour of disadvantaged students through early intervention by behaviour team	Further reduction in isolations and exclusions of PP students	During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students.	Use of barriers to learning questionnaire to identify issues Early intervention by pastoral assistants and HOH Additional Pastoral Support Officers x 2 to enable one to be linked to each house.	Mrs Shepherd (DH)	Behaviour report produced termly PSO costs TLR Behaviour lead Pastoral Manager Estimated cost: £39,007
Identification of barriers to learning using MINT class	Staff share best practice and are able to effectively provide for students' learning needs	Easy access to information whilst planning supports teachers to ensure lessons are planned with individuals in mind.	DDI meetings	LMO/SBA	Termly via DDI meetings Estimated cost: £1,907
Ensure equality of opportunity of leadership positions and experiences for disadvantaged students	Disadvantaged students are proportionally represented in leadership positions	Some disadvantaged students lack aspirations which limits their progress. Providing leadership opportunities will raise their expectations and aspirations and provide positive role models for other students to follow.	Target disadvantage students for prefect and Head boy/girl positions.	DTA	Twice yearly Estimated costs: PP Lead £1,422 TLR Student Leaders £9,946

Provide 1:1 careers and options interviews for disadvantaged students	All PP students have a post-16 destination. All Y10 PP students have a work experience placement. All Y10 students are on suitable courses. No. of NEETS is reduced.	Disadvantaged students benefit from having 1:1 advice and support with their option choices, college applications and work experience planning. 1:1 options' interviews meant that students made the right choices and have settled well into Y10.	Work experience evening for parents has been introduced to support parents in helping their child to find a suitable placement. 1:1 support will be required in addition to this.	ABR (Head of Careers) JAB Abbott (PP Lead)	Monitoring at least twice a year Attendance Officer Careers Lead and Careers advisor PP lead time Estimated cost: £5,478
Provide opportunities for disadvantaged students to acquire 'cultural capital' through extra-curricular opportunities	No student is disadvantaged by not having access to opportunities which will enhance their education.	Alex Quigley research: Disadvantaged students miss out on experiences which add to their 'cultural capital' and academic understanding.	Continue to fund DoE for disadvantaged students; music lessons for PP students funded, Year 7 camp and Pencelli and other school trips which develop resilience. Seek out new opportunities to increase 'cultural capital'	Julia Abbott – PP lead	Annually DoE funding for PP Camp and proportional representation on trips Music lessons Estimated cost: £10,000
Budgeted cost					£174,504
TOTAL BUDGETED COSTS 2020 - 2021					£380,100

6. Review of expenditure: Spent £330,899

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	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)	Cost
CPD on revision strategies	PP students are supported to revise for assessments and exams and are equipped with a range of revision strategies that they can use confidently and independently.	All Y7 students were taught 5 successful revision strategies by senior staff to assist them to revise from the knowledge organisers. PP students also had a session with MSH on how to revise and were provided with the CORE revision guides and English texts to keep and use for their personal revision. All students were provided with a paper and electronic copy of a revision strategies book, containing clear steps on how to revise. All PP students had materials printed for them and revision resources such as flashcards provided on request. PP students were also provided with equipment essential to exam performance such as a calculator and exam ready pencil case. Revision clinic ran every Thursday prior to lockdown.	In 2018-19 66% of all Y11 students accessed the free Revision guides provided by subjects. Free Texts and resources will continue to be supplied to PP students who choose to collect them and intend to use them. 41% utilised the revision strategies booklet. Only 11% attended the revision clinic, though those that did attend found it very useful. Y11 students left in March due to lockdown and therefore, it is not possible to assess the impact of these materials. Online resources were sent to years 7-10 during lockdown and resources sent to those without laptops.	£13,311

<p>In-class targeted support and high-quality marking and feedback by teachers</p>	<p>Students identified on the seating plan and targeted for questioning, challenge and support at an appropriate point throughout the lesson pertinent to their learning needs.</p>	<p>Subject and Faculty leaders agree:</p> <ol style="list-style-type: none"> 1. that marking within the academy is frequent and follows the academy common language. 2. that poor presentation and literacy is challenged by teachers. 3. That they understand the areas for improvement and strengths within their faculties <p>Quality of Marking and Feedback is monitored as part of our QA programme and in accordance with agreed criteria. Samples of books from students of all abilities and PP are selected for moderation within faculties and across the school.</p> <p>Student voice of year 10 indicated the challenge provided to them in class as 6.8 out of 10.</p>	<p>For further development Subject and Faculty leaders agreed:</p> <ul style="list-style-type: none"> • that greater rigour is needed by the teacher in monitoring the quality of students' Literacy and presentation- Hunting the room. We have introduced a marking sticker which incorporates a grade for presentation. • That further challenging and bespoke Progress Tasks need to be given to allow students to secure their target. <p>We have now reviewed our Marking policy to focus more on Effective feedback; the reasons for this is two-fold. 1) Due to Covid measures teachers are unable to take in books for marking as often or mark 'live' in the classroom. 2) To support staff workload.</p>	<p>£12,624</p>
<p>Resilience to be developed within the curriculum</p>	<p>PP students develop resilience in their learning. PP students ask for help in class and do not give up if they find it difficult</p>	<p>'Hands down' and 'No opt out' approach develops resilience as students are confident to get things wrong. Pencelli trip and Y7 camp provide resilience opportunities. These are part funded for PP students. Staff CPD on 'growth mindset' delivered.</p> <p>Introduction of a Growth Mindset Wellbeing day for all students.</p> <p>Students are rewarded in lessons for demonstrating a Growth mindset.</p>	<ul style="list-style-type: none"> • Will continue with 'Hands down' and 'No opt out'. • We will continue to work on developing students' ability to act on teacher feedback more readily. • Will continue to support PP students to attend Y7 camp, Pencelli and other trips that will develop their resilience as well as increase 'cultural capital'. PP students are proportionally represented as a pupil group on all school trips. (N.B. Y7 camp and Pencelli could not happen due to Covid 19) 	<p>£3,950</p>

Behaviour of PP students improves	<p>PP students are involved in less serious incidents, FTEs and number of Isolations. Impact of poor behaviour on PP students' progress is reduced and number of PP students achieving expected level of progress increases. Attendance of PP students increases in line with non-PP students. Students requiring alternative provision are supported and are successful in completing GCSEs.</p>	<p>During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students. 71% of students accessing ICE provision (SEN isolation) improved their behaviour and avoided FTE. Of the 8 students who accessed the alternative provision, all students remained in school, with improved attendance, sat exams and avoided PEX.</p> <p>In comparing Term 1 2019-20 to Term 1 2020-21 there has been a further reduction of isolations for PP students.</p> <p>Over the past 3 years PP students have improved their attainment by +4.46; in 9-5 EM +14.4% and in EBacc, +0.47.</p> <p>Attendance of PP students in 2018 was 92.31% against non-PP of 93.47%. PP students' attendance increased by 3.16% compared to non-PP students (0.51%) from the previous year.</p>	<p>The R2L system provides a firm foundation for all students in terms of enabling positive behaviour. The success of this relies on excellent leadership by the Deputy Head (Pastoral), Pastoral Leader and Pastoral Manager.</p> <p>The Pastoral assistants that work as part of the Behaviour intervention team, work with students on 3-day and 4-week programmes and Barriers to Learning which have been successful. More time is needed for follow up once the programmes have finished.</p> <p>Our ICE (Isolation in a caring environment) provision for SEN students reduces FTE for PP students.</p> <p>Only a small group of students accessed the 2-week programme however, 60% improved either their attendance, or behaviour or both.</p>	£66,055
Academic mentor support provided for all KS4 PP students	<p>PP students' ATL is increased and progress towards targets is increased.</p>	<p>In 2019, 19 students received academic mentoring last academic year. Of those, 53% agreed that it helped to improve their grades 58% agreed it helped to improve their effort and 42% agreed it helped to improve their wellbeing during Y11.</p>	<p>This approach is effective and, if staffing allows, needs to extend to all PP students.</p> <p>Students benefitted from staff taking a personal interest in them and providing them with specific strategies to assist them.</p>	£13,744

ii. Targeted support				
Action	Intended outcome	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)	Cost
PP students receive careers guidance and support in options and post-16 choices through careers support and the employment of a careers advisor	PP students are able to make informed decisions about post-16 courses. All PP students apply for post-16 course and number of NEETS is reduced. Number of Y10 PP students completing work experience placements increases.	<p>In 2019-20 all students applied successfully to college and were accepted onto courses. NEET figures are not currently available.</p> <p>In 2019-20 we held work experience evening for parents to support them to secure a work experience placement for their child. All students had a placement but unfortunately, due to Covid 19 were unable to participate in it.</p> <p>A CV writing workshop was delivered by Zurich for all Y10 students. Mr Brownlie ran an afterschool and lunchtime CV writing club to help support students.</p> <p>10 PP students in Y9 received mentoring from Study Higher in order to help them make good choices.</p>	<p>Will continue to offer 1:1 careers appointments for all PP students and other students as required through our careers advisor.</p> <p>Will continue to work with Study Higher, raising aspirations of disadvantaged students and providing bespoke mentoring.</p> <p>Will continue to support all students with CV writing.</p> <p>We have now developed a Raising Aspirations team involving ABR (Head of Careers), Careers Advisor, PP co-ordinator and DH.</p>	£13,530

<p>Attainment gap between PP and non-PP students is monitored, leading to implementation of subject intervention sessions at KS3 and KS4</p>	<p>Attainment and progress of PP students increases across the curriculum. Number of PP students achieving expected and good levels of progress increases.</p>	<p>All students who were identified as underperforming were allocated to an intervention – subject specific at DEAR (En/Ma or Sc). Head of Maths and English met fortnightly to track the crossover between Maths and English performance at 9-7, 9-5 and 9-4 grades. 2018-19 results:</p> <p>In English, PP students were in line with FFT20 in the 3 indicators 9-7, 9-5 and 9-4 and increased attainment by 5.3% in English 9-7 and 1.7% in 9-5.</p> <p>Attainment increased by 12.8% in English and Maths at 9-5 (FFT50) and by 11.1% 9-4. Progress scores were in line with FFT50 improving from -0.32 to -0.22 in Maths.</p> <p>Progress has increased from -0.542 to -0.258 in Science (FFT 20).</p> <p>New College Easter revision sessions were held for Maths and English Language and there was a really good uptake across the year group.</p> <p>2019-20 results:</p> <p>In English, PP students were in line with FFT20 in the 9-7 indicators and below FFT 50 for 9-5, and 9-4. Their progress score of -0.43 in English was above FFT 50 overall. An improvement of 0.09 from the previous year.</p> <p>In Maths, PP students were in line with FFT20 in the 9-7 indicators and below FFT 50 for 9-5, and 9-4. Their progress score of -0.19 in Maths was below FFT 50 overall. An improvement of 0.01 from the previous year.</p> <p>Progress has decreased in Science from -0.258 to -0.36</p> <p>Typically, we notice significant improvement in performance of PP students following their prelims; due to COVID this restricted our ability to evidence.</p>	<p>Targeted intervention sessions were effective for those that attended. In History, one intervention involved ensuring that the most effective teacher taught the most disadvantaged students. This resulted in PP students surpassing non-PP students in attainment.</p> <p>Key point: Ensure that the best teachers teach the most disadvantaged students.</p> <p>Maths PGL residential (2019) targeted disadvantaged students. Of those who attended 67% achieved at least grade 4, 30% grade 5 and 5% grade 6. 25% achieved a grade 3, of which 10% met their FFT20 target. Those that didn't made 2 grades progress from the mock exams.</p> <p>1:1 tuition was given in maths to targeted disadvantaged students. Of those who received this provision all achieved their FFT20 target apart from 4 HA students who achieved grades 5 and 6.</p> <p>Maths made use of the pixl app, Hegarty Maths online. Pencil cases were given to students for exams. Targeted intervention sessions ran regularly after school. In English students were given texts and other resources, to support the memorisation of quotes. Use of visualisers to model answers. Extended writing and timed practice in lessons. Science used targeted questioning and provided AQA workbooks.</p>	<p>£20,837</p>
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<p>Support groups ran to build social skills and self-esteem for small groups of targeted and KS4 students (Breakfast Club, (until Christmas), Social Skills Groups, ASD Groups, EAL)</p>	<p>Attendance of targeted students improves and reduction in poor behaviour of targeted students</p>	<p>EAL report shows progress of each individual targeted student. Breakfast club-83% students improved their attendance Social skills Resilience Group 75% reduced or had no negative behaviours after Intervention ASD – 80% improved attitude or attitude remained good/excellent from start of Term 2 to end of Term 6.</p>	<p>The better trained staff have more effective results. When patterns of behaviours are entrenched interventions are less effective. Early interventions are more effective.</p>	<p>£3,060</p>
<p>Handwriting and Typing speed support course provided for targeted students</p>	<p>PP students do not lose marks in exams and assessments due to poor handwriting</p>	<p>In 2019, Handwriting legibility improved by 22% Spelling Improved by 34%. Net Books were given to those who needed further support.</p> <p>Progress of targeted students is tracked –in Years 7-10 88% made progress in English from AC2 Data to AC6.</p> <p>In year 11, Over 50% students made gains in exams with one student attaining a level 8 in English</p> <p>No scripts returned from exam board for transcribing in 2019.</p>	<p>Students who make regular use of laptop in lessons utilise it to best effect.</p>	<p>£10,518</p>

<p>Support provided for less able and vulnerable students (The Hub). This includes support during transition into secondary, including targeted literacy and numeracy support , along with attendance and behaviour</p>	<p>Students make at least expected progress in Y7,8 and 9 and gap between students in intervention and students not in intervention closes. Y7 students transition well into TDA. PP students feel successful in their learning and achieve good levels of progress. Attendance and behaviour of targeted students improves</p>	<p>All apart from 2 students in years 7 and 8 who used the HUB throughout the year increased their attendance by using the HUB. Other students were in the HUB for shorter periods of time for times of Crises and they were soon back to regular lessons.</p> <p>Students with anxiety and attachment difficulties thrive with a small base where they can have friendships with others who understand their difficulties and support each other in it and stable staff with training for this type of need. The HUB is successful in getting students back into school and into lessons as soon as possible.</p>	<p>Staffing is key: they need to be trained in emotional literacy and be intent on supporting students to get back into school and back into lessons as soon as possible.</p>	<p>£10,805</p>
<p>Early morning maths intervention programme for students who were below a scaled score of 90 within the subject. (For PP and Non-PP)</p>	<p>Increased expected and good levels of progress to be achieved in Maths among targeted PP students within year 7.</p>	<p>In Year 7 Catch up intervention programme, 92% students made progress in Addition and met targets. 100% made progress in Subtraction and met targets and 92% made progress in Multiplication and met targets.</p> <p>16 students took part in this intervention.</p>	<p>Reliability and quality of staffing and following up to ensure all students attend.</p> <p>Good practice to then follow / track these students in Maths lessons to determine the long term impact of the intervention.</p>	<p>£8,217</p>

<p>Small group English intervention programme at KS3 (and KS4)</p>	<p>Increased expected and good levels of progress achieved in English among targeted PP students in all year groups</p>	<p>100% of the year 7 students, who had Skills Academy [National Literacy Strategy] intervention sustained and increased on their reading age by the end of the year.</p> <p>61% of the year 7 students, who had Catch-Up intervention sustained an increase in their reading age by the end of the year. (2019)</p> <p>Overall at the start of year 7, 86% had reading ages in the broad average range. Recent tests show that in the current Year 8 94% students are at or above broad average range for Reading, which is a sustained 5% increase, with only 9 students in this year group remaining below the broad average range.</p> <p>At KS4 80% of those who accessed the intervention improved their writing skills. Writing skills measures were based on the English department written communication milestone; the scheme used was a Vocabulary Intervention, a Speech and Language Resource, improving writing through improving oracy and vocabulary.</p>	<ul style="list-style-type: none"> • It is essential to adhere to the guidelines of the Catch - up programme in order for it to be successful. Any new person delivering needs to do the formal training. • A trial 2 - week period is beneficial for the Skills Academy to see if the scheme fits the student. Designed around sport and motivation. • It is good practice for the intervention tutor to check whether progress of writing is reflected in their mainstream English lessons. Works well because it is a narrow focus and hones in on the writing skills needing to be addressed. 	<p>£9,766</p>
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<p>Targeted intervention group for years 10 and 11 students to diminish differences within Maths. (PP & Non-PP)</p>	<p>Increase students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge,</p>	<p>In 2018-19 Year 10: 17 students received this intervention delivered by JAK. 41% of the students were PP. 71% of students who utilised this provision increased their grades in the final exams. Three of these students made 3 grades/levels of improvement, one student made 2 levels of improvement, and the other students improved by 1 level.</p> <p>Year 11: From the start of Y11 to the exam of the students that received this intervention, 8% moved up a grade, 69% moved up 2 grades, 15% 3 grades and 8% 4 grades. This was therefore an effective intervention</p>	<p>Continue to offer this intervention which is effective due to the excellent teaching quality of the maths intervention teacher, Mrs Ackrill</p>	<p>£11,420</p>
<p>PP students receive targeted pastoral support through the appointment of Heads of House and non-teaching pastoral staff</p>	<p>Attendance and behaviour among PP students improves. Attitude and effort of PP students improves. The number of PP students involved in Level 3 incidents decreases and the number of exclusions among PP students decreases.</p>	<p>Attendance of PP students in 2018-19 was 92.31% against non-PP of 93.47%. PP students' attendance increased by 3.16% compared to non-PP students (0.51%) from the previous year.</p> <p>During 2018-19 isolations for PP students reduced by 15% from the previous year. There has been a reduction of 39% in exclusions for all students and a reduction of 32% for PP students. ATL of PP students was -0.13 lower than non-PP at the start of the year and by the end of the year was -0.15.</p>	<p>Attendance has improved through more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.</p> <p>The appointment of two pastoral assistants (PSO's) has enabled us to intervene earlier with students whose behaviour is below expected leading to reduced exclusions and isolations. 2 further PSO's have been appointed from September 2020 to allow one to be attached to each House.</p> <p>Attitude to Learning needs further work; we have developed new more demanding criteria which requires students to adopt a studious approach in lessons and be fully engaged in learning. It is not just about behaving well but about becoming a good scholar.</p>	<p>£66,340</p>

<p>Alternative provision at Oakfield and Riverside sites is provided for vulnerable and challenging students</p>	<p>Vulnerable and challenging students have appropriate support for their behaviour and pastoral needs and avoid permanent exclusion. Number of PEX decreases and attendance and behaviour of students in alternative provision improves. Students in alternative provision are successful in achieving GCSE qualifications.</p>	<p>There has been regular contact with alternative provisions by pastoral leaders with termly reports provided. This was endorsed by Ofsted.</p> <p>No student that accessed our in-house alternative provision, 'The Vault' received a PEX, although 2 out of the 3 students continued to be poor attenders. Attendance of students in 'The Vault' was 50% better than when they were in mainstream provision.</p> <p>Students that have attended Oakfield have remained in education which has had a positive impact on them and also the school as their behaviour has not impacted on others. Qualifications count for the students but not always for the school meaning that our progress scores are affected despite having ensured appropriate provision for the student. Students attending Riverside have, by doing so, increased their attendance.</p>	<p>The Oakfield provision has been effective in keeping students in education and providing for their very specific and complex needs. However, at £12,000 per place this is becoming unaffordable when currently we only receive around £5000 per student.</p> <p>We have developed our own alternative provision which is proving successful for a small group of students who would otherwise likely be permanently excluded. These are most successful where they do not do a large number of subjects.</p> <p>It is essential to keep in regular contact with external provision re: attendance, behaviour etc.</p>	<p>£43,333</p>
<p>Employment of PP lead to monitor progress of PP students and evaluate PP intervention strategies</p>	<p>The progress of PP students are monitored at each assessment cycle, barriers to learning identified and strategies put in place to address.</p>	<ul style="list-style-type: none"> • During 2019-20 PP students requiring academic support were effectively identified from our progress data using the Hosforth quadrants. • Mentoring had started for specific students which enabled barriers to be identified however, the country went into lockdown before we were able to implement some of the interventions or evaluate the impact. 	<p>A new PP co-ordinator is now in post and is having impact through regular mentoring and identifying bespoke interventions required.</p>	<p>£9,550</p>

iii. Other approaches				
Action	Intended outcome	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)	Cost
Various financial support provided to students in need where appropriate to remove barriers to learning access to the same opportunities as non-PP students (music lessons, resources, trips)	No student is disadvantaged and all students have access to 'cultural capital' opportunities which support their education.	<p>This provision is bespoke; specific details of spending are available on request.</p> <p>Horse riding lessons for PP/SEND student to support with confidence and anxiety.</p> <p>Music lessons for GCSE students.</p> <p>Cooking materials for Food Technology.</p> <p>Text books and revision guides</p> <p>National Literacy Trust membership and materials</p> <p>Attendance tracker software to support attendance of PP students</p> <p>Mastery Maths materials</p> <p>Counselling sessions</p> <p>Inspirational speaker invited to assembly</p> <p>Taxi to support vulnerable student with attendance</p> <p>Bus fares for PP students to enable them to attend school on time</p> <p>Bespoke uniform support</p> <p>Provision of school equipment</p> <p>Subsidy of Geography trip</p> <p>Pixl resources</p> <p>Funding for rewards trip</p> <p>Funding for London Galleries trip</p> <p>Funding for French trip</p> <p>Funding for Techniquet Maths trip</p> <p>Funding for Y7 Camp</p>	<p>Spreadsheet showing the opportunities students have accessed enables us to provide equity within the provision.</p> <p>We aim to ensure that every trip / activity is proportionally represented with PP students.</p>	£13,839

2 Additional detail

