

## Pupil premium strategy / self-evaluation (secondary)

1. Summary information					
School	The Dorcan Academy				
Academic Year	2021-22	Total PP budget (inc. Recovery Premium £33,930)	£256,445	Date of most recent external PP Review	2017
Total number of pupils	760	Number of pupils eligible for PP	226	Date for next internal review of this strategy	Sep 2022
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)					
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy				
B.	Numeracy				
C.	Attitudes to learning /Lack of aspiration and knowledge of the working world				
D.	Access to resources				
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>					
E.	Attendance				
F.	Parental engagement				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	

<b>A.</b>	<ul style="list-style-type: none"> <li>• Reading ages of disadvantaged students at the end of the year are in line with or improving in relation to their chronological age</li> <li>• Disadvantaged students are confident in articulating their learning, including asking and answering questions</li> <li>• Disadvantaged students' range and use of academic vocabulary increases</li> <li>• Improved Spelling, Punctuation and Grammar of disadvantaged students</li> </ul>	<p>Catch up reading interventions show increase towards chronological age  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' progress is at least progress neutral</p>
<b>B.</b>	<ul style="list-style-type: none"> <li>• All disadvantaged students know their Times Tables fluently by the end of Term 2 Year 7</li> <li>• Disadvantaged students achieve at least progress neutral targets in Maths</li> </ul>	<p>Tutor 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</p>
<b>C.</b>	<ul style="list-style-type: none"> <li>• All disadvantaged students have an average attitude to learning score of 2 or above</li> <li>• Increased number of disadvantaged students taking part in all aspects of academy life.</li> <li>• All disadvantaged students have an individual careers interview in Y8 and have a career 'goal'</li> <li>• Disadvantaged students are proportionally represented in Academy leadership positions</li> <li>• Disadvantaged students complete Home Learning on time and to a good standard</li> </ul>	<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  Reduction of negative points and detentions for lack of Home Learning</p>
<b>D.</b>	<ul style="list-style-type: none"> <li>• All disadvantaged students are able to access remote learning, when required, and resources for Home Learning.</li> <li>• All students have a suitable space to study independently</li> </ul>	<p>Reduction of negative points and detentions for lack of Home Learning  All students have access to curriculum resources which will support their progress</p>
<b>E.</b>	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged students is improving towards the national average for all students</li> </ul>	<p>PP Attendance data - currently 89.4%; non-PP – 94.4%.  Evaluation of impact of attendance interventions.</p>
<b>F.</b>	<ul style="list-style-type: none"> <li>• Parents are interested and confident in supporting their children with their learning</li> </ul>	<p>Increased attendance at parents' evenings and other parental events which support learning.</p>

## 5. Planned expenditure

Academic year 2021-22

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 disciplinary 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	<p>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.</p> <p>Students need to know and understand the academic vocabulary associated with each subject discipline in order to gain high marks in examinations.</p>	<p>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.</p> <p>Tier 3 vocabulary to be taught explicitly through each subject's curriculum.</p>	<p>KKE (Literacy lead/Lead practitioner) SWH – Tutor literacy co-ordinator</p> <p>PMO (Director of Teaching and Learning) Literacy team also includes: NDE – Head of English and KMU librarian</p>	<p>Ongoing monitoring via Learning walks and Coaching programme</p> <p>Termly testing for Tutor time vocabulary</p> <p>Bi-termly reports</p> <p>All literacy catch-up programmes and materials, including Lexonik Advance /Vocabulary etc.</p> <p>Literacy co-ordinator time (TLR)</p> <p>Estimated cost: £15,767</p>
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	<p>Regularly via Learning walks and coaching observations.</p> <p>Impact questionnaire following the sessions</p> <p>Estimated cost: £6,205</p>

<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/Deep dives with Heads of department</p> <p>SLT, LM and HoD time</p> <p>Estimated cost: £4,752</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: Tutor time £22,955 Books and software £2,665</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: £1,718</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 2021 Maths TLR Times tables resources  Estimated cost: £3,573
'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. Endorsement by local employers gives the strategy kudos.	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 and staff time  Estimated cost: £22,832
Careers programme, including Beta talks and Eton X courses	Raised aspirations by providing opportunities that parents may not or are unable to offer, to interact with and learn from employers about the skills needed for the workplace.	Where students have a career goal they are more likely to be motivated to succeed. Students from disadvantaged backgrounds may not have access to wider opportunities. Eton X courses allow students to work independently on relevant employment based courses that they can then put on their CV.	Raising aspirations team working together to seek out opportunities - DH Curriculum, Careers lead, Raising aspirations lead. Organising frequent and regular visitors to the school to talk about their employment and their journey to success.	ABR/JAO	Raising aspirations team: PP lead, Careers Lead, DH Questionnaires to measure the impact – end of Y10 and halfway through Y11 + parental questionnaires Summer term – Cold assessment with Y10 then again in Y11  Estimated cost: £2,014

<p>Teach independent revision strategies to all students</p>	<p>Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams</p>	<p>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., &amp; Kalyuga, S. (2011).</p>	<p>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.</p>	<p>PMO</p>	<p>Weekly Learning walks of tutor time Growth Mindset days – 4 times a year Lead practitioner time  Estimated cost: £4,939</p>
<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  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>Post holder to oversee quality of HL. Parents meeting to share the science around completion of HL and Knowledge organisers Implement rigorous QA processes. Homework club in place for all students staffed by teacher/TA 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          JAO</p>	<p>Fortnightly monitoring  Termly report  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: £8,158 PP co-ordinator time – one hour a night after school ICT facilities Estimated cost: £9,749</p>

<p>Rigorous attendance tracking by attendance officer and home visits to ensure good attendance</p> <p>Use of minibus pick up for targeted students</p>	<p>Disadvantaged students' attendance increases towards the National average for all students</p>	<p>Disadvantaged students' have significantly lower attendance than non-disadvantaged. Often this is due to a lack of resilience by students and parents.</p> <p>Home visits are highly effective in securing a speedy return to school or when parents fail to respond to attendance calls or meetings.</p>	<p>PSO's are freed up p3 daily to make the home visits by other staff covering the lesson removal room. PSO's require a valid driving licence.</p> <p>Safeguarding procedures are followed rigorously with PSO's visiting in pairs.</p> <p>Weekly checks on attendance by the Safeguarding and Attendance lead followed by a phone call where there has been no response, prior to a home visit.</p>	<p>BKO / PSO</p>	<p>Reviewed termly via the attendance report</p> <p>Estimated cost £18,620</p>
<b>Total budgeted cost</b>					<b>£123,947</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Intelligent use of information to support underperforming students with a mentor at the earliest intervention point	<p>All students remain on track to achieve positive progress.</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, SLT and HOH time</p> <p>Estimated cost: £20,803</p>
Targeted 1:1 and small group (up to 3) tuition in Maths for disadvantaged students and those below expectation	Students are on track to achieve positive progress in Maths	<p>Evidence from previous years shows that this is effective for targeted students who increase in confidence and improve their predicted grade.</p> <p>Of those who received this provision in 2018-19 (pre-pandemic) all achieved their FFT20 target apart from 4 HA students who achieved grades 5 and 6.</p>	Careful targeting of students. Careful focus on areas where students are least confident.	LMc (Head of Maths)	<p>August 25<sup>th</sup> 2022 – exam results</p> <p>HoF Estimated cost: £1,175</p> <p>Use of additional Maths staff budgeted for to ensure catch up post pandemic. This is funded partly by the School Led Tuition Grant</p> <p>Estimated costs from grant</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 (Maths intervention tutor)</p>	<p>Data drops 3x a year Intervention staff costs  Estimated cost: £11,738</p>
<p>Catch up programme for Y7 students who arrive not secondary ready</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>TA / Intervention tutor</p>	<p>Termly monitoring Bi-termly reports to SLT and governors Catch up numeracy programme costs  Estimated cost: £9,600</p>
<p>Literacy Toolbox and Read, Write Inc Catch up programmes  Lucid programme to test and diagnose weaknesses</p>	<p>Students' reading ages increase in line with chronological age.  Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Literacy toolbox and Read, Write Inc have been successful in increasing students' reading ages when targeted and used regularly.</p>	<p>Students have been put into groups that are below and well below their chronological ages for varying degrees of support. Literacy toolbox is designed for those two years below chronological age. Sessions run twice weekly for one hour.  Read, Write Inc is used for students who have standard scores below 85.</p>	<p>TA /Admin staff</p>	<p>Termly reporting Lucid test taken before and after intervention  Bi-termly testing of reading ages for all students 3 times for those in catch up programmes  SENCO time to identify students, monitor and evaluate programmes Estimated cost: £5,943</p>

<p>Catch up literacy Academic mentor (separate government funding)</p>	<p>Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Having an academic mentor has enabled a much wider range of students to be diagnosed in terms of reading support including identification of dyslexia.</p> <p>Specific learning needs can be addressed, e.g. spelling, handwriting, comprehension</p>	<p>Students access via library lessons and needs identified before placing in an appropriate specific intervention.</p>	<p>Academic mentor</p>	<p>Lucid test before and after intervention</p> <p>Cost of academic mentor (government 95% of salary school 5% plus oncosts) Estimated cost: £6,264</p>
<p>Skills Academy (National Literacy Strategy) small group literacy catch up programme</p> <p>Lexicon Advance licence (for more able students with weak literacy skills and Lexicon Leap.</p>	<p>Reading ages increase in line with chronological age</p>	<p>Skills Academy results from last year?</p> <p>Schools identified as having positive P8 with similar students (e.g. 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)</p>	<p>Undertaking a 2 week trial period for Skills academy intervention before proceeding to ensure it matches with students' interests.</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>Targeting of students in specific groups (MA boys with standardised scores above 85 for Lexonic Advance)</p>	<p>MAG (SENCO)</p>	<p>Before and after results recorded.</p> <p>Bi-termly intervention impact reports</p> <p>Lexicon Advance + training; Lexicon Leap, The Literacy Toolkit, Read, Write, Inc. Lucid.</p> <p>Skills Academy resources. Staff costs to deliver</p> <p>Intervention TA time to deliver programmes</p> <p>Estimated costs: £12,635</p>

<p>Catch up literacy Academic mentor (separate government funding)</p>	<p>Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Having an academic mentor has enabled a much wider range of students to be diagnosed in terms of reading support including identification of dyslexia.</p> <p>Specific learning needs can be addressed, e.g. spelling, handwriting, comprehension</p>	<p>Students access via library lessons and needs identified before placing in an appropriate specific intervention.</p>	<p>Academic mentor</p>	<p>Lucid test before and after intervention</p> <p>Cost of academic mentor (government 95%, school 5% - see above)</p>
<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, (pre-pandemic) handwriting legibility improved by 22% and spelling by 34%.</p> <p>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: £6,592</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 (pre-pandemic) 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: £4,140</p>

Support for vulnerable /anxious students in the hub or at Riverside (alternative provision)	Attendance and therefore progress, of vulnerable disadvantaged students, improves	Data shows that the Hub is successful in increasing attendance of students who would otherwise be school refusers.  Other students were in the HUB for shorter periods of time for times of Crisis and they were soon back to regular lessons.	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.	MAG (SENCO)	Attendance weekly monitoring Termly report Bi-termly progress TA support Estimated cost: £18,618 Riverside provision Estimated cost: (5 students) £35,000
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.	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 Cost Estimated Resource DH Time  Estimated cost: £23,785  EOTAS budget estimate: £15,000
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.	Relies on quality of TA providing the interventions and relationships with students	MAG (SENCO)	Termly reports  Estimated cost: £2,197  TA costs £5,890 ELSA training costs: £600
<b>Budgeted costs</b>					<b>£179,980</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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: £6,669
Increase attendance to at least 95% (or the National average) for all students  Specific targeted attendance for groups of students with below expected attendance according to graduated response	Attendance of disadvantaged students improves in line with national average for all students	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 (pre-pandemic) due to more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.	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	Mr Child	Termly – 6 times a year  Estimated costs: PSO costs £34,720 Attendance officer £4,030 SLT Attendance lead £20,998
Improve Attitudes to learning to support increased progress and academic independence	Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged	Our data shows that ATL of PP students was -0.13 lower than non-PP at the start of the academic year 2018-19 (pre-pandemic) and by the end of the year had widened to -0.15.	ATL criteria clarifies expectations. Copy in students' link book. Criteria to be used on bi-termly reports.	MSH	Bi-termly  Estimated cost: £5,776

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)	JAO (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: £40,336
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 (pre-pandemic) isolations for PP students reduced by 15% from the previous year. There had 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	Mrs Shepherd (DH)	Behaviour report produced termly PSO costs TLR Behaviour lead Pastoral Manager  Estimated cost: £43,313
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: £960
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	Target disadvantage students for prefect and Head boy/girl positions.	DTA	Twice yearly Estimated costs: PP Lead £500 TLR Student Leaders £10,444

		provide positive role models for other students to follow.			
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: £2,792
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
Additional opportunities					
<b>Budgeted cost</b>					<b>£180,538</b>
<b>TOTAL BUDGETED COSTS 2021 - 2022</b>					<b>£484,465</b>

## 6. Review of expenditure previous year: Spent £372,991

Previous Academic Year

2020-21

### 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
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	There were no external exams in 2021, therefore it is not possible to <i>accurately</i> verify the impact on academic attainment or progress. However, using our 'target setting' methodology to match scaled score against KS2 prior attainment, and utilising the 2019 comparisons, we estimate that our progress 8 score would have been +0.31. 73% achieved a grade 5 or above in English and 90% a grade 4 or above. This is significantly higher than in previous years.	We will continue to embed this approach across the academy and improve the monitoring of the impact, particularly through tutor time activities. This was hindered somewhat due to the pandemic.  All subjects have curriculum maps with Tier 2 and 3 words embedded.	£9,995



<p>Use of 'Talk the Talk' charity to lead oracy training and development in Year 7</p>	<p>To develop confidence in oracy to support transition</p>	<p>These workshops have been extremely impactful in supporting our transition programme, allowing students to get to know each other, articulate their thoughts and to develop confidence at the start of the academic year. They were particularly useful this year as the new Y7 cohort had not been able to undertake our usual transition events due to Covid 19. By the end of the day all students had given a presentation in front of their peers and were awarded with a certificate of participation.</p>	<p>It is beneficial for any new member of staff to the academy to observe and participate in the sessions, thus introducing them to our oracy strategy.</p>	<p>£2,312</p>
<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>During the pandemic it was more difficult to monitor the quality of work in books however, this has become a renewed focus. A book scrutiny taken in Term 2 2021 showed 88% of books as having secure or developing SPAG.</p>	<p>Focus to be maintained.</p>	<p>£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>DEAR session continues to be a valuable activity. Data shows that students who undertake quizzes on their DEAR book gain higher marks than when they read their own books independently, showing greater understanding of the text.</p>	<p>DEAR to be continued.</p>	<p>£2,635</p>
<p>Spelling focus in tutor time</p>	<p>Students' spellings of the targeted words improves</p>	<p>By the end of the year, 82% of students in year 7 made progress with improved spelling of the key words. In Year 8 77% showed improvement, and Year 9 66 % showed improvement- students achieved 75% or above of correct spellings.</p>	<p>Students were tested 4 times instead of 6 due to Covid disruption. Spelling dictionaries supported students' memorisation of the words.</p>	<p>£1,240</p>

Year 7 Tutor Times Tables challenge	All Y7 students know their times tables fluently and make progress from their starting points	Data from baseline to end assessment showed a 15.3% improvement in scores suggesting greater fluency. Students who scored extremely high (>85%) in the initial baseline test remained high scorers suggesting fluency and recall had been maintained. Non- PP students went from an initial average score of 66% up to an average final score of 84%. PP students had an initial average score of 64% ending with a final average score of 73%. This suggests the gap in attainment between these two groups of students increased although both groups made progress.	<ul style="list-style-type: none"> <li>• Times-table sessions to continue for at least two terms for all year 7 tutor groups</li> <li>• Consider extending the sessions to 3 terms</li> <li>• Consider the possibility of sessions for year 8 tutor groups to retain fluency</li> <li>• SME to observe tutor sessions to monitor consistency/model delivery of a session</li> </ul>	£3,105
Motivate for 8 Strategy	Raised aspirations with students aiming to achieve 8 good GCSEs including English and Maths	Not as impactful as we would have liked due to the pandemic. However, the strategy is now gaining momentum with local businesses endorsing the certificate to affirm students have a good ATL and are making good progress. 64.5% of students achieved 5 GCSE grades 5 and above including English and Maths. There was no verified Progress 8 measure but our own processes estimate Progress 8 score would have been +0.31.	Use of the Hosforth quadrants has proved an understandable method for reporting to parents; an award has been produced for students who achieve a good ATL and make positive progress throughout the year.	£19,898

<p>Teach independent revision strategies to all students</p>	<p>Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams.</p>	<p>All Y7 students were taught 5 successful revision strategies at the start of the year 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. Unfortunately, exams did not take place.</p>	<p>Although there were no exams this year, we know from previous years that these strategies do work and are appreciated by students.</p>	<p>£4,292</p>
<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 A reduction in HL detentions leading to a reduction in isolations for failure to attend detention.</p>	<p>Home Learning is still an area for further development; however, detentions for lack of Home Learning reduced by 45% from the previous academic year, comparing like with like.</p>	<p>All detentions are now one hour meaning that more students prefer to complete their Homework than sit the detention; previously it was 30 mins.</p>	<p>£15,694</p>

Training for all staff and students to deliver and access remote learning	Lessons can be delivered remotely during lockdown; HL can be set remotely.	High quality training meant that all staff could deliver 'live' lessons as required during national lockdown and were able to dial in and teach lessons when they were self-isolating. Students were also able to dial into lessons if they were self-isolating thus saving lost learning time.	The need to keep up to date information on student access to remote learning.	£28,574
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## 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
Intelligent use of information to support underperforming students at the earliest intervention point	All students remain on track to achieve their target grade Specific subject interventions address barriers and allow re-teach and closing of gaps.	There were no actual exams last year however, average total attainment 8 improved from 46.89 in 2019-20 to 48.57. According to our target setting methodology and utilising 2019 comparisons, we believe our progress 8 score would have been +0.31 however, this cannot be verified.  Clearly there were many barriers to learning for students last year, not least many of our students did not have access to remote learning at the start of the pandemic.	Maintain this approach going forward.	£4,937
PGL Maths revision weekend (subject to Covid restrictions)	Students achieve their target grade in Maths	Unfortunately, this did not go ahead due to the Pandemic.	Consider running this again in future as previous experience has shown that it has real impact in terms of increased confidence for disadvantaged students to attain their target grades.	£1,395

<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>Year 7 Intervention Group: Comparing AC6 with AC2 data, 7/14 students saw an improvement in their level; 4 students maintained their starting level; 4 students saw their levels decline. Of these last students, one hardly attended sessions.</p> <p>Year 8: in class support – Of 6 targeted students, 3 showed an improvement in levels, 2 remained static. Intervention was restricted to in-class support only due to Covid-19 “bubble” restrictions which led to a lack of appropriate classrooms.</p> <p>Year 9: in-class support – Of 4 targeted students, 2 made progress, 1 remained static and 1 student saw his level decline slightly.</p> <p>Year 11: Intervention group for approx. 4 weeks, then general in-class support saw 4 out of 6 targeted students improve their GCSE grade by at least a level, 2 achieved a GCSE grade at their predicted level (comparing Prelim with final grades). During the Covid-19 lockdown the Y11 Key Worker group was supported in school, 5 days a week, throughout the period</p>		<p>£8,738</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>5 Year 9 students accessed this provision.</p> <p>6 Year 11 students access this provision. 4 students exceeded their target grades. 2 achieved their target grades.</p>		<p>£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>Due to lockdown attendance at these sessions were sporadic.</p>		<p>£5,518</p>

<p>Small group reading and literacy catch up programmes Purchase of Lexicon Advance, Lexicon Leap, The Literacy Toolkit and Read, Write, Inc. packages. Purchase of Lucid to identify Access arrangements needs.</p>	<p>Reading ages increase in line with chronological age Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Y8 Skills Academy – 5 students accessed this. All made good progress. Y7 Lexonic – 2 students – made progress in some aspects but not others. CVC words made progress. 2 syllabled words did well. High frequency words. Prefixes and suffixes less confident.</p> <p>Lexonic Advance Y10 – 4 students accessed this. All made one or more years of progress – one made 4 years progress.</p> <p>Y11 – 8 students accessed. Y11 did not complete the intervention – due to pressure of missing further lessons after lockdowns etc.</p> <p>Y8 Literacy Toolbox – 15 students took part. 11 students made very good progress. (more than one year). One remained the same. 2 made no progress. Unable to complete due to lockdown. (Use Lucid from now on)</p> <p>Y9 Literacy Toolbox – 11 students took part. 9 students made progress over one year. One remained the same.</p> <p>Didn't use Read, Write, Inc.</p>		<p>£9,766</p>
<p>Typing speed support and netbooks provided for those with poor handwriting</p>	<p>Students do not lose marks in exams and assessments due to poor handwriting</p>	<p>No exams were held in 2021.</p>	<p>Students who make regular use of laptop in lessons utilise it to best effect.</p>	<p>£5,518</p>

Free revision guides, texts and resources made available for disadvantaged students	There are no barriers to revision for disadvantaged students	Resources were provided for all those needing them, along with laptops for remote learning.  Exams were not held.	Continue with this going forward.	£3,000
Support for vulnerable / anxious students in the Hub or at EOTAS (Riverside)	Attendance, and therefore progress, of vulnerable disadvantaged students improves.	Long users: 28 students Casual/ short term/one off users: about 45 students Attendance to school of the students who used it increased and many of the students have now returned to mainstream.	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.	£38,674

Alternative provision 'The Vault' and EOTAS (Fernbrook)	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.	<p>During the last academic year, 14 students had access to the Vault (in-house Alternative provision). 4/14 were in danger of permanent exclusion but succeeded in remaining in school. 2 students had medical conditions which would have prevented them from completing Y11 – both students had improved attendance and left with 10 GCSEs each.</p> <p>There were 8 Year 11 students on the 30 worst attenders list for 20-21, 4 of which had access to the Vault but improvement in their attendance was hindered by their ongoing medical needs and/or number of exclusions accumulated</p> <p>10 students used EOTAS provision last year. All of them were taking GCSE related subjects. None were issued with a PEX.</p>		£18,443
ELSA intervention for students with social, emotional and behavioural issues	Reduction in FTE for disadvantaged students and those with SEND	Total of 43 students received various sessions: 1:1, small group sessions, follow up support in lessons.		£11,005
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Skilling up parents to support their child to succeed through targeted workshops	Parents are confident to support their child with Home Learning, revision, etc.	During the pandemic, our planned parental evenings were virtual. With informative evenings that were recorded, it is difficult to	Virtual informative lessons work really well; we just need to explore ways of evaluating them.	£5,447



		know how many parents accessed or the impact however, we will continue to offer these evenings for those who find them useful.		
Increase attendance to at least 95% for all students Specific targeted attendance for groups of students with below expected attendance according to graduated response	Attendance of disadvantaged students improves in line with national average for all students	Attendance nationally was impacted significantly by the pandemic. However, prior to the lockdowns we were seeing an improvement in our attendance. Since return in September 2021 attendance has been above the National and Swindon average. Home visits have proved particularly impactful.	Maintain our rigorous attendance processes.	£66,340
Improve Attitudes to learning to support increased progress and academic independence	Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged	It was not possible to track this accurately last year due to the pandemic. Disadvantaged students were severely impacted during the pandemic.	A continued focus going forward.	£3,555
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	Mentoring took on a slightly different form during the pandemic. Students were allocated support dependent on their engagement with remote learning and/or if they presented with mental health issues. Subject staff monitored engagement and we held a whole school tracker. Vulnerable students and SEND were granted a place in school. Others received daily or weekly phone calls from the pastoral team.	Mentoring will continue next academic year for students who are not making good progress and / or do not have a good ATL.	£31,402
Continue to improve behaviour of disadvantaged students through	Further reduction in isolations and exclusions of PP students	Due to lockdown, data is based on comparing terms 1 – 3 (weeks 1 – 23) for the academic year 20-21 and 19 – 20:	Pre-pandemic isolations and exclusions for disadvantaged students were decreasing significantly due to the early	£39,007

early intervention by behaviour team		<p>During the last academic year there was a 25% increase in isolations for disadvantaged students. The pandemic affected student behaviour significantly.</p> <p>In terms of fixed term exclusions, despite overall exclusions reducing by 19%, FTE for PP students rose by 19%.</p>	intervention of the team, therefore this support will continue.	
Identification of barriers to learning using MINT class	Staff share best practice and are able to effectively provide for students' learning needs	MINT class is now embedded and key information about students is held there enabling all staff to have easy access. Staff can refer students who they feel have particular barriers to learning, which are then discussed at SLT and the appropriate support directed.	This will continue going forward.	£1,907
Ensure equality of opportunity of leadership positions and experiences for disadvantaged students	Disadvantaged students are proportionally represented in leadership positions	All disadvantaged students who applied for Head boy/girl were guaranteed an interview and given detailed feedback. Unfortunately, there were far fewer opportunities during the pandemic to utilise students in leadership positions.	This approach will continue going forward.	£11,368
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.	<p>All PP students had post-16 destinations. No. of NEETS has reduced to 4% overall</p> <p>All Y10 students undertook virtual work experience. All students' option choices were reviewed to ensure suitability to their courses.</p>	Move careers interview earlier into Year 9 to coincide with options and then revisit in Y11 for potential NEETS.	£5,478
Provide opportunities for disadvantaged students to acquire 'cultural capital' through extra-	No student is disadvantaged by not having access to opportunities which will enhance their education	During the last academic year, extra-curricular clubs were only offered to Year 7 due to staggered start and finish times and the need to maintain bubbles. Every	Going forward, there is an expectation that all students will attend at least one club (starting with Y7). This relies on every department being willing to run at least one activity. Attendance at external extra-curricular activities are also now being recorded and	£4,921

curricular opportunities		student in Y7 attended a club twice a week.	count towards this. An award has been introduced for the tutor group that has the most students attending a club regularly.	
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**2. Additional detail**

Additional opportunities offered for disadvantaged students:

- NHS competition
- Smallpiece Trust engineering courses
- Support with College application process and option choices
- BETA talks and Speakers 4 Schools
- Forces initiatives eg Ready Steady Cook
- EtonX courses
- Clinic and Mentoring continue with the clinic offering a 'no opt out' if space/devices is an issue at home for HL
- Free places offered for the Oxford summer online courses
- Subsidised instrumental lessons for PP students taking GCSE music

