

Pupil Premium Strategy

2020/21



#TransformingLives



22/09/20

School name	Pool Hayes Academy
Pupils in school	1072
Proportion of disadvantaged pupils	45.6%
Pupil premium allocation this academic year	£514,250
Academic year or years covered by statement	2020/21
Publish date	Sep 2020
Review date	July 2021
Statement authorised by	P. Harris
Pupil premium lead	C. Barton-Blake
Governor lead	Jackie Thompson

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance NON PP	PP
Progress 8	+0.48	+0.15
Ebacc entry	23.5	9.3
Attainment 8	49.06	42.11
% Grade 5+ English and Maths	37.8	24.4

Summary information				
Academy	Poolhayes Academy			
SLT Lead	Mrs C. Barton-Blake			
Link Governor	Mrs L. Williams			
Date of most recent PP Review:	18.03.19			
Date of next PP Review:	(to be confirmed)			
Academic Year	2020-2021	Total PP budget: £514,250 (estimated spend). To be confirmed in Jan 2021 when PP number are confirmed)	Total number of pupils on roll:	1076 (inc. 6 th Form)
				966 (exc. 6 th Form)
			Total PP (including Ever 6):	455
			LAC PP:	12
			10 Refugee:	0
			Forces:	0

Contextual/Additional information:

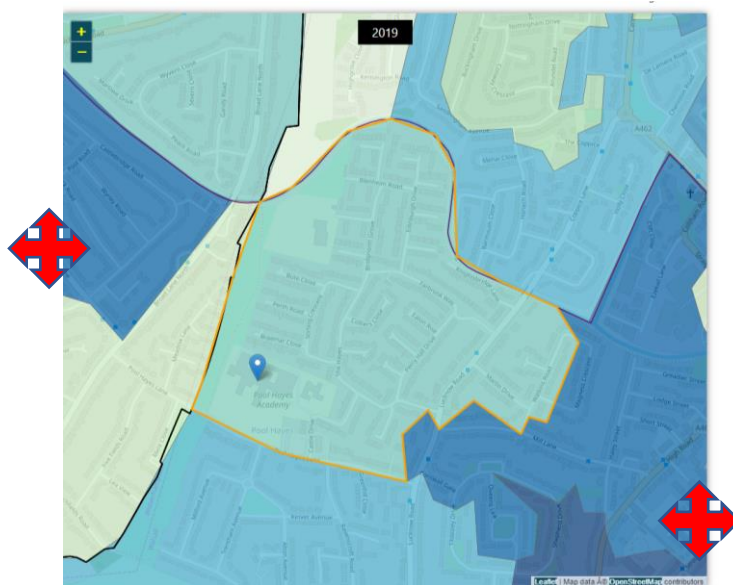
In 2019, the area in which Pool Hayes Academy is located (map below) was ranked 14,663 out of 32,844 areas in England; where 1 is the most deprived areas.

This is amongst the **50% most deprived neighbourhoods in the country.**

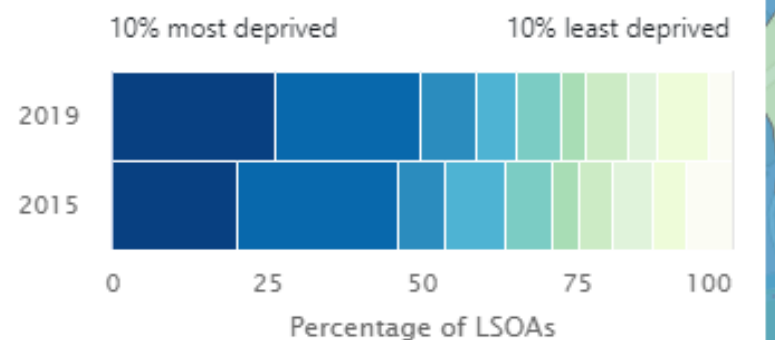
The chart on the right highlights the percentage distribution in the local Walsall district, between 2019 and 2015. The area has in effect become more deprived over the course of 4 years, and when compared to the rest of the country over this time period.

Walsall is one of 167 LSOAs in Walsall local authority district. Using the IMD rank of average summary measure, this local authority ranked 41 in 2015 and 31 in 2019, out of 317 local authorities.

IDACI: 6 Governance – Chair, Vice Chair, two community governors and one staff governor



Although PHA is in the 50% most deprived areas, very few of our children live within the immediate vicinity. Our catchment area is large and therefore many of our students come from other more deprived areas. (Marked with X.)

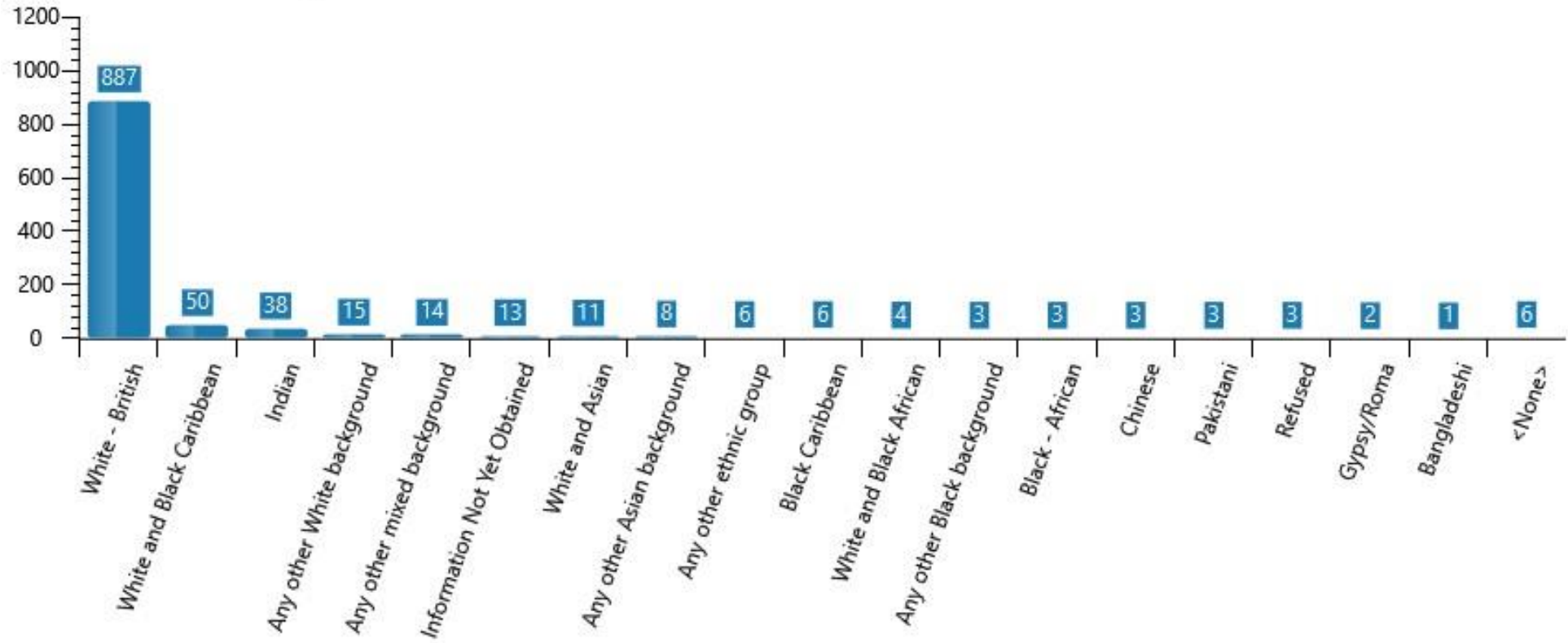


Historic and current Performance Indicators

	Aps on Entry	P8 Cohort	P8 Boys	P8 Girls	P8 HAPS	P8 MAPS	P8 LAPS	P8 PP	P8 Non PP	P8 SEND	P8 Non SEND	P8 LAC	A8
2016	4.67	-0.03↑	-0.09↑	0.05↑	-0.14↑	-0.18↑	1.1↑	-0.31↑	0.16↑	0.74↑	-0.14↑	0.65↑	51.89↑ 50
2017	4.79	-0.165	-0.31	0.026	-0.193	-0.29	0.652	-0.398	0.023	0.35	-0.24	0.472	45.97
(2017 Nat)			(-0.24)	0.18				(-0.44)	0.11	(-0.59)	0.07		46
2018	4.78	-0.345	-0.488	-0.188	-0.779	-0.142↑	0.45	-0.663	-0.089	-0.093	-0.38	-	42.7
(2018 Nat)			(-0.25)	0.22				(-0.44)	0.13	(-0.61)	0.08		46.4
2019 (2019 Nat)	4.55	-0.062↑	-0.083↑	-	-	-0.2↑	0.317↑	-0.262↑	0.16↑	-0.127-	-	-1.691	41.08
	4.79	0	-0.27	0.042↑	0.025↑	-0.02	-0.22	-0.45	0.13	0.03	0.128↑	-0.02	46.69
			0.22	0.01							0.07		
2020	4.59	0.33↑	0.0↑	0.66↑	0.01↑	0.43↑	0.47↑	0.15↑	0.48↑	-0.08↑	0.39↑	- 1.285↑	45.56↑

Student Totals by Ethnicity [Last Year]

A count of students with each ethnicity



	2018			2019			2020		
Name	NATIONAL ALL	Pupil Premium		NATIONAL ALL	Pupil Premium		Pupil Premium		
Filter Value		Yes	No		Yes	No	Yes	No	All Vs PP
Eng 9-5 %	41.9	30.1	51.7	37.3	29.1	46.5	44.2	54.1	-9.9
Eng 9-4 %	61.9	53.4	69	60	46.8	74.6	75.6	85.74	- 10.14
Mat 9-5 %	33.8	23.3	42.5	33.3	25.3	42.3	29.1	41.8	-12.7
Mat 9-4 %	53.1	46.6	58.6	56	48.1	64.8	48.8	75.5	-26.7
Basics 9-5 %	24.4	12.3	34.5	25.3	17.7	33.8	24.4	37.8	-13.4
Basics 9-4 %	45	37	51.7	48.7	36.7	62	45.3	73.5	-28.2
EBacc Standard Pass % of COHORT	10.6	4.1	16.1	14	7.6	21.1	7.0	11.2	-4.2
EBacc Strong Pass % of COHORT	5	0	9.2	6.7	1.3	12.7	3.5	6.1	-2.6

Historic attendance figures

Year Group	Half Termly Attendance % (Cumulative)									
	Nat Avg.18-19 4 terms	17-18 same period	18-19 same period	Half Term 1 19-20	17-18 same period	18-19 same period	Half Term 2 19-20	17-18 same period	18-19 same period	Half Term 3 19-20
Year 7		95.9%	97%	97%	94.93	95.18	96.07	94.93	95.18	95.5
Year 8		94.5%	95.2%	92.8%	93.47	93.87	93.95	93.47	93.87	93.5
Year 9		93.5%	94.8%	93.8%	93.48	93.66	92.31	93.48	93.66	92.6
Year 10		93.4%	94.9%	92.4%	92.52	93	91.91	92.52	93	91.4
Year 11		88.4	93.5%	92.4%	92.55	92.63	91.53	92.55	92.63	91.0
Year 7-11		93.14%	95.2%	93.7%	93.49	93.74	93.18	93.49	93.74	92.8
Pupil Premium		92.95%	93.92%	92.21%	91.92	91.75	91.31	91.92	91.75	91.39
Non PP		96.04%	96.45%	94.99%	94.72	95.33	94.76	94.72	95.33	95.02
SEND		93.76%	94.05%	89.72%	92.06	91.25	89.47	92.06	91.25	89.25
Non SEND		94.96%	95.45%	94.43%	93.71	94.14	93.79	93.71	94.14	93.88
Year 12		97.4%	96.7%	97.1%	94.44	94.59	96.2	94.44	94.59	95.5
Year 13		93.5%	95%	94.4%	89.45	92.25	93.6	89.45	92.25	93.3

	Half Termly PA% (Cumulative)									
Year Group	Nat Avg.18-19 4 terms	17-18 same period	18-19 same period	Half Term 1 19-20	17-18 same period	18-19 same period	Half Term 2 19-20	17-18 same period	18-19 same period	Half Term 3 19-20
Year 7		10.19%	8.16%	5.61%	11.68	10.89	7.1	11.68	10.89	8.63
Year 8		17.01%	14.55%	23.20%	20.29	17.45	14.2	20.29	17.45	14.58
Year 9		14.21%	18.09%	19.90%	18.45	21.15	21.78	18.45	21.15	23.15
Year 10		18.79%	15.54%	23.32%	19.5	17.77	23.94	19.5	17.77	22.46
Year 11		18.67%	19.08%	20.86%	24.39	21.33	23.24	24.39	21.33	23.24
Year 7-11		15.93%	14.90%	18.55%	18.53	17.94	18	18.53	17.94	18.26
Pupil Premium		20.65%	19.78%	23.62%	24.74	23.29	25.17	24.74	23.29	25.51
Non PP		11.23%	10.14%	14.15%	12.86	10.73	11.92	12.86	10.73	12.19
SEND		18.60%	18.71%	25.33%	20.93	22.70	26.47	20.93	22.70	28.18
Non SEND		15.31%	14.25%	17.31%	17.75	15.22	16.61	17.75	15.22	16.98
Year 12		8.06%	8.70%	10.91%	19.51	11.94	9.26	19.51	11.94	7.55
Year 13		23.08%	19.30%	24.56%	32.84	26.15	21.05	32.84	26.15	19.30

2020-21 Executive Summary							
Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Priority 1. Curriculum to include literacy Literacy and Oracy – Low levels of literacy act as a barrier to accessing the secondary curriculum.	<ul style="list-style-type: none"> • Improve attainment cross-curricular and make more than expected progress. • All pupils to receive additional numeracy lessons to consolidate numeracy skills and address gaps in understanding. • Improve literacy and numeracy skills, as well as improving attainment cross-curricular. 	<ul style="list-style-type: none"> • Deployment of qualified Lead Practitioners, 2 SSAT and 2 qualified NPQML in the following subject areas: English x1; Maths x1, Science x2, Humanities x1, Languages x1. Access to the very best teachers proved to raise achievement levels. Offer outstanding quality of teaching to all students to continue to drive up results. Work scrutiny/Lesson observations/Tracking impact. CPD staff training, implementing strategies and providing support and coaching. 	Staffing	<ul style="list-style-type: none"> • Exam concessions. Extra time in timed tests. All pupils who provide an up-to-date assessment of Dyslexia, or a diagnosis of Dyspraxia or AD(H)D are eligible for extra time in timed tests and exams with a substantial amount of reading or writing. • A speech and Language therapist weekly to assist with staff training, support pupils and accelerate those requiring Education, Health and Care Plans. 	TA's staffing	<ul style="list-style-type: none"> • Afterschool catch up, booster and intervention. Swift intervention to ensure pupils are up to national expectations. Most vulnerable students need this added support. 	Staffing
						<ul style="list-style-type: none"> • Additional period added to core subjects 	Staffing
						<ul style="list-style-type: none"> • Literacy signs displayed and highly visible book suggestions and association of reading with all subject areas. Pupil voice creates reading stock for library. 	£1000
					£5,000	<ul style="list-style-type: none"> • Subject specific book posters in place, 18 by 18 in place. 	£5,000

		<ul style="list-style-type: none"> • Deployment of HLTAs to teach classes that have a high number of PP. Smaller class sizes, particularly in KS4, has ensured that pupils are more focused and receive more one to one time with teachers across all years • Deployment of a Literacy coordinator- Literacy Plan updated to secure quality mark with academy achieving 'Good'. New marking policy introduced and trust wide codes. • CPD staff training – Teaching Walkthrus Teaching resources for CPD • The Brilliant Club- support in improving both the academic outcomes and future aspirations of the more able pupils from under-represented backgrounds for HA PP students. 	<p>Staffing</p> <p>Staffing</p> <p>£1,000</p> <p>£1,500 + staffing</p>	<ul style="list-style-type: none"> • Individual reading programme introduced Y7-8 Accelerated Reader - A reading support programme designed to cultivate, track and improve student reading. • KS3 Form class readers • Walsall Educational Psychology Services. The Educational Psychology Service provides professional psychological consultation services for children, young people and families in a wide range of educational and community settings. • North Star Inclusion Advisory Team. 	<p>£4,500</p> <p>£1,800</p> <p>£2,800</p>	<ul style="list-style-type: none"> • Homework club ran by TAs 	<p>Staffing</p>
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		<ul style="list-style-type: none"> • Rady Project. Raises attainment of disadvantaged youngsters by uplifting the starting point of year 7 students and put them on the same flight path as their 'non-disadvantaged peers'. RADY is a 5 year program and impact is being monitored each year. • GL Assessments-An age related standardised curriculum assessment for English, Maths and Science 	£1,500 + staffing				
	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	

Identified Barriers		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Priority 2. High levels of deprivation resulting in limited knowledge of social and cultural capital:	<ul style="list-style-type: none"> • Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4. • Provide an enriching experience • Gain new life skills • Maintain current 100% NEET figures for Year 11 and Year 13 cohorts. 	<ul style="list-style-type: none"> • PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. 	Staffing	Hardship fund to support pupils and families to access the academy's high standards. Uniform and Transport – Financial support for those families needing assistance with school transport and uniform costs.	£8,000 Uniform	<ul style="list-style-type: none"> • Trips and Visits – Career routes. A provision to support those students unable to fully pay for field trips, visits, external clubs or other organisations. Every disadvantage pupil receives at least 1 enrichment activity. Y7-10 experience a University visit. • Spanish Revision Trip to Edgmond Hall April 2021. • STEM activities to encourage collaborative learning. • Career events/Aim High evenings. • Purchase of support resources. Subscriptions etc 	£1,000 Post Covid restrictions.
		<ul style="list-style-type: none"> • Data to be analysed for impact regularly and revised if necessary. Lesson observations / Tracking / Monitor impact 	Staffing	The Duke of Edinburgh is the world's leading youth achievement award. It provides students with the opportunity to be the very best that they can be.	£8,000 Transport		
		<ul style="list-style-type: none"> • To give all pupils equal access to the enrichment and skills development opportunity. 	Staffing		Post Covid restrictions.		

				<p>Disadvantaged pupils to access musical opportunities and to be supported in learning to play instruments, resulting in increased self-esteem and confidence. Music tuition- Financial support given to pupils and families when taking music exams, cost of instruments etc.</p> <p>Materials for practical's which would normally be purchased by parents of students i.e. Food Technology ingredients.</p>	<p>Post Covid restrictions.</p> <p>£500</p>	<p>Revision material, Hegarty Maths. Use class charts provisions to identify areas where key students/ vulnerable groups are a concern.</p> <ul style="list-style-type: none"> • A breakfast club providing food to ensure students make the most positive start to the day and are equipped both physically and mentally to learn. The club also provides a space to talk about worries, concerns and exam stress, as well as equipment to be able to study before school. • Children have the opportunity to engage in a broad and balanced knowledge rich curriculum. 'Launch your career' online platform to aid PP students to investigate their career aspirations. 	<p>£3,000</p> <p>£500</p> <p>£1,500</p>
		Teaching Priorities	Targeted Academic Support	Wider Support			

Identified Barriers	Desired outcomes	Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Priority 3. Improve attendance to meet national expectations	<ul style="list-style-type: none"> Support to raise attendance and lower persistent absence of disadvantaged pupils. All student to have 100% attendance; Attendance to meet national average; Attendance officers to monitor pupils and follow up quickly on absences (reports sent daily to achievement coordinators and ELT); Announce attendance form winners during briefings and rewards; Use rewards to encourage attendance every term. 	<ul style="list-style-type: none"> Senior leader to ensure there is a regular review of progress and attainment and that attendance is in-line with the national average. 	Staffing	<ul style="list-style-type: none"> Student and families who are identified as requiring support to be given assistance to enable all pupils to access school, resulting in increased attendance and positive behaviour. 		<ul style="list-style-type: none"> Financial support for those families needing assistance with school transport costs. 	Recorded above
		<ul style="list-style-type: none"> Deployment of a home academy Attendance Officer who identifies and monitors low attendance and PA students. 	Staffing	<ul style="list-style-type: none"> Home visits for vulnerable families. 	Staffing	<ul style="list-style-type: none"> Attendance rewards system. Rewards for improved attendance and 100% attendance 	£1,000
		<ul style="list-style-type: none"> Attendance apprentice. Working closely with the attendance officer focusing on day to day attendance, checking registers and first day contact with parents. 	Staffing	<ul style="list-style-type: none"> Persistent absentees of Y9/Y10 students is monitored and tracked supported by an intervention attendance mentor. 	Staffing		
		<ul style="list-style-type: none"> Attendance tracked and monitored via Class charts provisions. 	Staffing				
	• Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	

Identified Barriers		Strategy Summary		Strategy Summary		Strategy Summary	
Priority 4. Behaviour and attitudes	<ul style="list-style-type: none"> Ensure that we are taking highly effective action to support students who cannot meet our behaviour expectations so that they can continue with their education. 	<ul style="list-style-type: none"> Learning support unit. Primarily supports vulnerable students. Provides a nurturing environment, supporting students with a number of issues including poor mental health. Established reflection and internal exclusion room as well as developing a network of appropriate AP providers. 	Staffing	<ul style="list-style-type: none"> BMR (Behaviour Modification Room) to support behaviour system. Supports students who find it difficult to display positive learning behaviour in the classroom. This is a mentoring role focussing on reflecting on actions and restorative practice. Students cover the same curriculum subjects whilst within the BMR and therefore no loss of learning and students get better teacher student ratios. 	Staffing	<ul style="list-style-type: none"> Gardening and cookery clubs ran by external agency. 	£200
						<ul style="list-style-type: none"> Rewards - This incentive is to improved attitudes towards behaviour for learning and organisational skills. School behaviour and the learning system to be followed and monitored by a senior leader, working with the pastoral team to work with and support students, ensuring that they understand the behaviour and learning system and that incentives are clear. 	£1000

<p><u>Priority 5.</u></p> <p>Intervention and support Covid 19</p>	<ul style="list-style-type: none"> • Educational and emotional wellbeing support to ensure the achievement of KS4 outcomes • Support families in removing digital poverty in the homes in light of covid19 and the possible need for blended learning as well as long term progress in school 	<p>Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PP policy.</p> <p>Stationery packs provided to all students throughout year and replacement equipment given to PP students free of charge</p> <p>Printing and posting of resources to support students during the lock-down period.</p> <p>Potential posting costs for 'bubble' closures 2019/20</p> <p>Development and printing of Knowledge organisers. Each SOW/skills covered in a subject will have a knowledge organiser by Sep 20.</p>	<p>£500</p> <p>£1000</p>				
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Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	<i>0.99</i>	<i>Sept 21</i>
Attainment 8	<i>46.63</i>	<i>Sept 21</i>
% Grade 5+ in English and maths	<i>53.8</i>	<i>Sept 21</i>
Other	<i>Attendance 94.5%</i>	<i>Sept 21</i>
Ebacc entry	<i>19.8</i>	<i>Sept 21</i>

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1</p> <p>Curriculum to include literacy</p> <p>Literacy and Oracy – Low levels of literacy act as a barrier to accessing the secondary curriculum.</p> <p>Aspects of the curriculum not covered due to Covid19 to be addressed through a Blended Learning approach.</p>	<p>Quality first teaching. Lead Practitioners in the following subject areas: English x1; Maths x1, Science x2, Humanities x1, Languages x1 PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. The Brilliant Club- support state schools in improving both the academic outcomes and future aspirations of their More Able pupils from under-represented backgrounds Rady Project- Raises attainment of disadvantaged youngsters by uplifting the starting point of year 7 students and put them on the same flight path as their 'non-disadvantaged peers'. Reducing class sizes. HLTAs x3- Smaller class sizes, particularly in KS4, has ensured that pupils are more focused and receive more one to one time with teachers across all years Literacy coordinator- Literacy Plan updated to secure quality mark with academy achieving 'Good'. New marking policy introduced and trust wide codes. Library coordinator x1. Discrete literacy lessons in the library with targeted 1:1 withdrawal. Staffing to support additional period added to core subjects. CPD staff training, implementing strategies and providing support and coaching.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ http://www.suttontrust.com/researchpaper/life-lessons/department</p>	<p>£271,328,00</p> <p>£1,500</p> <p>£1,500</p>

<p><u>Priority 2</u></p> <p>High levels of deprivation resulting in limited knowledge of social and cultural capital:</p> <p>Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>	<p><i>Quality first teaching.</i> <i>Data to be analysed for impact regularly and revised if necessary.</i> <i>People development focused on effectively closing gaps.</i> <i>PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom.</i> <i>Personalised teaching in lessons.</i> <i>Curriculum planning- Knowledge Organisers embedded into curriculum in every subject.</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p><i>Within calculation above.</i></p>
<p><u>Priority 3</u></p> <p>Improve attendance to national expectations.</p> <p>Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>	<p><i>Senior leader to ensure there is a regular review of progress and attainment and that attendance is in-line with the national average.</i> <i>Deployment of a home academy Attendance Officer.</i> <i>Attendance apprentice.</i> <i>Use of class charts provisions to identify areas where key students/vulnerable groups are a concern.</i> <i>Home visits for vulnerable families.</i> <i>Attendance mentor-persistent absentees.</i> <i>Monitor and tracked support.</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf</p> <p>http://www.suttontrust.com/researchpaper/life-lessons/</p>	<p><i>£21,191.36</i></p>

<p><u>Priority 4</u></p> <p>Behaviour and attitudes</p> <p>A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.</p>	<p><i>Learning support unit. Primarily supports vulnerable students. Provides a nurturing environment, supporting students with a number of issues including poor mental health.</i></p> <p><i>Established reflection and internal exclusion room as well as developing a network of appropriate AP providers.</i></p> <p><i>BMR (Behaviour Modification Room) to support behaviour system</i></p> <p><i>Attendance rewards</i></p>	<p><i>£172,527</i></p>
<p>Barriers to learning these priorities address</p>	<p><i>Curriculum Maps and Knowledge Organisers embedded across the curriculum (Using these will be a key strategy in targeting PP students in lessons.</i></p> <p><i>Curriculum maps contain a breakdown of concise information and guidance on the knowledge, skills and assessments and progress that will be covered for a SOW/ topic).</i></p> <p><i>Increased availability of careers advisors</i></p>	
<p>Projected cumulative spending</p>		<p>£464,847.63</p>

Targeted academic support for current academic year

Measure	Activity	Predicted cost
<p>Priority 1</p> <p>Improve attainment cross-curricular and make more than expected progress.</p> <p>Literacy skills for disadvantaged pupils across the school are lower than for other pupils, which may present a barrier to them from accessing the literacy heavier GCSE examinations at the end of year 11.</p>	<p><i>Extra time in timed tests All pupils who provide an up-to-date assessment of Dyslexia, or a diagnosis of Dyspraxia or AD(H)D are eligible for extra time in timed tests and exams with a substantial amount of reading or writing.</i></p> <p><i>Support from external agencies-</i></p> <p><i>A speech and Language therapist (weekly) to support pupils and accelerate those requiring Education, Health and Care Plans.</i></p> <p><i>North Star Inclusion Advisory Team</i></p> <p>Accelerated Reader embedded across KS3 to increase reading for pleasure and to ensure that reading age gaps are quickly diagnosed and closed.</p> <p><i>Individual reading programme introduced at KS3</i></p>	<p>£14,100</p>
<p>Priority 2</p> <p>High levels of deprivation resulting in limited knowledge of social and cultural capital: Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>	<p><i>Hardship fund to support children and families to access the academy's high standards. Uniform & Transport.</i></p> <p><i>Duke Of Edinburgh Award</i></p> <p><i>Materials for practical's which would normally be purchased by parents of students i.e. Food Technology ingredients.</i></p>	<p>£16,500</p>
<p>Priority 3</p> <p>Improve attendance to national expectations. Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>	<p><i>Student and families who are identified as requiring support to be given assistance to enable all pupils to access school, resulting in increased attendance and positive behaviour.</i></p> <p><i>Home visits for vulnerable families.</i></p> <p><i>Persistent absentees of Y9/Y10 students is monitored and tracked supported by an intervention attendance mentor.</i></p>	<p>Costed above</p>

<p>Priority 4</p> <p>Behaviour and attitudes</p> <p>A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.</p>	<p><i>Behaviour system to ensure that students behave with consistently high levels with respect for others.</i></p> <p><i>Supports students who find it difficult to display positive learning behaviour in the classroom. This is a mentoring role focussing on reflecting on actions and restorative practice.</i></p>	<p><i>Costed above</i></p>
<p>Barriers to learning these priorities address</p>	<p><i>Regular review of progress and attainment of disadvantaged students across the school following each progress check with clear actions and interventions set.</i></p>	
<p>Projected cumulative spending</p>		<p>£30,600</p>

Wider strategies for current academic year

Measure	Activity	Predicted cost
<p><u>Priority 1</u></p> <p>Improve attainment cross-curricular and make more than expected progress.</p> <p>Low levels of Literacy.</p> <p>Literacy skills for disadvantaged pupils across the school are lower than for other pupils, which may present a barrier to them from accessing the literacy heavier GCSE examinations at the end of year 11. Therefore, literacy catch-up interventions are in place for these pupils.</p>	<p><i>Afterschool catch up, booster and intervention.</i></p> <p><i>Additional period added to core subjects.</i></p> <p><i>Highly visible book suggestions and association of reading with all subject areas.</i></p> <p><i>Literacy signs.</i></p> <p><i>Pupil voice creates the reading stock for the library. Subject specific book posters. 18 by 18 books.</i></p>	<p>Staffing costed above</p> <p>£5,000</p> <p>£1,000</p>
<p><u>Priority 2</u></p> <p>High levels of deprivation resulting in limited knowledge of social and cultural capital: Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>	<p><i>Every disadvantage pupil receives at least 1 enrichment activity.</i></p> <p><i>Y7-10 experience a University visit. Trips & Visits.</i></p> <p><i>STEM activities to encourage collaborative learning.</i></p> <p><i>Careers/Aim High evenings.</i></p> <p><i>Purchase of support teaching resources. Subscriptions etc Revision material, visualisers.</i></p> <p><i>Music school- Music tuition- Financial support given to pupils and families when taking music exams, cost of instruments etc.</i></p> <p><i>Materials for practical's which would normally be purchased by parents of students i.e. Food Technology Ingredients</i></p> <p><i>A breakfast club providing food to ensure pupils make the most positive start to the day and are equipped both physically and mentally to learn.</i></p> <p><i>Launch your career.</i></p>	<p>£1,000</p> <p>£100</p> <p>£100</p> <p>£3,000</p> <p>Review post covid</p> <p>Costed above.</p> <p>£500</p> <p>£1500</p>
<p><u>Priority 3</u></p> <p>Improve attendance to national expectations.</p> <p>Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>	<p><i>Attendance Rewards.</i></p>	<p>£1,000</p>

Measure	Activity	Predicted cost
<u>Priority 4</u> Behaviour and attitudes A team of staff working on a daily basis to provide assertive mentoring and small group tuition to support academic and pastoral challenges and action specific interventions to raise student achievement in under-performing subjects.	<i>Gardening and cookery clubs ran by external agency.</i> <i>Rewards - This incentive is to lead to improved attitude to learning, organisation and attendance. School Positive Discipline system to be followed and monitored by a senior leader, working with the pastoral team to work with and support students, ensuring that they understand the Positive Discipline policy and that incentives are clear.</i>	£200 £1,000
Barriers to learning these priorities address	<i>Key students - financial barriers to be overcome, allowing all students to access opportunities.</i>	
Projected cumulative spending		£14,400

Support families in light of covid 19 and the need for blended learning as well as long term progress in school.

Stationary packs provided to all students.

Revision guides.

Printing and posting of resources to support students during the lock-down period.

Potential posting costs for 'bubble' closures 2019/20

Development and printing of Knowledge organisers. Each SOW/skills covered in a subject will have a knowledge organiser by Sep 20.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Improve attainment and ensuring that students have access to the very best teachers who offer outstanding quality of teaching to all students.</p> <p>Ensuring enough time is given over to allow for staff professional development</p> <p>Engaging staff in pedagogy that will support their own CPD</p> <p>Cost of quality first CPD</p>	<p>Use of INSET days and Monday meeting sessions effectively</p> <p>Signpost staff to relevant pedagogy that as an SLT team we engage with and implement with in school.</p> <p>Utilise the ATT Institute& the Apprenticeship Levey for CPD.</p>
Targeted support	<p>Ensuring enough time for school leaders to support small groups</p> <p>Ensure interventions are purposeful and led by the right member of staff</p> <p>Timetabling issues</p>	<p>All year groups have a least 1 additional member of staff and intervention groups are mapped out by the SLT team in consultation with CLs</p> <p>SL & MLs work together to create whole school and intervention timetables.</p>
Wider strategies	<p>Engaging the families facing most challenges</p> <p>Cost implications for families and the academy.</p> <p>Ability to carry-out enrichment opportunities during the Autumn term due to COVID restrictions.</p>	<p>Work closely with parents & academies across the Trust.</p> <p>Utilise new digital platforms to support communication with parents following the COVID19 communication successes.</p> <p>SLT to use government guidance to create logistical plans-fully risk assessed to ensure enrichment opportunities are created where possible</p>