

# Pupil Premium Strategy



#TransformingLives

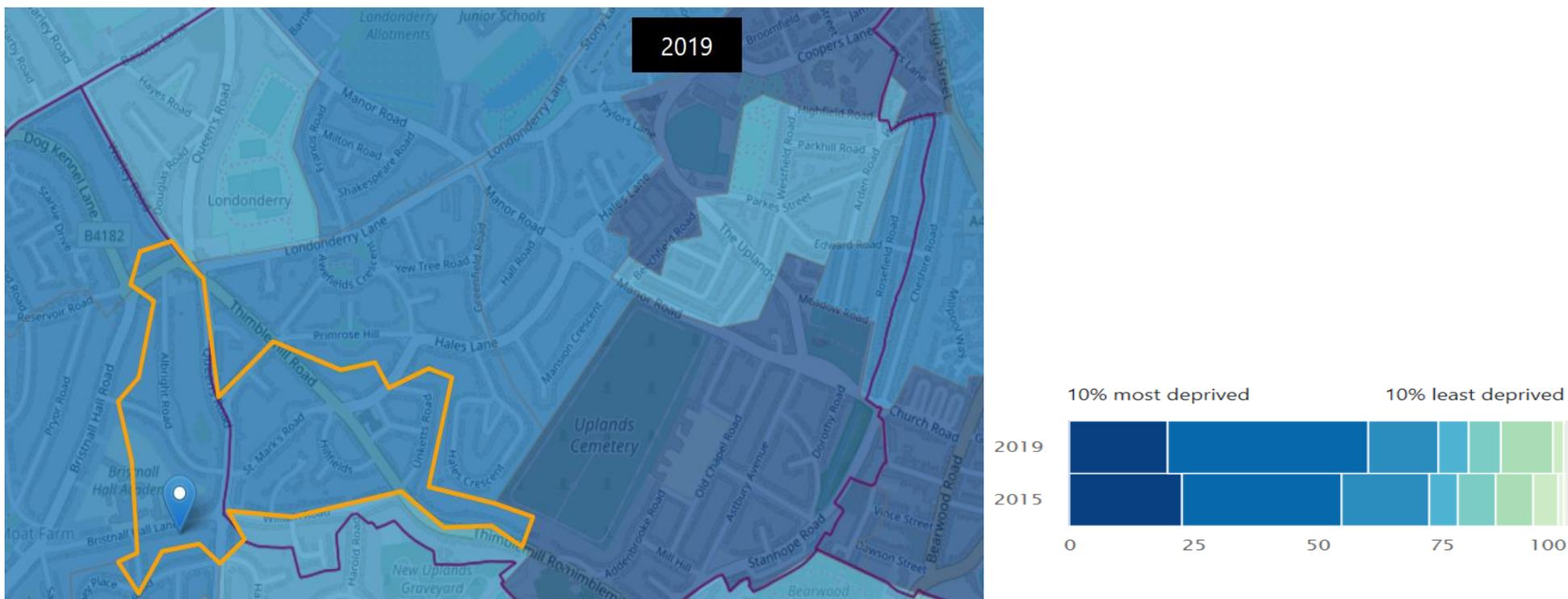
Summary information				
Academy	Bristnall Hall Academy			
SLT Lead	Jamie Grainger			
Link Governor	Sarah Burroughs			
Date of most recent PP Review:	8 <sup>th</sup> April 2019			
Date of next PP Review:	April 2020			
Academic Year	2019-2020	Total PP budget:  £353,430 (estimated spend. To be confirmed in Jan 2020 when PP number are confirmed)	Total number of pupils on roll:	956
			Total PP (including Ever 6): 365	
			LAC PP:	10
			Refugee:	1
			Forces:	0

## Contextual/Additional information

In 2019, the area in which Bristnall Hall Academy is located (map below) was ranked 4,992 out of 32,844 areas in England; where 1 is the most deprived area. This is amongst the 20% most deprived areas in England.

The chart of the right highlights the percentage distribution in the local Oldbury/ Sandwell area, 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 period of time.

In one area near to the school, the deprivation index is 2,810 out of 32,844 areas in England. Many of our students live in this area, it also has one of our feeder schools in it.



## Historic and current Performance Indicators

Pupil Premium	2017				2018				2019				
	National	BHA			National	BHA			National	BHA			
	ALL	ALL	PP	NPP	ALL	ALL	PP	NPP	ALL	ALL	PP	NPP	Academy All v's PP
Basics E+M 4+	64%	55.50%	48.70%	60.40%	64%	50.90%	40.50%	59.40%		59.8%	50.7%	65.7%	-9.1%
Ebacc 4+	28%	18.70%	13.20%	22.60%	28%	29.10%	22.80%	34.40%		30.7%	25.4%	34.3%	-5.3%
Basics E+M 5+	43%	37%	28.90%	43%	43%	32.60%	25.30%	38.50%		37.4%	32.4%	40.7%	-5.0%
Ebacc 5+	26%	17.60%	11.80%	21.70%	20%	17.10%	12.70%	20.80%		19.0%	14.1%	22.2%	-4.9%
Maths 4+		63%	57.90%	66%		56.60%	45.60%	65.60%		64.2%	54.9%	70.4%	-9.3%
English 4+		76.40%	68.40%	82.10%		61.70%	51.90%	69.80%		74.3%	70.4%	76.9%	-3.9%
Maths 5+		43.40%	36.80%	48.10%		37.10%	31.60%	41.70%		46.9%	40.8%	50.9%	-6.1%
English 5+		53.80%	43.40%	61.30%		48%	41.80%	53.10%		54.7%	50.7%	57.4%	-4.0%

NOTE: National figures above for 2019 are pending and Progress measures above set to change following 2019 results publication in January 2020.

Cohort information for pupils at the end of key stage 4

Number of pupils at the end of Key Stage 4 = 179

Number of disadvantaged pupils = 65

% of disadvantaged pupils = 36%

Historic attendance figures

	<b>2016- 2017</b>	<b>2017- 2018</b>	<b>2018- 2019</b>
<b>Attendance National</b>	94.8 %	94.5 %	94.5 %
<b>Attendance BHA</b>	94.9 %	95.8 %	95.9 %
<b>PP National</b>	N/A	N/A	N/A
<b>PP BHA</b>	93.5 %	94.7 %	94.8 %
<b>PA National</b>	13.1 %	13.9 %	13.9 %
<b>PA BHA</b>	14.5 %	10.3 %	9.0 %

## 2018-2019 Review

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	945
Total number of pupils eligible	319
Total amount of PPG received	£374,000
Total amount of PPG spent	£374,227

Review of expenditure				
Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve attainment cross-circular.	Deployment of Lead Practitioners in English; Mathematics, Science, Languages and Humanities, to target classes that have high number of PP.	<p>Targeted and smaller class sizes, particularly in KS4, has ensured that students are more focused and receive more one to one time with outstanding teachers;</p> <p>Improved progress and attainment;</p> <p>Overall A8 2017_18 average = 4.3 Overall P8 2017_18 = +0.18</p> <p>Overall A8 2018_19 average = 4.6 Overall P8 2018_19 = +0.44</p> <p>See Performance Indicators for 2019 on page 4.</p>	Continue implementing approach with more of a focus on KS3 so that improvements are targeted early.	<b>£162,000</b>

	CPD looking at improving teaching & learning.	HA PP students did not attain as well as their NPP peers.  Success criteria: partially met.	Although students were identified in RAG meetings, due to staffing and maternity leave in various areas (PH and HQ), CPD was not as developed as it could have been.	
<b>ii. Targeted Support</b>				
<b>Desired Outcome</b>	<b>Chosen action/approach</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>
Improvement in literacy and numeracy skills, as well as improving attainment cross-circular.	Appointment of PP whole school improvement lead.  RADY- Challenging Education	10 sessions on a CPD pathway for 'Pupil Premium' ran by RB allowed staff to develop and share strategies. 2019 impact for both PP and NPP can be viewed on page 4, in comparison to previous years.  Y7 PP FSM students who had their targets raised, are more motivated with the extra challenges they are receiving in lessons. Staff have said they are more 'eager' and 'enthusiastic' in lessons. RADY is a 5 year program and impact is being monitored each year.  Success criteria: Met.	Continue implementing and sharing research based strategies with staff  Will continue this approach and monitor after each review. Also consider a larger focus group with new Y7 students.	<b>£11,477</b>

<p>Improvement in literacy and numeracy skills.</p>	<p>English, Mathematics, Science, MFL, Humanities one-to-one provision/ tutorials for identified students.</p>	<p>Medium: Students received tuition in the SSC- turnout could have been higher. Some students reduced in attendance towards the end of the year, particularly KS3. Maths, English, Science and were more successful compared to other areas.</p> <p>Achieved the <i>Basic Quality Mark</i> for both literacy and numeracy</p> <p>Success criteria: Partially met.</p>	<p>Continue implementing approaches but make it more targeted- focus more on non-core subjects. i.e. DT, Humanities.</p>	<p><b>£15,000</b></p>
<p>Improve numeracy with PP SEN students.</p>	<p>Numeracy support to bring skills up to level of national expectations.</p>	<p>Medium: Improvements in numeracy with SEND PP, in particular LAPS.</p> <p>Progress has been made with all students, but it has been slow. In Y7, 20% of students made good progress, meeting national expectations by the end of the year.</p> <p>Achieved the <i>Basic Quality Mark</i> for both literacy and numeracy</p> <p>Success criteria: met.</p>	<p>Continue implementing approach, with more targeted interventions in specific topics/ skills.</p>	<p><b>£5,000</b></p>
<p>Raise and improve attainment in MFL;</p>	<p>Residential support- MFL trip to support achievement and give students equal rights</p>	<p>High: Attainment was high and much improved from previous years.</p>	<p>Continue implementing approach. Will look possibly running similar types of trips in for Y7 and Y8</p>	<p><b>£1,250</b></p>

Provide an enriching experience.	of access to enrichment opportunities.	<p>All students taking MFL attended, PP and NPP, as a result of costs being covered.</p> <p>Attainment/Progress 2017/18: PP = 38% 4+ VA = -0.05 Non PP= 63% 4+ VA = 0.7</p> <p>Attainment/Progress 2018/19: PP = 46% 4+ VA = 0.4 Non PP= 53% 4+ VA = 0.5</p> <p>Success criteria: met.</p>		
Raise and improve attainment in Humanities; Provide an enriching experience.	Residential support-Humanities to support achievement and give students equal rights of access to enrichment opportunities.	<p>Medium: Attainment was higher for PP cohort than in previous years and attainment and progress gap is closing.</p> <p>All students taking Geography attended, PP and NPP, as a result of costs being covered.</p> <p>Attainment/Progress 2017/18: PP = 28% 4+ VA = -0.6 Non PP= 44% 4+ VA = -0.1</p> <p>Attainment/Progress 2018/19: PP = 39% 4+ VA = -0.4 Non PP= 47% 4+ VA = -0.2</p> <p>Success criteria: met.</p>	Continue implementing approaches but focus on underperforming PP learners from PR4 at the end of Y10 in both History and Geography, so that they are targeted and flagged as the start of Y10.	<b>£1,250</b>

<p>Improve attainment in English, Maths and Science.</p>	<p>Academic Coaches to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2.</p>	<p>High: Attainment and Progress in Core subjects is positive and has been in recent years and gap closing.</p> <p>E+M Attainment 2017/18: PP = 42% 4+ Non PP= 61% 4+</p> <p>E+M Attainment 2018/19: PP = 51% 4+ Non PP= 66% 4+</p> <p>Science Attainment 2017/18: (students achieving 2 science GCSEs) PP = 41% 4+ Non PP= 55% 4+</p> <p>Science Attainment 2017/18: (students achieving 2 science GCSEs) PP = 46% 4+ Non PP= 56% 4+</p> <p>Success criteria: met.</p>	<p>Continue implementing approach in both KS3 and KS4</p>	<p><b>£81,000</b></p>
<p>Improve attainment in all subject areas in KS3 and 4.</p>	<p>Intervention and support for students not on track to achieve targets across range of subjects.</p>	<p>High: Attainment and progress is positive.</p> <p>Overall A8 2017_18 average = 4.3 Overall P8 2017_18 = +0.18 Overall A8 2018_19 average = 4.6 Overall P8 2018_19 = +0.44</p>	<p>Continue implementing approach, as well as focusing on KS3.</p>	<p><b>£20,000</b></p>

Improve attainment in all subject areas in KS3 and 4.	Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in diminishing the difference.	High: Attainment and progress is positive.  95% + Attendance to Year 11 revision sessions after school Monday – Thursday  Overall A8 2017_18 average = 4.3 Overall P8 2017_18 = +0.18 Overall A8 2018_19 average = 4.6 Overall P8 2018_19 = +0.44	Continue implementing approach.	<b>£20,000</b>
Close attainment gap.	Transition Summer school for PP Students Year 6 and Year 7.	Close the attainment gap from KS2 to KS3 and provide a smooth transition. 50 students attended in total, spread over a two-week cycle, all said they felt settled into the academy, by the end of the first half term. PR1 for all these students had between an 'Excellent'- 'Good' mark from all their subject teachers for 'effort'.	Continue implementing approach.	<b>£15,000</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</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>
Provide students with extra resources to allow to use in lessons;	Achievement Evenings and revision resources for KS4 to	High: Students used well with homework tasks and helped with parental engagement. Departments	Continue implementing approach.	<b>£4,000</b>

Built independence with revision; Improved attainment across subjects.	give all students equal access to revision materials and support and to improve collaboration between home and academy.	increasing use of these during in-school revision sessions.  Success criteria: Met. Achievement evening is the most well attended evening in the academy calendar.		
Improve attendance to national expectations.	Home Academy Attendance Officer Support to raise attendance and lower persistent absence of disadvantaged students. Increased staffing to address this;  Attendance Incentives to raise attendance and lower persistent absenteeism.	High: Attendance figures were at 96% at the end of the year. PA figures were low too. PA was 7.1%  (Compared to 95.7% attendance in 2017/18)  Success criteria: met.	Continue implementing approach.	<b>£20,250</b>
Provide an enriching experience; Gain new life skills.	Duke of Edinburgh Scheme to give all students equal access to this enrichment and skills development opportunity.	Medium: Pupil voice. Gaining new skills and enhancing their CVs and application into Post 16s ventures and institutions.  Success criteria: met.	Continue implementing approach- target larger number of students, especially in Y10.	<b>£3,000</b>
Raise and improve attainment in DT;	DT disadvantage fund to give all equal	High: Pupil voice in KS3 High student participation in subject in KS4 when taking as option.	Continue implementing approach.	<b>£3,000</b>

Remove financial barriers;  Provide an enriching experience.	opportunities around practical work.	Success criteria: met  Food ingredients purchased for students and only a voluntary contribution requested. Means ALL students cook and less waste.		
Remove financial barriers;  Provide an enriching experience.	Music tuition disadvantage fund to give equal opportunities to all in order to develop skills outside of the classroom and contribute to broad array of performing opportunities in academy.	Medium: Student participation in whole school productions and shows. Pupil voice.  Where required, student music lessons have been partially/fully subsidised.  Success criteria: partially met.	Continue implementing approach with a focus on improving student attainment in KS4.	<b>£3,000</b>
Remove financial barriers.	Hardship Fund to support students and families with being able to access academy and meet our high standards.	High: Students meet the high uniform standards and whole school expectations within the school.  Success criteria: met	Continue implementing approach.	<b>£6,000</b>
Remove financial barriers.	Breakfast Club to give every student access to a breakfast every day free of charge.	High: Students are arriving into the academy on time and are fuelled for the start of lessons. Out of all students attending, on average throughout the year, 63% were PP. Success criteria: met	Continue implementing approach.	<b>£3,000</b>

### Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. External literature, academic sources and validated data used:

<https://www.gov.uk/government/publications/the-pupil-premium-an-update>

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/>

<https://educationendowmentfoundation.org.uk/news/the-teaching-and-learning-toolkit-a-complex-summary/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/>

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/>

<https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day>

<https://www.gov.uk/government/news/new-data-highlights-true-picture-of-school-absence>

<b>Barriers to future attainment and progress (for pupils eligible for PP) 2019/20</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Low levels of Literacy and Numeracy.	
<b>B.</b>	High levels of deprivation (See context information on p.3), resulting in limited knowledge of social and cultural capital: 32% PP and 26% FSM	
<b>C.</b>	Low levels of storage strength and retrieval fluency of key knowledge	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Low aspirations for some PP students.	
<b>E.</b>	Although attendance and PA has improved and been above national average over the last few years, this is still some low attendance, especially in KS3.	
<b>Desired Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A</b>	<p>The attainment gap in English and Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7;</p> <p>All students attain well in English and Maths and make more than expected progress at the end of KS4.</p>	<p>The English and Maths attainment gap of PP students closes to that of NPP students by the end of KS4</p> <p><b>Implement and/ or embed:</b>            Quality first teaching;            Literacy (new appointment) and Numeracy coordinator role (line managed by Area leader);</p>
		<p>Spelling Bee competitions;            Literacy and Numeracy activities during form time;            Reading club for KS3 during lunch times;            Literacy codes used across the curriculum;</p>

<p><b>B</b></p>	<p>Provide enriching experiences, remove financial barriers and improve outcome for all.</p> <p>Close the social and cultural knowledge gap (collaborating with NCOP)</p>	<p>Improve outcomes for all and close the attainment between PP and NPP students, and in comparison to national average.</p> <p><b>Implement and/ or embed:</b>  Quality first teaching;  Knowledge organisers across the curriculum (Using these will be a key strategy in targeting PP students in lessons. Knowledge Organisers are a one-page document that contains a breakdown of concise information and guidance on the knowledge, skills and assessments and progress that will be covered for a SOW/ topic).;  Increased availability of careers advisers;  Students to participate in high-quality enrichment opportunities to support learning, with a range of experiences across the curriculum;  Breakfast is always available for all students;  Use of high-quality resources made available to all students</p>
<p><b>C</b></p>	<p>All students to attain well with increased levels of knowledge and effective retrieval strategies.</p>	<p>Above national average for Attainment and Progress 8.</p> <p><b>Implement and/ or embed:</b>  Knowledge organisers across the curriculum;  Breakfast club is always available to all students;  Use of high-quality resources are made available;  Targeted interventions where retrieval techniques are specifically taught;  Use of external companies to aid with storage strength and retrieval knowledge (Box Clever Theatre company production for Y9 and Y11);  Use of additional ICT based learning programs (Century Tech) utilised to aid progress; increased parental engagement and home link support.</p>

D	Provide enriching opportunities, experiences and exposure to inspirational speakers and role models.	<p>Improve outcomes for all and close the attainment gap between PP and NPP students, and in comparison to national average.</p> <p><b>Implement and/ or embed:</b>  Increased availability of careers advisers;  Careers fair for KS3 and KS4;  External speakers in assemblies;  Students participate in high-quality enrichment opportunity across the curriculum to support learning with a range of experiences;  Rewards assemblies every term;  Students of the half fortnight/ half terms;  Class Charts to reward students;</p>
E	Improve attendance and punctuality of all students	<p>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 briefing and reward;  Use reward to encourage attendance every term.</p>

<http://educationendowmentfoundation.org.uk> provide a teaching and learning tool kit that maps out impact vs spend, this document supports the forecasted use of funding within this document.

As such the following strategy outlines precise spending to ensure pupil premium funding is balanced and meets the needs of all pupil premium children within the academy, whilst complimenting and enriching the existing curriculum.

## 2019-2020 Strategy

Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of Education for all					
Desired outcome (A-E above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
A, B, C, D, E  Improve attainment cross-circular and make more than expected progress.	1. Deployment of Lead Practitioners to teach classes that have a high number of PP.  (approx. £167,000)	Tried and tested methods from last year. Offer outstanding quality of teaching to all students to continue to drive up results. Numerous sources suggest that Quality First Teaching is the best way to get good outcomes for all students, including those in receipt of the Pupil Premium. If we get teaching and learning right in every classroom throughout the school, outcomes for all students will follow.  <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a</i>	QA Process, including: Learning walks; Lesson observations; Book looks; Periodic reviews and PR data drops; RAG meetings	LPs to work with area leaders.	Ongoing: Review as part of academy QA processes of teaching and learning;  Every progress review.

	<p>2. Smaller pupil to teacher ratio in KS4 to ensure quality first teaching</p>	<p><i>particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching."</i> EEF PP Guidance 2019</p> <p>Lead practitioners are also part of the TNG meetings from Bristnall for the Trust, thus allowing them to collaborate with other colleagues from the Trust and then share best practise from these meetings to all staff. The impact of collaborative approaches on learning is consistently positive. Many of the LPs are also exam markers.</p> <p>Reducing class size appears to have resulted in good progress being made in KS4. <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=144&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=144&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=144&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=144&amp;s=</a></p>		
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<p><b>B and C</b></p> <p>Close the social and cultural knowledge gap in KS3 so that there is no gap by KS4</p> <p>All students to attain well with increased levels of knowledge and effective retrieval strategies.</p>	<p>3. PP Coordinator to use department PD, ELT and WAGOLL Wednesday's to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. (approx. £4,477)</p> <p>4. Knowledge organisers across the curriculum for various SOW (approx. £4000)</p>	<p>Tried and tested methods from last year. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p><a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=138&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=138&amp;s=</a></p> <p>Knowledge organisers: <a href="https://classteaching.wordpress.com/2018/09/14/using-knowledge-organisers-to-improve-retrieval-practice/">https://classteaching.wordpress.com/2018/09/14/using-knowledge-organisers-to-improve-retrieval-practice/</a></p>	<p>Department meetings; ELT; WAGOLL Wednesday; RAG Meetings;</p> <p>RADY Program with Y7;</p> <p>Each SOW/ skills covered in a subject will have a knowledge organiser by April 2020- RB has already discuss during ELT</p>	<p>KU, RB</p>	<p>Every progress review and Half Termly</p> <p>April 2020</p>
<b>Total budgeted cost</b>					<b>£175,477 est.</b>

ii. Targeted support					
Desired outcome (A-E above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p><b>A</b></p> <p>The attainment gap in English is consistently and rapidly closed during KS3 studies, particularly in Year 7;</p> <p>All students attain well in English and make more than expected progress at the end of KS4.</p>	<p>5. Literacy coordinator role in place and embedded to lead on reading and literacy specific strategies. (approx. £2,550)</p>	<p>The literacy coordinators role in the Academy is to raise the profile of literacy and reading across the curriculum. Specific strategies are outlined below.</p> <p><i>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.”</i></p> <p>EEF KS3/4 Literacy Guidance</p>	<p>Via:</p> <p>Spelling Bee competition in KS3;</p> <p>Literacy activities during form time in KS3 and KS4;</p> <p>Reading club for KS3 during lunch times;</p>	<p>GS, LH4, CB</p>	<p>Jan 2020</p>
	<p>6. Literacy codes used across the curriculum. (approx. £2000)</p>	<p>Use of marking codes across the curriculum needs to be consistent for students to instantly recognise and interpret. This should also aid staff workload on marking.</p> <p><i>“Using marking codes can also be an effective way of speeding up the marking process and setting consistent codes at a whole school level is worth considering.”</i></p> <p>EEF KS3/4 Literacy Guidance</p>	<p>QA Processes will show evidence of correct use of codes.</p>	<p>Area leads</p>	<p>Every term/ after each assessment cycle</p>
	<p>7. Zero tolerance words (approx. £2000)</p>	<p>Departments have a set of words students are expected to spell and</p>	<p>QA Processes will show evidence of use of this vocabulary and</p>	<p>Area leads and GS4</p>	<p>Jan 2020</p>

	<p>8. Lunch time reading club (approx. £200)</p>	<p>use appropriately throughout their subject to extend the literacy skill.</p> <p>Combine writing instruction with reading in every subject - <i>“Teaching spelling, grammar and punctuation explicitly can improve students’ writing, particularly when focused on meaning.”</i> EEF KS3/4 Literacy Guidance</p> <p>Reading club to extend students access to books and other readers in a social setting to foster a love of reading. Reading for pleasure has shown to have positive effects on outcomes as well as other important factors later in life, including: increased empathy, improved relationships with others, reductions in the symptoms of depression and dementia, and improved wellbeing.</p> <p><i>“There is strong evidence linking reading for pleasure and educational outcomes. We know that academic attainment is of vital importance, but the benefits of reading for pleasure go beyond this and stretch throughout a person's life.”</i> Reading Agency: Reading for pleasure</p>	<p>correct spellings.</p> <p>The literacy coordinator will conduct student voice to understand engagement with and barriers to using the reading club.</p>	<p>GS4</p>	<p>Half termly</p>
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<p><b>A</b></p> <p>The attainment gap in Maths is consistently and rapidly closed during KS3 studies, particularly in Year 7;</p> <p>All students attain well in Maths and make more than expected</p>	<p>9. Numeracy coordinator role in place and embedded to lead on numeracy specific strategies. (approx. £2,550)</p> <p>10. One-to-one with maths, English and Science Academic coach</p>	<p>The numeracy coordinators role in the Academy is to raise the profile of numeracy across the curriculum.</p> <p>Low starting point of students in KS3.</p>	<p>Via: Numeracy activities during form time in KS3 and KS4;</p> <p>Swift intervention to ensure students are up to national expectations both in KS3 and KS4. Use of qualified maths teacher, as well as specialist level 3 support in place to target underachieving students, especially in KS3.</p>	<p>Area leader in Maths and JB</p>	<p>Half termly</p>
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<p><b>A and B</b></p> <p>Improve attainment in English, Maths and Science.</p>	<p>11. Academic Coaches to mentor and academically support identified students to make accelerated progress to close attainment gaps with non-disadvantaged peers from Key Stage 2. (approx. £53,000)</p>	<p>Targeted support for most vulnerable learners;</p> <p>Low starting points for Y7.</p> <p><a href="https://www.understood.org/en/school-learning/tutors/types-of-tutoring/the-difference-between-tutoring-and-academic-coaching">https://www.understood.org/en/school-learning/tutors/types-of-tutoring/the-difference-between-tutoring-and-academic-coaching</a></p>	<p>Timetabled support.</p>	<p>Area leads</p>	<p>Halt termly</p>
<p><b>A, B, C, D,</b></p> <p>Improve attainment in all subject areas in KS3 and 4.</p>	<p>12. Intervention and support for students not on track to achieve targets across range of subjects. (approx. £20,000)</p> <p>13. Revision during out of school hours to support students in assessments and examinations to support disadvantaged students in closing the attainment gap. (approx. £25,000)</p>	<p>PR data;</p> <p>Low EOKS3 predicted grades.</p> <p>Provides support to parents and careers. Best prepare students for the demands during terminal examination;</p> <p>Help cover additional and high order content and build in revision techniques.</p> <p>Students/ parent voice</p>	<p>Timetabled support</p>	<p>Area leads, JG.</p>	<p>Ongoing</p>

<p><b>B</b></p> <p>Raise and improve attainment in Humanities; Provide an enriching experience.</p>	<p>14. Residential support- Humanities to support achievement and give students equal rights of access to enrichment opportunities. (approx. £1,500)</p>	<p>Raising standard in EBacc- particularly in Humanities;</p> <p>Pupil voice and evaluation.</p> <p>The Council for Learning Outside the Classroom: The ‘places’ where learning happens can have a significant effect on how a young person engages with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere – outdoors or indoors: in the school grounds, on the high street, in the local park, in museums and art galleries, on mountain tops and rivers, in Britain’s remote places, or elsewhere in the world. <a href="https://www.lotc.org.uk/what-is-lotc/">https://www.lotc.org.uk/what-is-lotc/</a></p>	<p>Calendared event.</p>	<p>Area lead: SR</p>	<p>April 2020.</p>
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<p><b>B</b></p> <p>Raise and improve attainment in MFL; Provide an enriching experience.</p>	<p><b>15.</b> Residential support- MFL trip to support achievement and give students equal rights of access to enrichment opportunities. (approx. £1,500)</p>	<p>Raising standard in EBacc;</p> <p>Pupil voice and evaluation.</p> <p>Research, such as the Sutton Trust’s report on life skills in October 2017[1], also overwhelmingly shows that children thrive in a learning environment and develop better future life chances if they can extend their learning outside the classroom. The sense of self, aspiration, ability to self-direct and the social skills and networks gained from this activity enables them to thrive both in and out of the classroom, as well as in later life. Without this, they do not reach their full potential and they are significantly less likely to attend University or access a skilled career. Sutton Trust. Life Lessons: Improving essential life skills for young people: <a href="http://www.suttontrust.com/researchpaper/life-lessons/">http://www.suttontrust.com/researchpaper/life-lessons/</a></p>	<p>Calendared event.</p>	<p>Area Lead: CC</p>	<p>April 2020.</p>
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<p><b>B</b></p> <p>Raise and improve attainment in DT; Remove financial barriers;</p> <p>Provide an enriching experience.</p>	<p>16. DT disadvantage fund to give all equal opportunities around practical work. (approx. £3,000)</p>	<p>Remove any financial barriers that could prevent students from participating in these lessons, whilst providing them with skills and experiences.</p>	<p>Organised teaching rotation to ensure all students partake in lessons</p>	<p>Area lead: NB</p>	<p>June 2020</p>
<p><b>A and B</b></p> <p>Close attainment gap.</p>	<p>17. Transition Summer school for PP Students Year 6 and Year 7. (approx. £15,500)</p>	<p>Closer the attainment gap from KS2 to KS3.</p> <p><i>“On average, evidence suggests that pupils who attend a summer school make approximately two additional months’ progress compared to similar pupils who to do not.”</i> EEF: <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=148&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=148&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=148&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=148&amp;s=</a></p>	<p>Calendared event.</p>	<p>KU, GW and CBRz</p>	<p>Summer 2020.</p>

Total budgeted cost **£128,800 est.**

**iii. Other approaches**

Desired outcome (A-E above)	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
<p><b>E</b> Improve attendance and punctuality of all students</p>	<p>18. Academy Attendance Officer- to continue to monitor and raise attendance, as well as lower persistent absence of disadvantaged students;</p> <p>19. Attendance incentives to raise attendance and lower persistent absences</p> <p>(approx. £20,500)</p>	<p>Rising attendance figures over the past two years</p> <p><a href="https://www.attendanceworks.org/resources/messaging/incentives/">https://www.attendanceworks.org/resources/messaging/incentives/</a></p>	<p>All student to have 100% attendance;</p> <p>Attendance to meet national average;</p> <p>Attendance officers to monitor pupils and follow up quickly on absences (reports sent daily to achievement coordinators and ELT);</p> <p>Announce attendance form winners during briefing and reward;</p> <p>Rewarding forms and students with 100% attendance every week.</p> <p>Monitoring of attendance figures of PP v Npp, as well as PA.</p>	<p>Attendance managers;</p> <p>Achievement Coordinators;</p> <p>IJ</p>	<p>Weekly</p>

<p><b>B and E</b></p> <p>Remove financial barriers.</p>	<p>20. Breakfast Club to give every student access to a breakfast every day free of charge.</p> <p>(approx. £3000)</p>	<p>We want to ensure that students are fuelled and energised, ready for the days learning.</p> <p>45% of schools recently survey said that their club has improved attendance.</p> <p><a href="https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf">https://www.kelloggs.co.uk/content/dam/europe/kelloggs_gb/pdf/R5_Kelloggs%20Breakfast%20Club%20Audit%20APSE.pdf</a></p> <p>More positive evidence comes from Magic Breakfast’s head teacher survey in which 76% of the respondents reported a perception that attendance at school was substantially or somewhat better than before having the breakfast club. In the case study visits, most of the parents surveyed/interviewed strongly agreed or tended to agree with the statement that their children were less likely to take time off school.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603</a></p>	<p>Breakfast will be available to students every day from 7:30am. They will have a range of hot/ cold foods and drinks to choose from.</p>	<p>KU</p> <p>AS</p> <p>JT</p>	<p>Termly</p>
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		<a href="#">946/Evaluation of Breakfast Clubs - Final Report.pdf</a>			
<p><b>A, B and D</b></p> <p>Provide students with extra resources to allow to use in lessons;</p> <p>Built independence with revision;</p> <p>Improved attainment across subjects.</p>	<p>21. Achievement Evenings for students and parents. Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy. (approx. £4,000)</p>	<p>Parental engagement;</p> <p>Pupil voice;</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	<p>Achievement evening, parents evening, pupil and parent voice, social media.</p>	<p>JG</p>	<p>June 2020</p>
<p><b>B and D</b></p> <p>Remove financial barriers;</p> <p>Provide an enriching experience.</p>	<p>22. Music tuition disadvantage fund to give equal opportunities to all to allow for students to contribute to a broad array of</p>	<p>We want to remove any financial barriers that could prevent students from participating in these lessons, whilst providing them with an enriching experience.</p>	<p>Students will have trained musicians/ performers delivering their lessons.</p>	<p>Area lead: SW</p>	<p>June 2020</p>

	performing opportunities within the academy. (approx. £3,000)				
<b>B and D</b> Provide enriching experiences and gain new life skills.	23. Duke of Edinburgh (approx. £3,000)	Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications  “ Young people make positive changes to their lives and communities by participating in the Award”. <a href="https://www.dukeofed.org/ourimpact">https://www.dukeofed.org/ourimpact</a>	The Duke of Edinburgh is the world’s leading youth achievement award. It provides students with the opportunity to be the best they can be	DoE Coord: JA	June 2020
<b>A and B</b> Remove financial barriers.	24. Hardship Fund to support students and families with being able to access academy and meet our high standards. (approx. £6,000)	Students meet the high uniform standards and whole school expectations within the school.	QA  Monitoring via staff and Achievement coordinators	KU	June 2020
<b>Total budgeted</b>					<b>£39,500 est.</b>