

Pupil Premium Expenditure Plan and Evaluation – The Brunts Academy

1. Summary information					
School	The Brunts Academy				
Academic Year	20-21	Total PP budget	£298,915	Date of most recent PP Review	2018
Total number of pupils	1463	Number of pupils eligible for PP	389	Date for next internal review of this strategy	October 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-0.39	0.29 (0.13)	
Attainment 8 score average			34.2	49.56 (50.3)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	The individual needs of pupils eligible for PP and the academic barriers that face them need to be fully identified and catered for.				
B.	The quality of teaching need to be effective to ensure that pupils eligible for pupil premium make at least expected progress.				
C.	Pupils eligible for PP are disproportionately more likely to become involved in behaviour incidents leading to internal isolations/fixed term exclusions indicating that their social, emotional and mental health needs are not being sufficiently met.				
D.	High Levels of social deprivation mean that some pupils eligible for pupil premium need further support to fully access the wider curriculum and enrichment.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
E.	The attendance of PP pupils needs to accelerate so they are in school, learning and engaging.				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	

<p>A.</p>	<ul style="list-style-type: none"> - Pupils eligible for PP make at least expected progress across all subject areas. (This will be evidenced through data tracking windows in half terms 2,4,6.) - All staff are aware of their responsibility for raising the achievement of pupils eligible for PP and are confident in tailoring strategies to meet their needs. (Evidenced through the whole-school QA programme of lesson drop-ins, work samples, staff voice etc.) - The individual needs of identified pupil premium students are recognised and catered for through a tailored individual PP plans. (Evidenced through the whole-school QA programme of lesson drop-ins, work samples, student voice etc.) 	<p>All PP students make accelerated progress in line with their peers which results in them meeting their targets.</p> <p>Tracking and results data demonstrate a positive impact with all PP students secure in meeting age related targets.</p> <p>Staff voice indicates that they have a clear understanding of how they can support PP students. and this is reflected within the quality assurance and tracking data.</p> <p>Student voice indicates that students feel safe and supported in all aspects of their learning and know what their next steps in learning are in order to make progress.</p>
<p>B.</p>	<ul style="list-style-type: none"> - All staff develop their expertise with formative and summative assessment to inform effective feedback to PP pupils. This accelerates the progress of PP pupils in the core skills. (Evidenced through whole-school QA and the analysis of data from tracking windows). 	<ul style="list-style-type: none"> - QA and student work over time indicate that feedback to students is effective and that the typicality of teaching and learning enables them to make progress. - PP pupils make accelerated progress to targets across the Year from their starting points. - Outcomes and progress at each key stage are at least in line with national expectations.

<p>C.</p>	<ul style="list-style-type: none"> - All pupils who are eligible for PP who are at risk of involvement in persistent or significant poor behaviour, receive the appropriate support through mentoring or counselling. 2 PP pupils were excluded in 2019/20. - Higher levels of engagement amongst pupils who are eligible for PP demonstrated by increased numbers of rewards and recognition badges, achievement points (compared to 2019/2020 data prior to closure) combined with a reduction in the number of negative behaviour incidents. (Evidenced through consistent analysis of behaviour data, evaluation of pupil voice) 	<ul style="list-style-type: none"> - 0 FTE and 0 PEXs and a term on term reduction in internal isolations for PP students. - Behaviour data demonstrates a term by term reduction in behaviour incidents and an increase in rewards/recognition points compared to the previous year. - Pupil voice and analysis of SEMH scores (baseline, mid-term and end) indicate that students have a positive mindset and are engaging in their learning. SDQ questionnaire.
<p>D.</p>	<ul style="list-style-type: none"> - All pupils who are eligible for PP have access to uniform and the resources required to support their academic progress in lessons. (Evidenced through the whole-school QA programme) - Pupils in receipt of PP are supported in accessing a wide variety of curriculum and enrichment based experiences that assist in developing their cultural capital and enhancing their future prospects. (Evidenced through the analysis of attendance at Enrich & Equip, wider enrichment activities and school visits) - All pupils who are eligible for PP receive high quality CIAG, enabling them to access the progression pathways that are both aspirational and appropriate to their needs. (Evidenced through the analysis of work experience placements, destinations data etc) 	<ul style="list-style-type: none"> - QA checks demonstrate that all PP students wear the correct uniform, the correct equipment and have full equipment for lessons. - All PP students have access to free or subsidised trips. - 100% of PP students access work experience placements. - 0 PP students are classed as NEETS with all Year 11/13 accessing appropriate career pathways.
<p>E.</p>	<ul style="list-style-type: none"> - Attendance of all PP students is at least in line with the national average. (Evidenced through the weekly analysis of attendance of all PP students) 	<ul style="list-style-type: none"> - Attendance of PP students is 93%+ which is an increase of 1.5% compared to previous year's PP attendance and above both local

authority and national averages. However, we aspire for our PP students to attend in line with their peers.

- The proportion of PA students who are PP is less than 30%, a significant reduction compared to the 2019-2020 figure of 48%.

5. Planned expenditure

Research conducted by the EEF has helped to inform the allocation of resources for 2020-2021. An emphasis on high impact/low effort interventions can be seen through the focus on the ABC (Attendance, Behaviour, Curriculum) shown below:

- A:
- Designated attendance lead
 - Targeted mentoring to tackle the barriers leading to poor attendance and academic under-achievement

- B:
- ELSA Mentoring
 - School Counsellor
 - Targeted support from Pastoral Managers in developing positive home/school partnerships

- C:
- Careers advice provided by external provider (Ideas for Careers)
 - Targeted FAA support
 - Targeted interventions at Key Stage 3 and Key Stage 4 including revision classes and lectures
 - High attainers programme across all year groups
 - Funding to support specialist academic equipment and curriculum experiences
 - PLD programme to deep staff understanding of the barriers for PP pupils and how to address them effectively in the classroom

Other interventions such as music tuition and access to uniform/equipment will also be incorporated into the plan to ensure that the funds are allocated and tailored effectively to meet the identified needs of PP pupils.

Academic year 2020-2021

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. Closing the Achievement Gap

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?
<p>PLD programme to deepen staff understanding of identification and support strategies for PP pupils.</p>	<p>All staff demonstrate high expectations through their interactions with PP pupils and classroom practice leading to greater engagement, accelerated progress and the meeting of targets.</p>	<p>Evidence gathered from DDRs and internal QA suggest that staff do not fully identify the PP pupils in lessons and target need.</p>	<ul style="list-style-type: none"> - Whole school QA programme including work samples, lesson drop-ins and staff/student voice. - SLT/Trust PP reviews 	<p>NJA</p>	<p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>
<p>Improve the quality of teaching and learning through a PLD programme focusing on high quality assessment and feedback.</p>	<p>QA demonstrates that all staff can utilise strategies to support disadvantaged students resulting in the quality of teaching and learning being effective and student making rapid progress towards targets.</p> <p>All PP pupils make accelerated progress and achieve their targets.</p>	<p>DDR and internal QA indicates that the quality of teaching and learning is not typically good in supporting PP pupils assessment for learning.</p> <p>Research from organisations such as the EEF suggest that strategies such as effective feedback have a significant positive impact on the rates of progress of disadvantaged</p>	<ul style="list-style-type: none"> - Whole school QA programme including work samples, lesson drop-ins, pupil pursuits and staff/student voice. - SLT/Trust PP reviews. - Analysis and evaluation of data after each tracking window. 	<p>NJA</p>	<p>Half-termly review of QA</p> <p>Half-termly raising achievement meetings</p> <p>Termly PP Impact reports</p>

<p>Deployment of Faculty Achievement Assistants (in Maths/English/Technology) to address areas of potential under-achievement.</p> <p>(£34,854 to be used on staffing, minimum 60% of contact with PP eligible students)</p>	<p>The progress gap between PP and Non-PP at KS4 is reduced to within -0.25. (PP Progress 8 = 0, Non PP Progress 8 = +0.25)</p> <p>All PP pupils meet or better ARE at KS3.</p>	<p>Evidence based targeted support is effective in addressing learning gaps and accelerating the progress of PP pupils.</p>	<ul style="list-style-type: none"> - FAA delivery included within whole-school QA programme. - SLT/Trust PP reviews. - Analysis and evaluation of data after each tracking window. 	<p>NJA - SLs</p>	<p>Half-termly review of QA</p> <p>Half-termly raising achievement meetings</p> <p>Termly PP Impact reports</p>
<p>Strategic leadership of provision for disadvantaged students</p> <p>(£8000)</p>	<p>To ensure the leadership of Pupil Premium funding is robust and results in the gaps being closed between disadvantaged students and their peers.</p>	<p>Evidence shows that effective leaders who hold staff to account for the students they serve has a lasting impact on the life chances of children.</p>	<p>Line meetings with SLT and the Executive Trust Team</p> <p>Reporting mechanisms to the Evolve Trust Board</p>	<p>CJA</p>	<p>Standing agenda item at SLT</p> <p>Termly board reports</p>

<p>Implementation of the Student Development Centre to secure improvements in the attendance, engagement and achievement of vulnerable PP students.</p> <p>£41,138 (to be used on staffing).</p>	<p>All vulnerable PP pupils have attendance that meets or betters the school target of 96%+.</p> <p>All vulnerable PP pupils demonstrate high levels of engagement with average ATL scores of 4+.</p> <p>All vulnerable PP pupils meet or better ARE at each key stage.</p> <p>All vulnerable PP pupils secure appropriate progression pathways at Post 16 with 0% NEETs.</p>	<p>Evidence from last year indicates that PP students benefit from the additional care and support they experience in the SDC. Engagement is high with achievement points far outweighing behaviour incidents. All SDC based PP students have attendance above 90%.</p> <p>Based on the evidence from 2019-2020 all SDC based PP students were on track before the lockdown to achieve SEFL award as well as entry level qualifications in core subjects.</p>	<ul style="list-style-type: none"> - Whole school QA programme including work samples, lesson drop-ins and staff/student voice. - Creation, implementation and evaluation of bespoke PP student plans. - SLT/Trust PP/SEN reviews. - Analysis and evaluation of data after each tracking window. - Weekly analysis and evaluation of attendance data. <p>Analysis of engagement through the SDQ assessment.</p>	<p>PC</p>	<p>Half-termly review of QA</p> <p>Half-termly raising achievement meetings</p> <p>Termly PP Impact reports</p>
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<p>Deliver the Aim Higher and KS3-5 Progression Programmes to ensure that higher ability PP students in all year groups are achieving their targets and accessing aspirational Post-16 pathways. (£5,000 for university visits and targeted programmes)</p>	<p>HAPP pupils have high levels of engagement with average ATL scores of 4+.</p> <p>HAPP pupil attendance is at least in line with school targets of 96%+</p> <p>All HAPP pupils meet or exceed ARE or their target grades.</p>	<p>Analysis of the predicted outcomes for Year 11 HAPP pupils is positive with all students involved seeing an acceleration in progress. The gap between PP and non-PP students was also the narrowest for the Higher Ability students (-0.3).</p>	<ul style="list-style-type: none"> - Whole school QA programme including work samples, lesson drop-ins and staff/student/parental voice. - SLT/Trust PP/Reviews. - Analysis and evaluation of all year data after each tracking window. 	<p>HTT (JM)</p>	<p>Half-termly review of QA</p> <p>Half-termly raising achievement meetings</p> <p>Termly PP Impact reports</p>
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<p>Audit and then purchase subject specific equipment/resources to improve the learning experiences of disadvantaged students.</p> <p>(£5,000)</p>	<p>All PP pupils make accelerated progress achieving or exceeding ARE/target grades by the end of each key stage.</p> <p>QA demonstrates that equipment is being used effectively to support PP pupils and that teaching and learning is typically good or better.</p>	<p>Not all pupils eligible for Pupil Premium will have access to a wide range of subject specific resources and equipment that can enhance their learning in and outside of the classroom as well as accelerate their progress.</p>	<ul style="list-style-type: none"> - Termly audit of equipment and resources to inform future allocation of resources. - Whole school QA programme including work samples, lesson drop-ins and pupil voice. - Analysis and evaluation of data after each tracking window. 	<p>CJA/ NJA</p>	<p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>
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<p>Provide targeted numeracy and literacy interventions for disadvantaged students not at age related expectations in English and Maths. (Previously CUP funding)</p> <p>(£22,000 to be used on staffing, £7000 on resources such as Accelerated Reader)</p>	<p>Accelerated progress of targeted PP pupils enables them to reach age related expectations by the end of the year.</p> <p>All targeted PP pupils demonstrate high levels of engagement with average ATL scores of 4+.</p>	<p>Students who enter the school below national expectations in English are already behind their peers. Their ability to read and/or write severely hinders their ability to engage with the curriculum as a whole at secondary level, which could lead to disengagement and underperformance.</p>	<p>- Analysis and evaluation (baseline, mid term, end) of data.</p> <p>QA programme including work samples, lesson drop-ins and staff/student/parental voice.</p> <p>- SLT/Trust PP/Reviews.</p>	<p>CJA - NJA/ EDE</p>	<p>Termly data analysis.</p> <p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>
<p>Provide targeted support through tutoring to disadvantaged students at risk of not achieving their KS4 target grades in EBacc subjects.</p> <p>(£25,000 on tutoring)</p>	<p>Accelerated progress of targeted PP pupils enables them to reach age related expectations by the end of the year.</p> <p>Feedback from both tutors and students indicate high levels of attendance and engagement.</p>	<p>Tracking data from Autumn 1 indicates a significant PP gap of (-0.62). Potential under-achievement is higher in EBacc subjects compared to the open baskets.</p>	<p>- Analysis of data after each tracking window.</p> <p>- QA programme of the tutoring programme including staff/student/parental voice.</p> <p>- SLT/Trust/PP Reviews</p>	<p>CJA/ NJA</p>	<p>Termly data analysis.</p> <p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>

<p>Creation of bespoke intervention rooms to support the accelerated progress of disadvantaged pupils (£10,000)</p>	<p>Accelerated progress of disadvantaged pupils enables them to reach age related expectations/GCSE targets by the end of the key stage.</p> <p>Attendance and ATL data of targeted pupils indicates that engagement is high.</p>	<p>Disadvantaged students are at risk of not making the same progress of their non-disadvantaged peers. Current KS4 tracking indicates a PP gap of (-0.62).</p>	<p>- Analysis and evaluation of data at tracking windows.</p> <p>QA of intervention programme including work samples, session drop-ins and staff/student/parental voice.</p> <p>- SLT/Trust PP/Reviews.</p>	<p>CJA/ NJA</p>	<p>Termly data analysis.</p> <p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>
<p>Introduction of a new data tracking system that enables a more effective means of identifying the potential under-achievement of disadvantaged pupils. (£8000)</p>	<p>Identification of potential under-achievement is effective across the key stages enabling bespoke interventions to be put in place at an earlier stage.</p> <p>All disadvantaged students across the Academy reach age related expectations or their exam related target grades.</p>	<p>The current tracking system in place for Key Stage 3 is not effective in identifying potential under-achievement of disadvantaged students. This results in under-achievement only becoming evident at Key Stage 4.</p>	<p>- Analysis and evaluation of data at tracking windows.</p> <p>- QA of tracking process and intervention strategies that result from data analysis including staff/student voice.</p> <p>- SLT/Trust PP/Reviews.</p>	<p>CJA/ NJA</p>	<p>Termly data analysis.</p> <p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>

<p>Delivery of English and Maths booster sessions to LAC students.</p> <p>(£20,000 to be used on staffing)</p>	<p>Accelerated progress of targeted LAC pupils enables them to reach age related expectations/GCSE targets by the end of the year.</p> <p>All LAC pupils demonstrate high levels of engagement with average ATL scores of 4+.</p>	<p>LAC students are at risk of not making the same progress as their peers. For example, 2019-2020 LAC students P8 score was -0.1 below their non-LAC peers. The gap in terms of A8 was -0.83.</p>	<p>- Analysis and evaluation (baseline, mid term, end) of data.</p> <p>QA programme including work samples, lesson drop-ins and staff/student/parental voice.</p> <p>Termly evaluation of PEP plans</p> <p>- SLT/Trust PP/Reviews.</p>	<p>PC/ EDE/ TM</p>	<p>Termly data analysis.</p> <p>Half-termly review of QA</p> <p>Termly PP Impact reports</p>
Total budgeted cost					£136,982 (£184,992 PP+)
ii. PDBW					
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?

<p>Provide targeted intervention and the graduated response to raise the attendance of PP pupils.</p> <p>(£18,750 on staffing)</p>	<ul style="list-style-type: none"> - Attendance of PP students is 96%+ which is an increase of 1.5% compared to previous year's PP attendance and above both local authority and national averages. - The proportion of PA students who are PP is less than 30%, a significant reduction compared to the 2019-2020 figure of 48%. 	<p>PP pupil attendance for 2019-2020 was 91.6% which is below the previous year's figure of 92.11%. PP pupil attendance was notably low in Years 9-11. The proportion of PA students who were eligible for PP was also significant at 70%.</p> <p>Failure to consistently attend school has a detrimental impact on the progress of PP pupils and ultimately their outcomes.</p>	<ul style="list-style-type: none"> - Weekly analysis including home visits and evaluation of attendance data for PP pupils with adjustments to intervention strategies where appropriate. - PDBW of PP pupils to be a standing agenda item discussed at SLT (weekly) and MLT link meetings (fortnightly). - SLT/Trust PP/Reviews. 	<p>NJA – KL/NN</p>	<ul style="list-style-type: none"> - Half-termly attendance reviews of targeted PP students. - Termly pastoral I4 meetings for each year group. - Termly PP impact reports.
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<p>Improve levels of attendance, behaviour and engagement of pupils eligible for PP through pastoral manager support.</p> <p>£42,106 to be used on staffing (x 2 Pastoral intervention workers/ managers and one non-teaching SEL)</p>	<p>- Attendance of PP students is 96%+ which is an increase of 1.5% compared to previous year's PP attendance and above both local authority and national averages.</p> <p>0 PP pupils are excluded (permanent or fixed term).</p> <p>The proportion of PP pupils who are internally isolated is reduced term on term compared to previous years.</p>	<p>PP pupil attendance for 2019-2020 was 91.6% which is below the previous year's figure of 92.11%. PP pupil attendance was notably low in Years 9-11. The proportion of PA students who were eligible for PP was also significant at 70%.</p> <p>Analysis of behaviour data for 2019-2020 indicates that PP pupils are disproportionately more likely to be involved in exclusions and negative behaviour incidents. For example, 100% of all FTEs were PP students last year. 80% of all internal isolations were also PP students. 41% of all negative behaviour incidents were PP students which is disproportionately high compared to the number of PP students in school (26%).</p>	<p>- Creation, implementation and evaluation of PP case studies tailored to the needs of high profile PP students.</p> <p>- Weekly analysis and evaluation of attendance/behaviour data for all PP pupils with adjustments to intervention strategies where appropriate.</p> <p>- PDBW of PP pupils to be a standing agenda item discussed at SLT (weekly) and MLT link meetings (fortnightly).</p> <p>- SLT/Trust PP/Reviews.</p>	<p>NJA - SELs</p>	<p>- Half-termly attendance, conduct and behaviour reviews of targeted PP students.</p> <p>- Termly pastoral I4 meetings for each year group.</p> <p>- Termly PP impact reports and scrutiny board reports..</p>
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<p>Support pupils in understanding and regulating of their emotions through the provision of ELSA mentoring.</p> <p>(£25,000 to be used on staffing and training)</p>	<p>All pupils who complete the programme will demonstrate an improvement in their ability to re-engage with school life, shown by rising attendance, reductions in behaviour incidents and higher attitude to learning scores.</p>	<p>Analysis of PDBW data indicates that PP pupils are disproportionately more likely to be a PA student or be involved in negative behaviour incidents. The review of 2019-20 illustrates that there is a continued need for this form of mentoring to take place. The mentoring programme is oversubscribed with the majority (61%) of pupils accessing the programme being eligible for PP. All PP pupils who completed the mentoring showed an improvement in their final health and well being assessment.</p>	<ul style="list-style-type: none"> - Review and discussion of the ELSA mentoring programme at half-termly vulnerable groups meetings. - Student-level analysis of the impact of mentoring before and after the intervention. - SLT/Trust PP/Reviews. 	<p>NJA - PC</p>	<ul style="list-style-type: none"> - Half-termly year specific vulnerable groups meetings. - Termly impact reports.
<p>Provide counselling to support pupils with social, emotional and mental health.</p> <p>(£9,483 to be used on Brunts staffing, £3000 on external counselling)</p>	<p>All pupils who receive counselling demonstrate improvements in their well being through increased SEMH assessment scores combined with higher attendance, improved attitude to learning scores and fewer behaviour incidents.</p>	<p>The review of PDBW data shows that PP pupils are disproportionate more likely to qualify for counselling due to their social and emotional needs.</p> <p>Evaluation of the counselling indicated that 80% of students benefited with improved SEMH scores. All students had improved attendance of over 90%+.</p>	<ul style="list-style-type: none"> - Review and discussion of students accessing the programme at half-termly vulnerable groups meetings. - Student-level analysis of the impact of counselling before and after the intervention. - SLT/Trust PP/Reviews. 	<p>NJA - PC</p>	<ul style="list-style-type: none"> - Half-termly year specific vulnerable groups meetings. - Termly impact reports.

<p>Ensure that students not accessing the mainstream curriculum receive alternative provision appropriate to their needs.</p> <p>(£45,411)</p>	<p>All students make progress and achieve academic/vocational qualifications.</p> <p>All students demonstrate an improvements in their behaviour and conduct on specialised programmes.</p> <p>QA indicates that all students are receiving good quality specialised provision that is appropriate to their needs.</p> <p>All students access appropriate Post-16 progression pathways with 0% classed as NEET.</p>	<p>Analysis of PDBW data indicates that pupils eligible for PP are disproportionately more likely (70% of all students accessing PP) to be involved in persistent and serious behaviour incidents which then jeopardises their place within the mainstream curriculum.</p> <p>All Year 11 PP who attended AP placements were predicted to achieve grades in English and Maths as well as vocational qualifications. QA visits which involved feedback from both students and providers demonstrated that students were settled and engaged with attendance being 94%+.</p>	<ul style="list-style-type: none"> - Weekly analysis of attendance data. - Termly QA visits to all providers. 	<p>NJA - PC</p>	<ul style="list-style-type: none"> - Half-termly review and evaluation of all AP placements. - Termly PP impact reports.
<p>Provide uniform and equipment for pupils who families are experiencing financial difficulties.</p> <p>(£6000 to be used on uniform and equipment)</p>	<p>Pastoral QA demonstrates that all pupils eligible for PP demonstrate scholastic excellence and pride in the Academy by wearing the correct uniform and having appropriate equipment for school and extra-curricular activities.</p>	<p>Budget analysis from 2019-2020 indicates that there is a clear need to provide access to both uniform and equipment. This extends to resources such as ingredients for food technology lessons which accounted for 70% of the money spent. Pastoral QA also indicates that there are still several PP pupils who are not consistently wearing uniform.</p>	<ul style="list-style-type: none"> - PDBW QA programme including a focus on uniform and equipment. - Monitoring and evaluation of budgets to inform future allocation of resources. - SLT/Trust PP/Reviews. 	<p>MEH</p>	<ul style="list-style-type: none"> - Termly PP impact reports.

Total budgeted cost					£149,750
iii. Other approaches (Engagement strategies)					
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?
<p>Fund music tuition for pupils eligible for PP.</p> <p>(£6136 to be used on lessons)</p>	<p>All pupils eligible for PP have access and the opportunity to learn a musical instrument.</p> <p>All pupils eligible for PP receiving musical tuition participate in at least one musical performance per year and regularly attend group enrichment activities.</p> <p>All pupils achieve or exceed their target grades in exam based courses.</p>	<p>Evidence indicates that learning a musical instrument benefits pupils in terms of both their well being and acadmic outcomes. A review of whole-school participation rates indicated that PP pupils are less likely to receive lessons than their peers.</p> <p>100% of the Year 11 PP pupils who studied exam based music courses were predicted to achieve their target grade.</p>	<p>- Analysis and evaluation of data after each tracking window.</p> <p>- Monitoring and termly review of participation rates.</p>	<p>JSO - LH</p>	<p>Half-termly raising achievement meetings</p> <p>Termly PP Impact reports</p>
<p>Ensure that all pupils eligible for pupil premium receive high quality CIAG.</p> <p>(£5,547 to be used on staffing)</p>	<p>All PP pupils access appropriate work experience placements.</p> <p>All PP students secure appropriate P16 progression pathways.</p> <p>0 students will be classed as NEETs.</p>	<p>Analysis of the organisation and delivery of 2019 work experience for students in Year 10 indicate that some PP pupils struggle to organise appropriate work experience placements. Additional interventions at West Notts College and outside providers such as the army were organised to support PP students.</p> <p>A review of the 2019/2020 destinations data shows that a</p>	<p>- QA programme of whole-school careers programme.</p> <p>- Weekly Year 11 strategy meetings.</p> <p>- SLT/Trust PP/Reviews.</p>	<p>CJA/ NJA</p>	<p>- Half-termly raising achievement meetings</p> <p>- Half-termly evaluation of careers tracker across all years.</p> <p>- Termly PP Impact reports.</p>

		disproportionately high number of PP students were at risk of being NEET and required specialist support and careers advice. Earlier intervention is required to secure pathways for all PP students.			
Provision of equipment, resources and curriculum experiences for Pupil Premium Plus students (LAC+Services). (£15,000 to be used on equipment, resources and trips from LAC/services fund)	Accelerated progress of targeted LAC/Service pupils enables them to reach age related expectations/GCSE targets by the end of the year. All LAC/Service pupils demonstrate high levels of engagement with average ATL scores of 4+.	LAC students are at risk of not making the same progress as their peers. In 2019-2020 LAC students P8 score was -0.1 below their non-LAC peers. The gap in terms of A8 was -0.83.	- Analysis and evaluation (baseline, mid term, end) of data. QA programme including work samples, lesson drop-ins and staff/student/parental voice. - Termly evaluation of PEP plans - SLT/Trust PP/Reviews.	PC	Termly data analysis. Half-termly review of QA Termly PP Impact reports
Introduction and implementation of a foundation fund to support disadvantaged families (£1500)	All families utilising the fund gain access to training and employment. Feedback from families indicates that the foundation has had a	Post lockdown disadvantaged families are at greater risk of unemployment and financial hardship.	- Monitoring and termly review of participation rates to inform future provision. - Collation of family voice to assist in the evaluation of impact and inform future planning.	DP	Termly PP Impact reports

	positive impact in supporting them accessing training and employment.				
Total budgeted cost					£13,183 (£28,183 PP+)
6. Review of expenditure					
Previous Academic Year		2019-2020			
i. Closing the achievement gap					
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

<p>Improve the quality of learning experiences of students.</p>	<p>Enhance the curriculum provision by providing experiences for PP students that help to deliver our curriculum intent.</p>	<p>In terms of enhancing the curriculum provision momentum has built through the year with more students accessing funds. However, unfortunately due to COVID-19 a number of these planned curriculum experiences did not take place.</p> <p>6 PP students obtained funding to access the planned trip to France in July. Other trips where students have received funding include the Year 11 Poetry Live trip where tickets for PP students have been subsidised by 50%. (Total Cost £60 for 3 students).</p> <p>10 of PP students had their ticket subsidised to the Chatsworth Christmas markets as part of an Art and Photography trip. This enabled them to gain first hand experience of the elaborate Christmas displays which could then be incorporated within their work back in the classroom.</p> <p>£113 was spent on supporting 8 Year 11 PP students with access to a gym programme that supports into a BTEC Sport assignment. ATL scores for all of the students were positive (4+). Attendance at these sessions enabled all of the students to achieve a Level 2 pass in BTEC Sport.</p> <p>£1185 has been spent on providing free running sessions during lunchtimes and after school. 8 PP students have attended all of the sessions.</p>	<p>Greater communication to parents about the resources available combined with staff awareness of the provision assisted in more PP students participating in these curriculum experiences.</p> <p>From the outset in September all stakeholders must be informed of the intention to continue to support curriculum enhancements. More consistent monitoring also needs to take place in terms of tracking the numbers of students accessing the funding so that an accurate evaluation of impact can be completed.</p>	<p>Actual spend £1300</p>
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<p>Provide experiences for the gifted and more able students.</p>	<p>Increase engagement in lessons for pupil premium students.</p> <p>Students achieve targets.</p> <p>The attainment and progress 8 gap is closed.</p> <p>Appropriate stretch and challenge opportunities are provided to students.</p>	<p>The higher ability PP programme offered 10 students a range of different activities and experiences including an outreach trips to Cambridge and Leicester Universities, the Scholars programme, bespoke revision skills sessions and targeted mentoring. Cost of the programme up to March 2020 was approximately £1400.</p> <p>Engagement in the Year 11 programme was consistently high amongst the students but also parents, with attendance at parents' evening at 90% which was above the whole cohort figure of 70%.</p> <p>Attendance for the cohort was 90% which was above the PP year group figure of 87.05%. 70% of the cohort had less than 10 negative behaviour points.</p> <p>The higher ability Year 11 PP initiative had a positive impact on the final predicted P8 scores of all 10 targeted students. 7/10 students had a P8 score improve by greater than +0.2 between Autumn 2 tracking and Spring 2. The gap between PP and non-PP students was also the narrowest for the Higher Ability students (-0.3) compared to (-1.1) for middle ability and (-0.52) for lower ability students.</p> <p>60% of the students achieved their targets in English, Maths and French. 50% of students achieved their targets in Science, History and Geography.</p>	<ul style="list-style-type: none"> - The intention is to continue the programme next year but ensure that is fully integrated within the both the academic curriculum and pastoral programme rather than being an optional extra. - Awareness needs to be raised across the whole staff of the students involved and how they as subject teachers or form tutors can support the programme. - The Year 11 initiative is to be extended to become a Key Stage 4 programme with greater links established with Year 12/Year 13 students to ensure that increased numbers of Higher Ability PP students access the Sixth Form. 	<p>£600</p>
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<p>Implementation of the Student Development Centre</p>	<p>Increase engagement in lessons for pupil premium students.</p> <p>Students achieve targets.</p> <p>Students receive high quality teaching.</p>	<p>66% of students have less than 10 behaviour points and 83% of students have over 50+ achievement points. ATL average scores in English and Maths are 4+. 100% of students have attendance of 90%+.</p> <p>All Year 11 SDC students would have completed their SEFL award if the school had not closed due to the COVID-19 outbreak. Evidence has been supplied and a decision from the exam board on certification is being awaited. The Year 11 SDC students completed the Entry Level Science Award and were on track to complete Entry Level Maths. 2 of the students completed Step up to Silver in English. All the students also completed the Level 1 Pearson Home Cooking Award.</p> <p>Prior to the shut down all of the Year 10 students completing the AIMS award were on Track to achieve targets with the exception of one persistently absent student.</p> <p>QA conducted by the Trust SENCO and Director of Maths indicates that the delivery by both HLTAs and FAAs is secure. Schemes of Learning developed by the team are regularly quality assured by the Trust to ensure that delivery is consistently high. Feedback from outside agencies such as SFSS has also been incorporated into classroom delivery to ensure that the needs of students are met.</p>	<p>The SDC provision will continue next year with a new QA programme introduced to ensure that the quality of teaching of learning is at least good or better and is having the intended impact on progress rates.</p> <p>The timetable and curriculum offer of the SDC provision will also need to be adapted to accommodate the new Year 7 intake which is likely to include several students who would benefit from the provision.</p>	<p>£41,138 (To be used for staffing)</p>
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<p>Employment of Faculty Achievement Assistants in Maths and Technology.</p>	<p>Support for students that is focused on ensuring learning and behaviour strategies, as well as small group work setting will ensure students make appropriate progress.</p>	<p>There have been consistent faculty FAAs in Technology and Maths. Though the Technology FAA role is split between maintaining the equipment and working with students. In all subjects FAAs provide both individual support as well as working with small groups. FAAs in Maths and English also teach groups within the SDC provision.</p> <p>The English FAA was appointed just after Christmas so it is difficult to evaluate impact over such a short-time frame. However, qualitative data from the Subject Leader for English has highlighted that the FAA was having a positive impact on a group of 11 Year 11 PP students. Although these students were still predicted to achieve below their target classroom teachers had noted an improvement in the depth and quality of extended writing over the short period of time the FAA had been working with them.</p> <p>In Product Design 40% of Year PP students were predicted to reach their target grade. 40% of the students improved by one grade between Spring 1 and Spring 2. 6 out of 7 PP students in Construction were predicted to reach their target grade. Throughout the year the FAA supported the PP students within lessons but also running targeted group work. This group of PP students represented 33% of the total cohort. The FAA also attended additional interventions during lunchtimes and after school to support the students.</p> <p>In Maths 4/7 PP students in the group improved their predicted grade by one between Spring 1 and Spring 2. This targeted group represented 25% of the total class size. 1/7 students in group achieved their GCSE target grade.</p>	<p>FAA roles are to continue next year with a focus on ensuring that timetables are created so that the FAAs in English and Maths can maximise their impact both within the SDC and subject areas.</p>	<p>£34,854 (To be used on staffing)</p>
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ii. PDBW

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
To provide additional mentoring support to high profile students through the use of specialist staff from across the Trust.	Student behaviour improves.	After reviewing the available resources and impact of mentoring during the Autumn term the decision was made to redeploy funds to employ another pastoral manager who started in Spring 2.	Future specialist support from the Trust should be considered where capacity exists. However, this capacity should be identified and allocated prior to the beginning of the academic year to enable a consistent and measurable impact on student behaviour.	£20,000 (To be used on staffing)

Attendance intervention	To improve the attendance and punctuality of all PP students.	<p>PP attendance just before the impact of the COVID-19 outbreak was at 91.6% which is below last year's figure of 92.11% as well as local and national data for disadvantaged students. Absenteeism was high during Autumn 2 with illness across the local community and this combined with staff absence and inconsistent application of systems and procedures mean that PP absence rates were noticeably higher just prior to Christmas.</p> <p>Post Christmas, the attendance team supported by SELs and pastoral managers increased their focus PP students, using a graduated response to address attendance concerns. This resulted in PP attendance improving by 1.5% between Christmas and March.</p> <p>However, PP attendance must be increased, particularly in Key Stage 4, see figures below: Year 7 – 94.24%, Year 8 – 93.34%, Year 9 – 89.42% Year 10 – 89.42%, Year 11 – 87.05%</p> <p>Number of PP students who are also PA are also high: Year 7 = 14, Year 8 = 11, Year 9 = 11, Year 10 = 15, Year 11 = 22</p>	For the next academic year the focus must continue to be on clear and decisive leadership which enables all members of the attendance and pastoral team to work proactively on PP attendance concerns. Consistent application of the graduated response will be a key driver in tackling poor attendance. Pastoral managers will work closely with the attendance team to break down the barriers that negatively impact on PP attendance.	£18,750 (To be used on staffing)
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<p>Provision to support behavioural needs of students and attendance through pastoral managers.</p>	<p>Students are engaged in their learning and feel supported by staff.</p> <p>Students have access to mentoring.</p> <p>Students feel safe in their learning environment and want to attend school.</p>	<p>Mentoring took place during the Autumn term but this was restricted to 5 high profile PP students in Year 10. Students feedback was positive in 4/5 cases and saw some improvement in attitude. However, one student failed to respond and continued poor behaviour led to a managed move being arranged.</p> <p>In March an additional pastoral manager was appointed and combined with a change in strategy led to the team being allocated a core group of 50 PP students for mentoring (10 per year group). These students were identified based on pastoral factors such as poor engagement and erratic attendance.</p> <p>During lockdown pastoral managers have continued to support the most vulnerable PP students through a combination of weekly home visits and phone calls.</p>	<p>The role will be continued; however, consideration is to given to how the capacity of pastoral managers can be adapted to ensure that a proactive approach is taken to address behaviour and attendance issues. Approaches include:</p> <ul style="list-style-type: none"> - Detailed analysis of pastoral data to identify single or multiple barriers students face (achievement, attendance, engagement) and what different layers of support they are likely to require over the coming academic year. - Prioritise strategies with identified students ensuring that they have clear, time limited outcomes. - Instigate, observe and monitor the impact of strategies, adapting to the needs of the student and success of the intervention. - 	<p>£57,910 (To be used on staffing)</p>
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<p>Ensuring pupils have access to a suitable diet and a positive start to the day.</p>	<p>Breakfast club provision is in place.</p> <p>Pupils will maintain a healthy diet which provides them with the nutrients they need in order to focus on the learning throughout the day.</p>	<p>£450 had been spent up until the COVID-19 lockdown. Over the course of the year 16 PP students have been consistently attending Breakfast Club. Students who might not otherwise receive a breakfast get a good start to the day, aiding concentration throughout the morning.</p> <p>The impact of Breakfast club in terms of attendance is positive with all students having over 90% attendance and half of the group in excess of 95%. In terms of engagement 69% of the cohort had less than 10 behaviour points and 88% of students had 50+ achievement points.</p>	<p>Funding of the breakfast club should continue for the next academic year. Not only are there positive impacts in terms of attendance and engagement but it also aids with social interactions and giving vulnerable PP students the confidence to mix with larger groups of students.</p> <p>The amount allocated should be revised to consider actual money spent this year on resources whilst also factoring in the increased numbers of eligible students in school in September 2020.</p>	<p>£450</p>
<p>Help to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them through ELSA sessions.</p>	<p>Pupils who have social/emotional issues will be engaged through specialist approaches to help them reengage with the curriculum through ELSA.</p>	<p>ELSA mentoring continues to be oversubscribed with several students on the waiting list. PP students are given priority after students with CIN needs plans. A breakdown of numbers of PP pupils accessing the programme: Year 7 = 1, Year 8 = 3, Year 9 = 1, Year 10 = 1, Year 11 = 1.</p> <p>61% of the students who have received mentoring are PP. Of those PP students who have completed the course all showed an improvement in their final assessment score for improved health and well-being. Several PP students were on the course prior to lockdown and others are on the waiting list.</p>	<p>The provision will continue as appropriate support is being given to the student in terms of improving their mental health and well-being. Consideration will also be given to widening the team through asdditional training so that more pupils eligible for PP can access the ELSA programme.</p>	<p>£17,647 (To be used on staffing)</p>

<p>Uniform & Equipment made available to students who are unable to fund them.</p>	<p>PP students have the correct equipment and uniform for school.</p> <p>Students access appropriate activities such as cooking and extra curricular activities.</p>	<p>£1300 has been spent on providing uniform and equipment to PP students. This has addressed immediate need but quality assurance indicates that there are still several PP students who do not consistently wear full school uniform.</p> <p>A significant proportion (approx. 70%) of the £1300 spent has been used to support students with ingredients for food technology lessons (including GCSE). 70% of Year 11 PP students achieved or surpassed their target grade in GCSE Food Technology.</p>	<p>Funds to support students with uniform and resources will continue next year but broadened to consider more specific curriculum needs. For example, the purchasing of core English texts for all PP students at the beginning of the Key Stage 4 course and the funding of more specialist culinary equipment, allowing students to practise their skills at home.</p> <p>A creation of a fully stocked PP store will enable concerns over uniform and equipment to be readily addressed.</p>	<p>£1300</p>
<p>Mentoring Programme to support students in all year groups from TFTF programme.</p>	<p>Student behaviour, self-esteem and confidence improves.</p>	<p>Overall impact on the students involved in the mentoring programme has been mixed. Of the students selected in terms of improving self-esteem there has a small improvement in terms of a reduction in behaviour points. Attendance has overall improved but this in line with whole-school PP increases after Christmas. For the mentored students Year 8 attendance increased by 2.36%, Year 9 2.22%, Year 10 -1.54%, Year 11 3.33%. Consequently, it is difficult to attribute the improvements solely down to mentoring. The students selected because of behaviour concerns have seen little improvement in behaviour. Data suggests that the number of behaviour points actually increased during term 2 rising from an average weekly figure of 9.76 to 14.64. The largest increases in behaviour points between term one and term two for targeted students was in Year 8 (43%+) and Year 11 (23%).</p>	<p>Based on the evidence mentoring provided by TFTF will not be continued next year as it has little if any impact on the behaviour of the targeted students. Resources will be redeployed to in-house mentoring which can provide a more consistent point of contact for students and help to build positive relationships both within and outside of school.</p>	<p>£7,500 (To be used on staffing)</p>

<p>Alternative Provision for students who are at risk of exclusion.</p>	<p>Students access alternative provision and make academic progress and improve behaviours on specialised programmes.</p>	<p>All of the Year 11 students on full time AP are in course to achieve GCSEs in English and Maths as well as other appropriate Level 1/2 Vocational courses.</p> <p>Student A = Grade 2 in English, Grade 1 in Maths Student B = Grade 3 in English, Grade 3 in Maths Student C = Grade 1 in Maths, Grade 1 in English, Level 1 Occupational Studies. Student D = Grade 1 in Maths, Grade 1 in English.</p> <p>QA visits and feedback from both students and providers have indicated that students are settled and engagement is sound with attendance for all Year 11 PP students being at 94% or higher. Support from both the Academy's careers adviser combined with the external provider has meant that the students are not at risk of being NEET and have appropriate progression pathways in place.</p>	<p>Provision is to continue for the coming year. Where appropriate funding will be used to assist with the re-integration of students back into mainstream education. Funding will also be allocated to the creation of an internal pre-exclusion unit to help reduce the future need for alternative provision placements.</p>	<p>£34,761 (To be used on Alternative Provision)</p>
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<p>School counselling service provided to pupils.</p>	<p>Students anxieties and worries are supported so that they can engage in learning.</p>	<p>7 PP students have accessed counselling this year.</p> <p>80% of the students completed the counselling with an improved social and emotional health score. All of these students have attendance of 90%+</p> <p>One student has failed to complete the course due to attendance issues.</p>	<p>Funding for counselling will continue next year in order to meet the emotional needs of students.</p>	<p>£9,483 (To be used on staffing)</p>
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iii. Other approaches (Engagement strategies)

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
<p>Dedicated careers time to be used to support PP students.</p>	<p>All PP students have appropriate work experience placements, have appropriate CIAG and secure appropriate destinations 0 NEETs.</p>	<p>Targeted Year 9 PP students have received bespoke phone calls and all are now on appropriate pathways.</p> <p>All Year 10 PP students were on track to secure work experience placements before the lockdown was enforced.</p> <p>All Year 11 PP in school experienced two interviews as part of the careers day. Follow up work has taken place through tutorial time and assemblies, providing appropriate CIAG to students so that they follow appropriate progression pathways. Further work has continued during the lockdown to support PP students (including those at AP placements) who are at risk of becoming NEET.</p>	<p>Resources will continue to be allocated to ensure that PP students access the appropriate career pathways. However, support will be factored in at an earlier stage in Year 11 so that all PP students have appropriate applications in place by Christmas.</p>	<p>£5,547 (To be used on staffing)</p>

Music tuition for PP students.	Students get access to music tuition and achieve in exam-based courses.	£1360 has been spent on music tuition lessons so far this year. 9 PP students have received lessons this year which represents 18% of the whole school cohort receiving lessons. 100% of the Year 11 PP student studying music were predicted to achieve their target grade.	Support for lessons will continue with further consideration given to ways in which numbers of PP students participating in music tuition can be increased. For example, ensuring that the opportunity to access music tuition is included within transition materials.	£1360
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1. Additional detail

- Plan includes expenditure that previously would have been part of the Catch Up Premium fund. (Please refer to the closing the achievement gap section)
- Provision for Pupil Premium Plus students is allocated through:
 - Literacy and numeracy booster sessions for LAC students
 - Financial support to access resources and curriculum experiences.