

Pupil Premium Impact Report 2019/20

Pupil premium spending 2019/20

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Sept 2020	Date of next pupil premium review:	Sept 2021
Number of pupils eligible for pupil premium:	351 (28.44%)	Total pupil premium budget:	£328,185

STRATEGY STATEMENT
<ul style="list-style-type: none">○ To reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage point○ To raise the in-school attainment of both disadvantaged pupils and their peers

Assessment information

- There were 57 Year 11 Pupil Premium students.
- The gap between PP students and Non-PP students was smaller in 2020 in comparison with 2019 in both the Term 4 mock exams (-0.07 difference) and the CAGs.
- The PP students who were also High achieving students (8 students) performed better in 2020 with an improved progress 8 score compared to 2019 in both the Term 4 mock exams and the CAGs) following a focused support strategy of intervention, primarily through the Crossover Project and the differentiated focus coming from the Pupil Premium Pathways system put in place 2019-20 as planned.
- The 1-1 Maths intervention for Year 11 PP students helped attribute to the improvement in attainment for Maths.

END OF KS4 (FOR SECONDARY SCHOOLS)		
	Pupils eligible for PP	
	Strood Academy PP students	School average
% achieving 4-9 combined science English and Maths	50.9% (46.4% in 2018/19)	57.8%
% achieving 44-99 combined Science	45.6% (36.2% in 2018/19)	51.5%
CAG Progress 8 score average	N/A	N/A
CAG Attainment 8 score average	N/A	N/A

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Literacy and Numeracy on entry to secondary school – A greater proportion of our pupil premium children have lower KS2 scores and lower reading ages and require a smooth transition. Some students arrive in year 7 below the national average for reading, writing and Maths. Following lockdown due to the covid pandemic, PP students may be further disadvantaged than normal due to the period of time out of school that they have spent.
B	A lack of cultural capital and passive attitude towards learning - A greater proportion of our pupil premium students have not experienced opportunities to develop their cultural capital and their understanding of their world, and their place in it, therefore limiting their self-esteem and aspirations within their learning. A greater proportion of our pupil premium children require support, motivation, an appropriate curriculum offer, and high quality teaching and intervention to ensure their learning is active.

ADDITIONAL BARRIERS

External barriers

D	Attendance and Punctuality – A greater proportion of pupil premium children require additional support to main good attendance and to also ensure they come to school on time.
E	Parental Involvement – There are some pupil premium students who do not have adequate support at home to ensure that they achieve academically and personally, and this is reflected in our actions in school.
F	Behaviour and social communication issues – There are some pupil premium students who do not have an adequate understanding of behavioral and social boundaries, resulting in sanctions and needing more pastoral support than other student groups.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improved literacy and numeracy skills	Continued improvements to Eng/Maths 4-9%
B	Improved attendance and punctuality	Continued improvement to attendance % for disadvantaged students
C	Reduced behaviour issues	Reduction in rates of internal and external sanctions for disadvantaged students
D	Improved opportunities to increase cultural capital in disadvantaged students	Increased opportunity for PP students to experience greater cultural capital exposure built into the MYP curriculum maps

Planned expenditure for current academic year

Targeted support

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Continued use of PP Pathways approach for all staff to use to inform lesson planning and interventions	A more refined approach to targeting PP students with questioning, feedback and interventions	<p>In reviewing impact of PP 2018/19 strategies, RHY and CNA observed that staff were targeting support for PP students, but it was not always coordinated as effectively as was needed to aid the students and their specific backgrounds.</p> <p>The spreadsheet provides data from 15 different social and academic categories to paint a broader picture of information around the student for staff, and categorises the students into one of five provision Pathways to ensure those who need the most support receive it.</p> <p>Before the lockdown commenced, PP students were benefitting effectively from the tailored approach that the project created</p>	<p>RHY monitored and will continue to monitor how many views the sheet receives on a daily basis as part of a T+L QA around planning. All staff are expected to record Pathways for students on seating plans and prioritise those students for questioning and feedback.</p> <p>DDIs will focus on reviewing these T+L strategies are taking place to help give them and the PP students a high profile within the school with staff.</p> <p>Year group teams and FLO will use the spreadsheet to inform pastoral interventions.</p> <p>Greater spending on CPD has also been factored into planning around the budget spend to ensure staff training is appropriate.</p>	RHY, AKE + JLI, NAR	Continuously throughout each term
Working with Achievement for All as part of a Kent pilot scheme as well as funding 100% Think Forward	Improved tailored and targeted support for PP students most disengaged in education	Main barriers to Pathway 3 students (most at risk) are levels of attendance and low literacy levels leading to behavioural issues. RHY working closely with Think Forward and AfA's John Pritchard to design a tailored support programme	Using the pathways data, 15 students each from Y7, 8 and 9 will be working closely with internal coaches (FLO, DoS, pastoral staff, TEV (Achievement Champion), and Teach First participants) to increase student and parent engagement	RHY, TEV	Continuously throughout each term

100% FLO and confidential advice support for children staff member	Further improvements to attendance of disadvantaged students, as well as greater social and behavioral stability for many disadvantaged students	Majority of barriers to learning identified via research and our own experience have been around the social aspects of life for our students, rather than academic aspects.	RHY will work closely alongside the two members of staff in both his capacity as an AP within one of the college teams, as well as from a Deputy DSL perspective	RHY	Termly
See published document on website entitled "pupil premium funding 2020-21" for a full, detailed breakdown					

Review of expenditure from previous academic year

Main Targeted support			
Action	Intended outcome	Impact	Moving forward (lessons learned? Continuation of strategy? Alterations needed?)

Roll out PP Pathways project	To ensure increased attainment levels and reduction of gap in vulnerable groups	The gap between PP students and Non-PP students was smaller in 2020 in comparison with 2019 in both the Term 4 mock exams (-0.07 difference) and the CAGs.	Now the T+L aspect of the Pathways project has shown impact, the focus will now be on the pastoral tailored support that the Pathways can offer. RHY has paid for the academy to work with a pilot scheme in Kent run by Achievement for All to help tailor the correct approach for the Pathways pastoral support, with KS3 Y7-9 as the main focus group. Over the summer term, a review of the system used for setting cohorts has led to all DHAS students and PP students with a KS2 score of 104+ being kept in set 1 regardless of pastoral or behavioural issues.
100% Maths 1-1 Tuition provision financed by PP funding	To ensure increased attainment levels and reduction of gap in vulnerable groups	100% of students worked with achieved 4-9, with 33% achieving 5-9 (an increase from 25% the previous year).	Continuation of tuition strategy, with 100% of cost covered by PP funding to ensure all Y11 PP students benefit from the intervention.

<p>100% of staffing salary for FLO's wages and 50% of AAP Attendance Advisor's fees were covered by PP funding</p>	<p>To ensure increased attendance levels for disadvantaged students</p>	<p>Strood Academy's disadvantaged students' overall attendance rate was 93.8% compared to the national average attendance rate of 92.4% for disadvantaged students.</p>	<p>Continuation of strategy, with a further layer of support planned with an increased focus for FLO on PP students to engage the hardest to reach students and parents. Y7 summer school was altered this year as a two day opportunity for the pastoral team, FLO, SENCO and RHY to meet with all Y7 disadvantaged students to help familiarize students and parents with the support offered and their new settings with the aim of ensuring student attendance and confidence is high from the beginning of their journey with the academy.</p>
<p>Employment of additional English, Science and Maths teachers</p>	<p>To maintain smaller class sizes to ensure quality first teaching standards are continued, and feedback can continue to focus on PP as a key group (see EEF research findings on the power of feedback).</p>	<p>Continued reduction in attainment gaps, particularly in Y11 (see previously cited 2019/20 outcomes data)</p>	<p>Continuation of strategy following sustained success over previous years</p>
<p>Other approaches</p>			
<p>Action</p>	<p>Intended outcome</p>	<p>Impact</p>	<p>Moving forward (lessons learned? Continuation of strategy? Alterations needed?)</p>

<p>The CP and confidential advice support for children (100% paid for by Pupil Premium) supported vulnerable pupil premium students as an extra layer of pastoral support</p>	<p>Improved support in safeguarding, advising and nurturing vulnerable students</p>	<p>Improved attendance (previously cited) as well as reduced internal and external behaviour sanctions for disadvantaged students</p>	<p>Continuation of strategy following success over the previous year</p>
<p>See published document on website entitled “pupil premium funding 2019-20” for a full, detailed breakdown</p>			

PUPIL PREMIUM 2019-2020

PROPOSED EXPENDITURE

Total Allocation £328,185 (351 Eligible PPG Students)

As stated on www.gov.uk

	Budget	Cumulative
Part Funded		
Teacher of English	£50k	
Teacher of Maths	£50k	
Teacher of Science	£50k	
100% of staffing salary for Family Liaison Officer	£37.5k	
100% of staffing salary on Child Protection and confidential support for children	£17.4k	
20% of staffing salary for safeguarding	£15.4k	
20% of staffing salary for SLT support	£30.9k	
100% Maths 1 to 1 Tuition	£20k	
50% of AAP Attendance Advisors	£8.9k	
10% of staffing salary for Pastoral Managers	£10k	
		290,100
Individual Learning Resources for curriculum	£5k	
Lexia Reading Software	£1.6k	
Trips and visits	£2k	
Uniform Assistance	£2k	
Summer School	£4.3k	
CPD	£13.2k	
Breakfast – Catch up club	£2k	
50% Think Forward School to Work Transitions	£8k	
		£38,100
Total:		£329,800