

Pupil Premium Impact Report 2020/21 and Objectives 2021/22

Pupil premium spending 2020/21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Jul 2021	Date of next pupil premium review:	July 2022
Number of pupils eligible for pupil premium:	425	Total pupil premium budget:	£305,600

STRATEGY STATEMENT

Our strategy is to provide our Pupil Premium students with the best quality education, to support them with the next steps. By delivering our “Futures First” strategy we will support students to make aspirational and appropriate pathways within school and more widely. Our aims are to reduce the performance gap between pupil premium students and their peers, whilst raising pupil premium attainment. To support this, we will use a tiered approach to deliver high quality teaching first, supported by wider intervention around wellness, attendance and conduct. Within this is the bespoke provision via the Warriner Learning Centre. Specifically, attendance is an area that continues to be a challenge and an area of investment and resourcing.

Assessment information

- There were 76 Year 11 Pupil Premium students.
- The gap between PP students and Non-PP students was smaller in 2021 as compared to 2019 (the last time pupils sat exams) and has seen a 0.04 improvement in PP students.

- PP students have made a significant improvement in outcomes from the year 10 mock data (0.29 improvement in progress score). This is largely due to the extra support put in place to support these pupils from year 10 to the end of year 11 including providing these pupils with extra learning resources including revision guides and support with how to effectively use these resources,

END OF KS4 (FOR SECONDARY SCHOOLS)		
	Pupils eligible for PP	
	Strood Academy PP students	School average
% achieving 4-9 combined English and Maths	32.9% (46.4% in 2018/19)	58.1%
% achieving 44-99 combined Science	25.3% (36.2% in 2018/19)	45.1%
TAG Attainment 8 score average	36.19	38.97

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 lockdowns due to the covid pandemic, PP students were likely to be further disadvantaged than normal due to the period of time out of school that they have spent. Since the first lockdown all PP students have been given a ChromeBook to support their learning.

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.
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ADDITIONAL BARRIERS	
External barriers	
D	Attendance and Punctuality – A greater proportion of pupil premium children require additional support to maintain 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.

Review of expenditure from previous academic year

Summary of Objectives	Summary of Expenditure	Impact on Progress and Attainment of Eligible Pupils
Roll out PP Pathways project	A more refined approach to targeting PP students with questioning, feedback and interventions	Teachers were aware of who the PP students in their classes were as well as strategies to support certain pupils to ensure good progress. They could therefore adapt and differentiate accordingly.
CPD	CPD at all levels for all teachers and staff to ensure the best support possible for our PP students at Strood Academy.	Teachers were much better equipped to support improving outcomes of PP students and therefore close the gap with non PP.
Employment of additional English, Maths teachers	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).	Continued reduction in attainment gaps, particularly in Y11.
Uniform Assistance	Assistance with purchasing for those PP students who need it.	In removing barriers to learning we are ensuring higher attendance and better outcomes.
Trips and Visits	Unfortunately, due to the Covid 19 pandemic, we were unable to run any trips and visits this year. It is our intention however to run trips again as soon as it is safe to do so. These will be fully	N/A

	funded by Strood Academy from the Pupil Premium budget.	
Breakfast Catch Up Club	Unfortunately, due to the Covid 19 pandemic, we were unable to run a breakfast catch up club.	N/A
Individual Learning Resources for Curriculum	At Strood Academy we ensured the strategic use of PP funding by departments, with impact clearly measurable.	Disadvantaged and PP students were more likely to engage with the curriculum leading to improved academic performance.
Think Forward School to Work Transitions	Think forward provides our PP, disadvantaged and SEN students long term coaching to prepare them for the world of work.	The programme led to increased aspirations of our PP students and far greater support of them in terms of their well being. This in turn has led to an increase in employability of our students and consequently, improved outcomes.
Summer School	PP students are not charged to take part in summer school at Strood Academy or any of the activities involved in the week-long programme.	PP students are able to access the same transition opportunities as any other pupil. Transition is important as it helps to ensure that new pupils joining the school feel comfortable and settled in their new environment thus ensuring that this is not a barrier to learning in year 7.
Renaissance Accelerated Reader	The students' reading ability is tested at the start of the year. This tests their comprehension and inference skills. This generates a ZPD score which indicates the level of book that they should be reading. The pupils are then tested once they have read the book.	A PP student who engaged with accelerated reader progressed on average 30% further than peers who did not engage with the programme.

Lexia Reading Software	Three times a year our PP students are tested on their reading comprehension, vocabulary and syntax understanding.	Measure the reading levels of students as well as monitor and track these students. This enables us to identify and evaluate their reading ability. We use this concurrently with 'accelerated reader' to develop their reading skills.
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Pupil Premium Objectives 2021/22

PUPIL PREMIUM OBJECTIVES FOR 2021/2022 ACADEMIC YEAR

1. Raise attainment of PP students
2. Raise literacy levels in PP students
3. Improve the att. endance and behaviour for learning of disadvantaged pupils and reduce the number of disadvantaged fixed term exclusions.
4. Ensure all disadvantaged pupils are provided with excellent pastoral care and provided with fair access to the wider curriculum

Total pupil premium allocation for 2021/2022:

Number of Pupils: 385

Total Allocation: 416,090

OBJECTIVE 1: RAISE ATTAINMENT OF PP STUDENTS

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
<p>Purchase and provide revision guides for Maths, English and Science</p> <p>Support pupils with how to effectively use revision guides for these subjects.</p>	<p>Students use revision guides provided effectively to enhance their studies and improve their outcomes.</p>	<p>May 2022</p>	<p>CSI</p>	<p>£5000</p>
<p>Ensure PP students attend all intervention sessions on a Monday, Tuesday, Thursday and Friday 3.00 – 4.00.</p>	<p>Attendance to all intervention sessions. Improved assessment outcomes.</p>	<p>May 2022</p>	<p>All teaching staff</p>	<p>N/A</p>
<p>Additional teacher of Maths</p>	<p>Increased results/ levels of performance for a number of students' due to reduced class size and an improved teacher/student ratio.</p>	<p>Ongoing</p>	<p>CSI, LMD</p>	<p>£40,000</p>
<p>Additional teacher of English</p>	<p>Increased results/ levels of performance for a number of students' due to reduced class size and an improved teacher/student ratio.</p>	<p>Ongoing</p>	<p>CSI, ASI</p>	<p>£40,000</p>

Additional teacher of Science	Increased results/ levels of performance for a number of students' due to reduced class size and an improved teacher/student ratio.	Ongoing	CSI, HSO	£40,000
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	Ongoing	All teaching staff	N/A
Attend pupil progress meetings for pupils eligible for the pupil premium, to discuss how to support pupils to reach their potential	It's vital that we engage with parents in order to ensure support is offered but at school and at home.	Ongoing	CSI, Directors of Progress	£20,000
Improved quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged pupils are able to make progress. All staff to deliver Rosenshine's Principles of Instruction as part of their daily practice: Modelling / Scaffolding	The biggest impact on student progress is ensuring the quality of teaching is strong and consistency over time will have an impact.	Ongoing	All Teachers	N/A

Retrieval practice Questioning.				
Ensure targeted cohorts of disadvantaged pupils are identified and closely monitored and that additional intervention for these pupils is put in place. (Focus on Year 11 English and Maths).	Internal progress data will be reviewed for impact following each data drop. Internal data for targeted cohorts for Maths and English shows improvements.	Ongoing	Directors of Progress, CSI	£20,000
Ensure staff are provided with regular information on disadvantaged pupils' progress, in order to identify areas of underachievement and implement appropriate interventions and, as part of the QA process, ensure subject leaders and classroom teachers are closely monitoring the progress of DPs and implementing appropriate intervention strategies.	Departments use data effectively to identify areas of underachievement and implement appropriate intervention strategies. Class teacher data shows the success of targeted interventions.	Ongoing	CSI, LUM	N/A
Improve and develop leadership at every level to ensure that whole staff professional development	Effective Leadership is the key to improving student outcomes and there is a need to ensure a	Ongoing		£5000

leads to improved outcomes for all pupils. This will be done through a range of appropriate leadership opportunities / CPD training made available each academic year to staff.	sustainable model of current and future leaders within school.			
MyTutor Programme	Improved progress and outcomes for PP students taking part in the online my tutor programme for Maths and English.	October 2021 - May 2022	CSI, ASI, LMC	£15,000

OBJECTIVE 2: RAISE LITERACY LEVELS IN PP STUDENTS

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Renaissance Accelerated Reader	Staff trained on how to deliver and measure the impacts of the programme. An improvement in star tests and reading ages. School group intervention for those PP students who are consistently achieving below 70% in their tests.	Ongoing	CSI, ASI, AME, BTI	£1600

Lexia Reading Software	Tested three times a year showing improvements in each test.	Ongoing	CSI, ASI, AME, BTI	£800
New Group Reading Test - GL Assessment	Booster groups run and students progress in relation to their reading and spelling ages. From this we can identify disadvantaged pupils with literacy ages below chronological age and implement actions to improve literacy.	Ongoing	CSI, ASI, AME, BTI	£12,900
MyOn	This enables pupils to access books on their ChromeBooks where they wouldn't be able to. Developing cultural capital which is especially important for English Language, With myon we are able to see how many books and the time that each PP student has spent reading.	Ongoing	CSI, ASI, AME, BTI	£2500
CPD for staff on engaging literacy based curriculum and reading ages.	Lessons contain engaging and enriching content and	Ongoing	CSI, NCO	£5000

	activities. Seen in lesson observation.			
Writing Mastery	<p>A programme implemented to 7-9 PP students where literacy is the focus. The programme is tailored to individual students' needs focussing predominantly on grammar rules.</p> <p>Homework tests improvement.</p> <p>Able to write more articulately.</p> <p>Attainment in English Language exams.</p>	Ongoing	English Department	N/A
Effective use of the library to support learning.	Not all students have a place to study outside of the classroom. By providing a space, it gives students an opportunity to complete homework or revise. This will ensure that these pupils are able to complete all work set to the best of their ability.	Ongoing	ASI, AME, BTI	£1000

Appointment of English Literacy Coordinator				
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OBJECTIVE 3: IMPROVE THE ATTENDANCE AND BEHAVIOUR FOR LEARNING OF DISADVANTAGED PUPILS AND REDUCE THE NUMBER OF DISADVANTAGED FIXED TERM EXCLUSIONS.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Identify external barriers to poor attendance and engagement, and develop strategies to remove these barriers.	Improved attendance of disadvantaged pupils and a reduction in PA.	September 2021	CSI, LBA	N/A
Provide regular information to staff, pupils and parents regarding attendance	Improved attendance of disadvantaged pupils and a reduction in PA.	Ongoing	CSI, LBA	£5700 (other actions are included as part of this figure)
Increase the number of home visits with a focus on disadvantaged pupils	Improved attendance of disadvantaged pupils and a reduction in PA.	Weekly tracking data	CSI, DPH	£10,000
Ensure key Disadvantaged Pupils are offered relevant support, in order to access the mainstream curriculum without their behaviour	Internal data shows a reduction in internal and fixed term exclusions for disadvantaged pupils	Ongoing	All Teaching Staff	£7000

being a barrier (Strengthening Minds programme and access to our counselling service)				
Ensure that disadvantaged pupils who are at risk of not attending school or repeated fixed term exclusions or at risk of permanent exclusion are provided with appropriate Alternative Provision in order to re-engage with school.	Disadvantaged pupils do not become nonattenders, receive multiple fixed term exclusions or possible permanent exclusion.	Ongoing	CSI/TKN	N/A
Ensure pupils and parents have access to pastoral support, to help overcome individual barriers to learning.	Internal data and case studies to show an improvement in attendance and progress of key students, as well as a reduction in fixed term exclusions.	Ongoing	CSI/TKN	£36,250

OBJECTIVE 4: ENSURE ALL DISADVANTAGED PUPILS ARE PROVIDED WITH EXCELLENT PASTORAL CARE AND PROVIDED WITH FAIR ACCESS TO THE WIDER CURRICULUM.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
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Ensure all curriculum and non-curriculum activities and visits are fully or part-funded so PP students are not disadvantaged	Students attend trips, visits and activities	Ongoing	CSI	£4000
Ensure all Directors of Progress have a keen focus and track the PP students within their year group. Students' attendance as well as outcomes are tracked.	PP students feel well supported pastorally. Evidence via student interviews.	Ongoing	CSI/TKN	£1000
SLT mentoring of year 11 students targeted at PP.	Improved progress and outcomes of those pupils being mentored	Ongoing	SLT	£500
Access to strengthening minds provision	All PP students have access to the provision. Strengthening Minds program to focus on vulnerable and disadvantaged students. The program will look to re-engage students with education and help them mentally recover from lockdown. This should lead	Ongoing	Directors of Progress	£6000

	to improved levels of attendance and engagement.			
Priority access to wider support e.g. school counsellor, school nurse etc	All PP students have access to the provision	Ongoing	Directors of Progress	£7000
Monitor pupil progress in areas outside the curriculum, through liaising with teachers, support staff, outside agencies and other specialists working with the pupil		Ongoing	CSI, Directors of Progress	£20,000
Breakfast Catch Up Club	To help ensure that PP students have eaten at the start of the day to ensure that they are able to focus in lessons.	Ongoing	CSI, Directors of Progress	£2000
Travel expenses support and school uniform provided to PPG students where necessary.	To help ensure that any potential barriers for attending school or accessing the wider curriculum are removed.	Ongoing	Pastoral Managers	£7000

