

Pupil premium strategy 2019 - 2020

1. Summary information					
School	Trentham Academy				
Academic Year	2019/20	Total PP budget	£143,055	Date of most recent PP Review	1.9.19
Total number of pupils	742	Number of pupils eligible for PP	153	Date for next internal review of this strategy	1.7.20

2. Current attainment	
	Pupils eligible for Pupil Premium
Average Progress 8 score	0.056 (2018 -0.826)
Avg. total Attainment 8 score	48.41 (2018 35.87)
Avg. Attainment 8 grade	4.84 (2018 3.59)
3. Barriers to future attainment (for students eligible for PP)	
Academic barriers	
A.	Lower levels of literacy and numeracy on entry for Pupil Premium students.
B.	Disadvantaged students are making less progress than their more affluent peers across KS3 and KS4.
C.	Disadvantaged students are at a higher risk of internal and fixed term exclusion and withdrawal from lessons.
Additional barriers	
D.	Attendance rates of Pupil Premium entitled students are lower than non-Pupil Premium students.
E.	Lack of student aspiration and lower resilience.
F.	Less parental support and engagement particularly at events such as parents' evenings.
G.	Inconsistent systems for identifying barriers to learning such as the social and emotional challenges that students and families face outside of school, which will have a negative impact on their ability to access an education to the fullest extent.
H.	Students lack some of the self-reflective/self-regulatory skills that they need (skills linked to meta-cognition).
I.	The delivery of Mathematics Mastery is not consistent.

J.	The Mindset of some students and some parents which leads to a lack of parental engagement. There is a lack of community curriculum/enrichment experiences which would encourage parental engagement. These factors also contribute to a lack of resilience, low aspiration for future employment and negative choices regarding lifestyle and health.		
K.	Some students come from homes that are unable to support a positive reading culture and do not have access to quality books and learning environments away from school.		
L.	Some students come from homes where parental engagement with the school is not present, which is needed to support the student with the application of their learning and to support them with key characteristics that lead to successful employment in the future.		
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C.	<p>Lower exclusion figures and internal exclusion figures for Pupil Premium students across all year groups. To continue to raise the standards of behaviour across the whole school and therefore Pupil Premium eligible students, to ensure consistent exceptional standards of behaviour so that quality first teaching can be delivered and barriers to learning removed.</p>	<p>Robust tracking and monitoring of internal and external exclusions on a fortnightly basis, will show improvements over time. Students' will be given further opportunity to discuss their behaviour within the 'Hub' and the 'Resolution Room'. Fewer behaviour incidents and more engagement with the rewards system recorded on the school system. Evidence of Growth Mindset language in feedback (both verbal and written) and language related to our Academy values used throughout. Use of language and Growth Mindset theories in lessons. Evidence of students having a Growth Mindset approach in their work and their conversations/aspirations. Evidence of expected levels of progress/attainment or a reduction in negative BFL incidences from students who have accessed in school or other agencies. Reduction in the number of students accessing the Resolution Room due to poor behaviour, which will in turn lead to a more targeted approach on key students.</p>
D.	<p>Increased punctuality and attendance rates of Pupil Premium students.</p>	<p>Weekly attendance tracking of Pupil Premium students. Reduction in the number of persistent absenteeism will be well below the national threshold for all students of 10%. Reduce the number of persistent absentees among students eligible for Pupil Premium. Increase the percentage attendance of Pupil Premium eligible and FSM pupils to national expectations. More students/families engage successfully with the school/ external agencies where appropriate. The attendance officer will support families with achieving excellent attendance. Students will show a positive response to the rewards system where high attendance is recognised and celebrated. Students are also made aware of the impact that low attendance can have on their education through assemblies, displays around the Academy and Form Tutor discussions.</p>

E.	Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.	Mental health and wellbeing surveys carried out and analysed. Behaviour data and destination data monitored against previous cohorts. Visits and opportunities arranged to raise aspirations and motivational speakers utilised to raise self-belief and 'can-do' attitude.
F.	Improved dialogue between the Academy and parents. Increased rates of attendance at parents' evenings, preference evenings and other whole academy events.	Average attendance at events to be above 85%. Parent voice data gathered during parents' evenings and monitoring of SIMS communication plans/ Initiatives recorded. Increased number of Pupil Premium eligible families in attendance at parent and information evenings. Parents engaging with the various methods of school/home communication such as the school app. Engagement with additional meetings/ sessions. Engagement with parent/child reading focused activities and social evenings. Successful communication and outcomes for students and families working with the school and external agencies.

5. Planned expenditure

Academic year

2019 - 2020

i. Quality of teaching for all

Intended outcome	Action / Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leads	When will you review implementation?
<p>High levels of progress within numeracy and literacy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>Quality First Teaching including feedback and live marking within lessons.</p> <p>High quality planning and sequencing of SOW.</p> <p>Performance Management targets</p> <p>Data Rich Seating Plans</p> <p>Relentless focus on raising outcomes for students' and discussed at every SLT meeting and departmental meeting.</p>	<p>All strategies are recognised by the EEF and Sutton Trust as the most effective strategies for diminishing the difference. This approach is supported by a body of research which has found that excellent teachers are especially important for pupils from disadvantaged backgrounds. See Sutton Trust (2011) and Social Mobility Commission (2014b).</p> <p>GCSE outcomes Summer 2019 show improvements across some headline measures but gaps remain. There are smaller gaps between PP and non PP students' rates of progress in other year groups.</p>	<p>Learning Walks.</p> <p>Departmental minutes of meetings.</p> <p>SLT Line Management meeting minutes.</p> <p>Teaching and Learning quality assurance calendar.</p> <p>RAP Review meetings driven by data capture analysis after each AU point.</p> <p>Termly data tracking and reporting as per assessment calendar with sharp focus on achievement of Pupil Premium cohorts.</p> <p>Teaching and Learning lesson observations to focus on planning for progress by all groups of students.</p>	<p>Literacy and Numeracy Lead OAN/JBL</p> <p>SLT</p> <p>Subject Leaders</p> <p>Teachers and Support Staff</p>	<p>Teaching and Learning monitoring cycles.</p> <p>Fortnightly Line Management review meetings and department meetings.</p> <p>Termly achievement updates & analysis.</p> <p>Performance Management mid review March 2020.</p> <p>Governing Body meetings.</p> <p>Headteacher's report to Governors.</p>

<p>High levels of progress within literacy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>Whole school Literacy development; peer tutoring approaches; whole staff training on vocabulary acquisition and reading for inference techniques. Specific training for Learning Support Practitioners. Reading events and competitions. Literacy co-ordinator to focus on 'Closing the Vocabulary Gap' across all subject areas.</p>	<p>The EEF toolkit and John Hattie's Visible Learning, indicates that in reading, one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to catch up with their peers. The DfE briefing for school leaders November 2015 'Supporting the attainment of disadvantaged pupils' states that successful schools offer tailored support from a Learning Support Practitioner trained in literacy interventions. The EEF Teaching & Learning Toolkit lists reading comprehension strategies as having high impact for very low cost with estimated impact of 6 months progress.</p>	<p>Baseline reading age data collected for all students across the academy using Access Reading and Blackwell Test each year. The data is analysed and used for intervention purposes.</p> <p>Literacy Coordinator analyses the data and holds review meetings driven by analysis of impact data & identification of students requiring intervention.</p> <p>Termly data tracking and reporting as per assessment calendar with sharp focus on pupil premium cohorts.</p> <p>Teaching and Learning lesson observations to focus on delivery of literacy by all teachers. Impact monitored and reported to Governors for specific literacy interventions.</p>	<p>AHO/GFU</p> <p>OAN</p> <p>SLT / Subject Leaders</p>	<p>Teaching and Learning book scrutiny.</p> <p>Learning walks. Lesson observations. DDP for Literacy.</p> <p>Line management minutes with Literacy Coordinator.</p> <p>AU data capture & analysis.</p> <p>Performance Management mid review March 2020.</p> <p>Governing Body meetings.</p> <p>Headteacher's report to Governors.</p> <p>Annual review of Pupil Premium July 2020.</p>
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<p>High levels of progress within numeracy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>Maths Department and numeracy coordinator to track data, analyse and initiate interventions for numeracy in all year groups and report back to the Strategic Lead in Maths on outcomes.</p> <p>Y11 additional mathematics intervention during Form period each day – rotation of students.</p> <p>Extensive intervention held during lunchtimes and afterschool focusing on specific identified cohorts of students’.</p> <p>Maths Mastery approach in KS3 to further improve GCSE maths 9-4 / 9-5 results for future Y11 cohorts.</p>	<p>The EEF evidence indicates that in mathematics, one-to-one, small group tuition and peer-tutoring can enable disadvantaged learners to diminish the differences with their peers.</p> <p>The EEF evidence indicates that mastery learning in areas like mathematics can enable disadvantaged learners to catch up with their peers with an average of 5 months’ improvement.</p>	<p>Baseline numeracy data collected across all year groups through the use of Skills Tests.</p> <p>RAP review meetings for Head of Maths driven by analysis of data & identification of students requiring intervention.</p> <p>Fortnightly data tracking and reporting through SLT Line Management of students requiring additional support and the progress being made.</p> <p>Department meetings have a sharp focus on pupil premium cohorts.</p> <p>Numeracy coordinator to meet with the Strategic Lead in Maths to formulate further action plan for implementation.</p> <p>Regular feedback and impact reports to SLT.</p>	<p>JBL</p> <p>LGA</p> <p>JBL</p> <p>LGA/JBL</p> <p>JBL/TGO/LGA</p> <p>JBL</p>	<p>Teaching and Learning book scrutiny.</p> <p>Learning walks.</p> <p>Lesson observations.</p> <p>Line management minutes with Literacy Coordinator.</p> <p>DDP for Numeracy.</p> <p>AU data capture & analysis.</p> <p>Performance Management mid review March 2020.</p> <p>Governing Body meetings.</p> <p>Headteacher’s report to Governors.</p> <p>Annual review of Pupil Premium July 2020.</p>
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ii. Targeted support					
Intended Outcome	Action/Approach	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>High levels of progress within numeracy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>SEND team to continue to support students and develop their pupil profiles.</p> <p>Pupil profiles to be used by all teaching staff to support the planning for progress of all students in lessons.</p>	<p>The EEF evidence indicates that metacognition and self regulation approaches aim to help pupils think about their own learning and teach them the skills to choose the most suitable strategy for a given task. Motivation and willingness to engage are improved. High impact for very low cost and improvements of 7 months noted.</p>	<p>Learning Walks.</p> <p>Lesson observations and book scrutinies.</p> <p>Departmental minutes of meetings.</p> <p>SLT Line Management meeting minutes.</p>	<p>JBL</p> <p>Assistant SENCO</p> <p>Learning Support Practitioners</p> <p>Strategic Lead for SEND</p> <p>Teachers</p> <p>Support Staff</p>	<p>Teaching and Learning book scrutiny.</p> <p>Learning walks. DDP for numeracy Lesson observations.</p> <p>Line management minutes with Literacy Coordinator.</p> <p>AU data capture & analysis.</p> <p>Performance Management mid review March 2020.</p>

<p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p> <p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including FE/post 16 college visits and essential GCSE/BTEC trips.</p>	<p>The DfE Nov 2015 briefing to school leaders states that, 'Schools can respond to the complexity of disadvantaged pupils' needs by ...(adopting) 'a wholeschool approach promoting learning which sets high aspirations for all pupils'. Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.</p>	<p>Monitoring attendance lists.</p> <p>Ensuring Pupil Premium students are invited first and have the option of spreading payments if required.</p> <p>Fortnightly inclusion meeting minutes.</p> <p>Tracking and monitoring of visits spreadsheet.</p> <p>Progress Leader minutes of meetings.</p>	<p>Progress Leaders / DPE</p> <p>Disadvantaged champions for each subject.</p> <p>LHA</p> <p>EWA</p> <p>Inclusion team</p>	<p>Progress Leader Line Management minutes.</p> <p>Disadvantaged champions subject minutes.</p> <p>Inclusion minutes.</p> <p>Attendance meetings.</p> <p>Visit monitoring spreadsheet. Schoolcomms</p> <p>Parent evening registers.</p>
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<p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p> <p>Improved dialogue between the Academy and parents. Increased rates of attendance at parents' evenings, preference evenings and other whole academy events.</p>	<p>In-house impartial and fully qualified careers adviser and CEIAG co-ordinator.</p> <p>Informed students, making informed choices about their futures.</p> <p>Visits to universities, colleges and other providers to enrich students' knowledge of future options.</p> <p>Local colleges and Post 16 providers attend every Y10 and Y11 Parents evening.</p> <p>Local colleges and providers attend Y8 Preference Evening.</p> <p>SPARK days throughout the year invite local businesses' into the academy to meet with our students.</p> <p>Careers fair event once per year for Y9, Y10 and Y11.</p>	<p>To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes.</p> <p>Address the issue that nationally access to FE and HE rates are lower for disadvantaged students.</p>	<p>Pupil Premium students invited for careers interviews first and subsequent in house follow-up interviews scheduled.</p> <p>Pupil Premium parents invited to attend all events.</p> <p>Careers advice available at all KS4 Parents'/Carers' evenings and Preference evenings.</p> <p>Fortnightly Line Management meeting between EWA/CAI.</p> <p>Post 16 options continuously being discussed within subjects and all careers boards displayed and discussed.</p>	<p>CAI</p> <p>JSH</p> <p>EWA / CAI</p> <p>EWA/ CAI</p> <p>CAI</p>	<p>Register of careers interviews.</p> <p>Progress Leader Line Management minutes.</p> <p>Spark Calendar of events.</p> <p>Inclusion minutes.</p> <p>Attendance meetings and minutes.</p> <p>Paperwork for CEIAG.</p>
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iii. Other approaches					
Intended Outcome	Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When / how will you review implementation?
<p>Lower exclusion figures and internal exclusion figures for Pupil Premium students across all year groups.</p> <p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>Vulnerable students identified in weekly safeguarding team meetings and key worker assigned to individual students to provide emotional support and/or signpost outside agencies where appropriate with a view to overcoming barriers to learning.</p> <p>Regular meetings between PP Champion JWA and Pupil Premium students.</p>	<p>Pupil Premium students account for over half of school exclusions and Pupil Premium students make up majority of CP referrals.</p> <p>Monitoring shows that Pupil Premium students are more likely to be internally excluded from lessons than their more affluent peers.</p>	<p>Attendance data for Resolution Room.</p> <p>Attendance Data - whole school.</p> <p>Punctuality to lessons monitoring.</p> <p>Behaviour data tracked and monitored.</p> <p>Inclusion line management meetings.</p> <p>Pupil Premium Champion fortnightly meetings with students.</p>	<p>JWA</p> <p>DPE</p> <p>LHA</p> <p>Inclusion Team</p> <p>Progress Leaders</p> <p>LHA</p> <p>SEND team</p> <p>LSPs</p>	<p>Termly Safeguarding report to Governors'.</p> <p>Attendance & exclusions data analysis and scrutiny.</p> <p>Progress Leader Line Management minutes.</p> <p>Pupil Premium Champion student minutes.</p> <p>Inclusion minutes.</p> <p>Attendance meetings and minutes.</p> <p>Referral monitoring.</p> <p>RR Data</p>
<p>Lower exclusion figures and internal exclusion figures for Pupil Premium students across all year groups.</p>	<p>Educational Psychologist to work with disaffected and disengaged Pupil Premium students in small groups or one-to-one to provide</p>	<p>Pupil Premium students account for over half of school exclusions and Pupil Premium students make up majority of CP referrals.</p>	<p>Attendance data for Resolution Room.</p> <p>Attendance Data - whole school.</p>	<p>JWA</p> <p>DPE</p> <p>LHA</p>	<p>Termly Safeguarding report to Governors'.</p> <p>Attendance & exclusions data analysis and scrutiny.</p>

Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.	emotional support with a view to overcoming barriers to learning.	Monitoring shows that Pupil Premium students are more likely to be internally excluded from lessons than their more affluent peers. The EEF Toolkit states that social and emotional learning has moderate impact for moderate cost with 4 months' improvement noted.	Punctuality to lessons monitoring. Behaviour data tracked and monitored. Inclusion line management meetings. Pupil Premium Champion fortnightly student meetings.	Inclusion Team Progress Leaders LHA SEND team LSPs	Progress Leader Line Management minutes. Pupil Premium Champion student minutes. Inclusion minutes. Attendance meetings and minutes. Referral monitoring.
Further Approaches/Actions			Intended Outcome		
Literacy Co-ordinator to work across all year groups with all 153 PPG students to ensure raised Literacy levels, allowing all students access to the full curriculum and to make progress in line with expected progress and beyond.			Literacy Co-ordinator to oversee progress of PPG students and raise attainment through detailed tracking and monitoring.		
Revision Material: Supplement the learning beyond the academic day – this will affect all 81 KS4 students.			Raise the attainment of Pupil Premium students across the curriculum by allowing them access to resources outside of the classroom.		
1-2-1 support from Inclusion Managers (KBA, JCH, JWA, MWA) for targeted intervention. Inclusion Managers will create the holistic support – emotional, building self-esteem, increasing confidence in our students.			Ensure correct provision is offered for Pupil Premium students in order to raise attainment and achievement and make expected progress across the Curriculum.		
Provision of additional tuition, led by college / university staff and students throughout the academic year - MEP. Targeted Y11 Pupil Premium underachievers.			Raise attainment across the Curriculum and impact on P8.		
Science/Technology Technicians are to be made aware of all 71 Pupil Premium Students in KS3, in order to target assistance and ensure the development of students and the progress of these students within lessons and beyond, from a technical perspective.			Raise the knowledge, understanding and skills base of the Pupil Premium students within these Curriculum areas and raise aspirations through further access to the Curriculum.		

<p>LSP's targeting specific SEND children within the Pupil Premium Cohort. Working with our 9.9 and below reading age students. Assisting in classrooms to support progress especially for English and Maths and running some additional lessons.</p>	<p>Improvement of reading ages within the Academy. Further acceleration of progress – measureable by outcomes. Small group work, targeted intervention ensuring access to the curriculum for these groups of students.</p>
<p>Target specific students and improve literacy within the Academy. Students with reading ages of 5 – 9.9 to have their own tailor made Curriculum model in order to ensure full access to the mainstream Curriculum.</p>	<p>Improve literacy levels of these specified children and allow them to make accelerated progress through small group work and basic phonics as taught in the Primary Provision.</p>
<p>PP students to attend homework clubs (available every evening) allowing for a safe and quiet environment with access to resources that PPG students can utilise. This will in turn, increase the quality of Extended Learning. Access to computers - removing the barriers. Quiet space learning. Staffed by LSPs as part of enrichment activities. 15 PP children per week to attend. Registers taken.</p>	<p>Raise attainment and increase the quality of EXT and the completion of EXT and gain confidence through support.</p>
<p>Leadership time of Deputy Head to be used for assessment, monitoring and tracking and the overseeing of PPG activities and ensuring the PPG allocation is adhered too. In addition, the Deputy Head will have responsibility for the Quality Assurance of PPG delivery. Strategic development of new interventions for students. All 153 students affected.</p>	<p>Close monitoring, tracking and holding to account of other staff members will ensure the best possible outcomes for the PPG students. PPG students will increase their levels of progress due to the intervention and strategies put in place to support them additionally.</p>
<p>Catering ingredients: Students will require ingredients purchasing across this academic year in order for them to fully access the Curriculum. Year 7 -8 students.</p>	<p>Full access to the Technology Catering Curriculum allowing for life skills to be developed and confidence in the kitchen to be nurtured.</p>
<p>All PP students to have access to Century Tech that can be utilised at home and in school. Additional work can be set and completed for intervention.</p>	<p>Higher proportion of PP students to achieve a grade 4 or above in Mathematics.</p>
<p>Ipad Support/ purchase for Y7 students 2019.</p>	<p>To support IT within the curriculum and access to further learning outside of the classroom.</p>
<p>PP champions JWA / JMA and each department disadvantaged lead utilised to support, monitor, track and intervene with the progress of PP students.</p>	<p>Support the PP Lead to ensure all interventions are delivered and to look at further strategies to engage PP students and families and assist them in accessing the full range of school activities both inside and outside of the classroom.</p>

<p>Additional teaching staff brought into the Academy to supplement the learning experience of the students.</p>	<p>Further teaching capacity within the academy to ensure academic achievement.</p>
<p>Attendance Officer: links with PP and cross phase with Primary Schools – working with families across the key stages to ensure all students are able to attend school on time.</p>	<p>Greater attendance by PPG students to the Academy and therefore access to learning. Higher progress levels and meeting expected progress or above.</p>
<p>Form time mentoring programme to be used to raise literacy levels of age 9.9 and below reading age students, through Guided Reading. SENCO to identify students requiring additional support.</p>	<p>Improve phonics and reading, develop higher level phonic skills.</p>
<p>Student Services (Hub) via Deputy Head to have control of a portion of the PPG budget 'Front Line Services' in order to provide day to day assistance to our most vulnerable and in need students. This can be used to provide alarm clocks (attendance), school bags and stationery as well as personal hygiene/toiletries for those students who arrive to the academy without. Year 7 – 11 partial funding available in individual circumstances for uniform.</p>	<p>Allowing all students the opportunity to access all learning and to ensure no student is singled out for not having the correct equipment and uniform due to no fault of their own.</p>
<p>Enrichment activities: Ensure that all 153 PPG students are able to attend enrichment activities within the Academy and have access to wider learning outside of the Curriculum. Partial contributions can be made on an individual basis.</p>	<p>Aspiration, character and culture access.</p>
<p>To reward students for punctuality, hard work and perseverance in class and to raise the profile of PPG students within the Academy. Certificates to be issued by Progress Leaders after each data collection point – Achievement Update (AU).</p>	<p>Raising aspirations, demonstrating high expectations.</p>
<p>Termly 100% Certificate for attendance to the Academy. Additional certificate for most improved attendance to the academy – to be determined by attendance officer.</p>	<p>Raising self-esteem, high expectations.</p>
<p>Duke of Edinburgh Award: Giving the students the opportunity to access external visits and learn life skills whilst gaining additional qualifications. Partial funding determined on an individual basis.</p>	<p>Self-esteem, self-motivation, Leadership and organisational skills.</p>

<p>KS3 students invited to attend after school clubs that will raise aspirations giving opportunities to engage socially. Robotics club, lego club, film club, art club and sports clubs.</p>	<p>Social and emotional well-being, access to new and exciting opportunities that extend the learning going on within the Curriculum.</p>
<p>Changing perceptions about the STEAM Industry. Opportunities across the academic year aimed at Year 7-9 students. Robotics, Lego, Electronics clubs.</p>	<p>Team work skills, leadership skills and manufacturing knowledge all developed as a result of this course.</p>
<p>12 students will be selected from Year 9 and 10 to take part in a 5 night Outward Bound residential visit to Wales in March 2020.</p>	<p>Students will develop their team working skills, leadership abilities and raise aspirations as well as take part in outdoor activities.</p>
<p style="text-align: right;">Grand Total £143055</p>	