

Pupil Premium Statement 2020-2021

1. Summary information 2020/2021					
School	City Academy				
Academic Year	2020/21	Total PP budget	£588,280	Date of most recent PP Review	Nov 2020
Total number of pupils	914	Number of pupils eligible for PP	589	Date for next internal review of this strategy	Mar 2021

2. Attainment – 2019/2020	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)	National 2019/20
Progress 8 score average (from 2019/20)	N/A	N/A	PP 0.45 Non PP 0.13
Attainment 8 score average (from 2019/20)	N/A	N/A	PP 36.7%; Non PP 50.3%
% 9-5 English and Maths	N/A	N/A	PP 24.7% Non PP 49.9%
Ebacc APS	N/A	N/A	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills) *

A	Literacy levels for PP students are lower on entry than for other students, preventing them from accessing the curriculum and making expected progress in line with non-pupil premium students nationally in all
B	Low prior attainment of PP students on entry to the Academy
C	PP students in particular lack social skills and maturity which impacts on how effectively they self-regulate their behaviour for learning, which has a detrimental impact on their progress and that of their peers
D	PP students have lower attitudes towards school and their teachers than Non-PP students

External barriers (issues which also require action outside school, such as low attendance rates to school and online learning)

E	PP students' attendance was 85.4%, which equates to almost a term's worth of curriculum time being lost during their time at the Academy
F	Persistent absence rates for PP students are higher than other students. 70.55% of students with attendance rates below 90% are PP students
G	Parents of PP students can be less willing to engage with the Academy and can have lower expectations and aspirations for their children. Parents' attitudes towards education have been proven to have the highest influence over a child's attitude to learning and achievement

H	School closure/absence due to COVID-19.(barriers to online access due to devices and internet provision)
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4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Increased literacy levels for year 7 and 8 PP students.	Increased literacy levels for year 7 and 8 PP students. PP students in year 7 and 8 will make more progress in literacy, reducing the gap between their reading age and chronological age from their starting points at the beginning of the academic year 2020-2021
B.	Improved progress for PP students who enter the Academy with KS2 results below national expectations across all years. These were CAGs due to COVID-19	By the end of the academic year 7, PP students have made progress broadly in line with their peers.
C.	Improved social skills and self-regulatory behaviour for PP students.	Improved social skills and self-regulatory behaviour for PP students. Number of behavioural incidents recorded for PP students will reduce to be in line with all students or lower.
D.	Improved perception of school and teachers, especially from PP students.	Improved scores on GL PASS tests and a narrowing of gap between PP and non-PP.
E. F.	Increased attendance and reduced persistent absence for PP students.	Attendance of PP students will increase upon the previous year's figures. The number of PP students classed as persistent absentees will reduce upon the previous year's figures (online/home learning attendance)
G.	Increased engagement of parents of PP students with the Academy, and higher aspirations of PP students.	The number of parents of PP attending parents evenings, support sessions and Academy performances/events will be in line with parents of non-pupil premium students. PP students will select a suitably challenging and aspirational post-16 destination in line with the non-pupil premium peers.
H	Covid 19 All PP students have access to online provision and are able to access learning in a blended approach, LIVE, GUIDED and ASSESSMENT, Use of NTP program	The NPP, PP gap isn't increased, and the students access quality first teaching during the lock down in. PP students are able to access a range of support via the online for mental and physical well being

Pupil Premium Allocation for 2020-2021

Curriculum Year 2020-2021	Number of pupils in receipt of the Pupil Premium	Female	Male
7	102	48	54
8	116	60	56
9	110	47	63
10	145	65	80
11	116	58	58
Total	589	278	311

Pupil Premium Allocation for 2020-2021

All Years	Number of Looked After Children
7-11	6

5. Planned Expenditure 2020-2021

CORE City Academy utilizes a wide range of research and evidence to allocate funding to the activities most likely to have a high impact on pupil progress and achievement. Support for disadvantaged students is targeted at maximizing achievement based upon a range of different starting points and subsequent personalisation of provision. The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A. Quality first teaching

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
A. Increased year 7 and 8 literacy levels.	Literacy coordinator to share effective teaching and learning strategies that will improve literacy levels across the Academy.	In 2013/14, Ofsted published its paper "Key Stage 3: the wasted years?" detailing that in traditional KS3 curricula students were low priority, challenge low and transition poorly managed leading to an attainment dip. These challenges are met through the L4L curriculum.	Staff who will deliver the programme will receive ongoing CPD.	GPA/SST	Summer 21
	The Literacy for Life programme will be continued to be delivered to years 7 and 8 to link literacy skills with cross curricular applications to increase students' awareness of literacy outside the English classroom.		L4L Lead will monitor the impact through progress data at the end of each Assessment Point (1-3).	JLO	Each Assessme nt Point Ongoing
B. Improved progress for Pupil Premium students	CPD on effective feedback will be delivered for all teachers, including written and verbal positive feedback.	The EEF Toolkit shows that effective feedback has the highest impact on learner (8 months) progress where the learner is given more information on progress towards learning goals. Students will feel more motivated when their learning is acknowledged by the teacher and will make more	Through routine book scrutinies and targeted Pupil Premium book scrutinies and Pupil Premium student voice the senior team will monitor the quality of feedback in exercise books.	Teaching and Learning Team DYE/HMA	Summer Term 2021

		progress as a result.			
	CPD will be delivered on targeting the most effective intervention to disadvantaged students within lessons.	The teaching and learning framework encompasses a breadth of research and proven practice around closing disadvantaged, but needs to be applied consistently by staff.	The Assistant Headteacher in charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutiny's.	RSI/DYE	Summer 21
	A Teaching and Learning Team will be established to promote quality first teaching, teacher collaboration and research.	Teachers who are using research-based teaching strategies to promote effective learning are proven to have significant impact on outcomes for students	Annotated seating plans indicated what strategies are used with which pupils.	DYE/HMA/MNO	Ongoing
	ITT Training NQT/Teach First/PGCE, teaching and learning program study put in place by the ITT Training Lead	Quality first teaching Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Supporting recruitment and retention of staff	The ITT Training Lead is part of the Teaching and Learning team, will lead a weekly program in developing and delivering a structured program, alongside the school Teaching and Learning program. Supported by faculty mentors. Termly	HMA/DYE/Faculty mentors	Summer 2021
	A teaching and learning approach to online learning, blended learning to support quality first teaching online	Blended learning approach Live, Guided and Assessment. Quality first teaching still be implemented under the CORE City Teaching and Learning school ethos. So that students have a consistent approach to their learning away from the classroom. Furthermore to develop the independence and resilience of our students to become better learners. Health		DYE/PLE	Ongoing

		safety for students and staff to move away watching a screen all day long.			
	All students to be provided with access to device for online blended learning by Spring	PP students are more prone to fall behind the than NPP due to lack of access to devices and access to internet hence widening the gap. Many families have one device to share amongst siblings hence the this becomes a bottleneck for students learning	<p>A database of students who require devices and access to be established. Devices delivered to parents configured to use with Microsoft 365 Teams.</p> <p>Login details and passwords shared with students, parents and staff to ensure that all students have access.</p> <p>Tutors to monitor student's attendance using the SIMMS with weekly/daily follow up dialogue with parents and students. Information updated on PCSO to support students not attending and appropriate action taken.</p>	SBR/PLE/HOY	MAR 2
	Implementation and embedding of Homework policy throughout the school knowledge organisers.	EEF has outlined that homework can be worth up to 5 months of additional progress for students.	Whole school CPD on the development of knowledge organisers. Homework TT to be written and followed by students who self-quiz. Homework to be checked in separate homework books by form tutors.	RSI	Summer Term 2021
C. Improved self-regulatory	Classroom routines including Threshold, DNA etc. used by	The teaching and learning framework encompasses a	The Assistant Headteacher in charge of Teaching and	DYE/HMA/MNO	Ongoing

behaviour for	staff to promote behaviour for learning.	breadth of research and proven practice around closing disadvantaged, but needs to be applied consistently by staff.	Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutinies.		
	Improve the consistency of Class Charts, to both praise and sanction students.	The eradication of low-level disruption in lessons will improve teaching and learning in lessons.	Behaviour points form the focus of a weekly briefing, as well as being incorporated into assemblies and form time.	WRO	MAR 21
D. Improved perception of school and teachers, especially from PP students.	Improved consistency of teaching and learning framework as supported by targeted intervention driven by PASS data.	Results of PASS tests reveal groups of students have a low opinion of themselves and school.	TAssistant Headteacher in charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutinies. Annotated seating plans indicated what strategies are used with which pupils.	MNO/DYE	MAY 21

Approximate expenditure: £117,656 estimated

B. Targeted Support

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
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A. Increased year 7 and 8 literacy levels.	Literacy coordinator to identify students with low literacy levels and put in place interventions to improve literacy levels.	Students will feel more confident and motivated when their literacy levels are similar to their peers thus allowing them to access the curriculum and making more progress.	Literacy levels will be tracked by the literacy coordinator and then discussed in line-management meetings. Drop ins and student voice will evidence progress.	GPA/RSI/ Literacy coordinator	Summer 21
	Literacy coordinator to implement system of 1-2-1 and small group work with year 7 and 8 students with low literacy levels.				
B. Improved progress for Pupil Premium students	1-2-1 and small group work with students underachieving in English and Maths.	In order to accelerate the progress of students with low prior attainment, skilled practitioners will work with small intervention groups to increase skills sets and to build confidence. Small group intervention with highly qualified staff have been found to be effective by the EEF.	Literacy levels will be tracked by the literacy/numeracy coordinator and then discussed in line-management meetings. Drop ins and student voice will evidence progress.	GPA/RSI/ Literacy Numeracy coordinator	Summer 21
			English and Mathematics Graduate mentors will target PP-MPA and PP-HPA	GPA/RSI/ English/ Mathematics HOF	Summer 21
	Implement the NTP program for disadvantaged students. Using Tuition Partners /Academic partners, trained graduates	There is evidence that from that EEF that effective 1-2-1 tutoring delivering approximately 5 additional months progress on average. Short regular sessions 3 minutes 3-5 times a week can result in optimum impact over 5 -6 weeks. Access to tutoring is often limited to the school and parents that can most afford,	The Deputy Head for the school for Curriculum and Outcomes will monitor the program. The program will run in schools as evidence suggest that running this during the school day has the largest impact.	MSE/RSI	Summer 21

		its estimated that 80% of disadvantaged pupils dont have access to quality tuition.			
	Secure devices for online learning for disadvantaged students. Overcoming the barriers to learning	Student voice has revealed students don't have access to devices, or share devices or they don't have access to the internet.	Increased attendance in online learning of disadvantaged groups.	SBR	Ongoing
	One:One meetings held with students in key year groups ensuring their safeguarding and access to devices	Attendance in initial phase of lockdown was around 30% for all year groups. Increase contact with students.	Increased attendance in online learning of disadvantaged groups.	WRO/TOB/PLE	Ongoing
	HoY to distribute phonecalls to their teams for persistent non-attenders for students online engagement as part of the blended learning.	Attendance in initial phase of lockdown was around 30% for all year groups. Increase contact with students	Increased attendance in online learning of disadvantaged groups.	TOB/LNO/HOY	Ongoing
	Home visits made for key students.	Ensure the safeguarding of our vulnerable students through the period of lockdown.	Students are safe and know how to access online learning.	KBT/SHY	Ongoing
C. Improved self-regulatory behaviour.	1-2-1 and small group work with students with behavioural needs with the lead mentor.	The eradication of low-level disruption in lessons will improve teaching and learning in lessons.	Class chart data will evidence impact of work.	WRO/Inclusion Manager	MAR 21
D. Improved perception of school and teachers, especially from PP students.	Participation in workshops within local community such as 'Lead your Ship' and 'Round Midnight', and working with local businesses to boost students' perceptions of school	Results of PASS tests reveal groups of students have a low opinion of themselves and school.	Narrowing of gap between PP and non-PP in PASS data.	TOB/DYE	Ongoing

E. Increased attendance and reduced persistent absence for PP students.	Students with attendance below the school target are identified and monitored by the attendance officer. SARMS, offer of Early Help and Fast Track to Court initiated	Improved attendance of PP students will maximise the amount of time students spend in the academy, Improving their progress.	Line-management meetings with the attendance officer will ensure that the attendance of PP students are tracked and actioned.	TOB/LNO	Ongoing

Approximate expenditure: £235,312 estimated

C. Other Approaches

Desired outcome Chosen action / approach	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Lead	Review by
B. Improved progress for Pupil Premium students	Purchase of revision guides and materials for year 11 students.	Removing potential financial barriers to learning will allow students to fully participate in learning and therefore make progress.	All students eligible will receive equipment and resources.	RSM/RSI	SPR 2
	Purchasing equipment for students to remove barriers to learning.				Summer 21
	Holiday revision sessions for Year 11 student in the build up to exams.	Providing students with additional access to revision time provides them with an opportunity to revise and receive support.			Sessions to be planned and timetabled and communicated to parents through texts, letters and Progress Update evenings.

		Evidence from the EEF toolkit that extended school time impacts on student progress.			
	Open up an application process whereby heads of departments can apply for PP funding to supplement additional interventions for students.	Give more autonomy to HoDs to target students within their faculty areas, as well as increasing their understanding of the EEDF which will be used to support their justifications.	RSI to use the school EEDF and flow charts of applications process.	RSI	Ongoing
C. Improved self-regulatory behaviour.	The Pastoral Team will be strengthened by the appointment of two year head coordinators, Inclusion manager	1-2-1 support for students at risk of exclusion or underachieving due to their behaviour.	The Assistant Head in charge of behaviour will ensure that appropriate students are being appropriately supported.	PLE/WRO	Ongoing
	Classroom, presentation and equipment expectations posters displayed in all learning areas to reinforce school expectations	A shared set of expectations will enable students to understand and reach for these better.	Posters to be designed by one of The Deputy Headteachers and distributed in briefing. City Academy	RSI/MSE	Ongoing
D. Improved perception of school and teachers, especially from PP students.	Use of Class Charts and Grand Central to reward and incentivise students to behave.	Students who might typically be unlikely to have positive attitudes or behaviour recognised at home, receive that recognition from teachers,	The Assistant Head in charge of Behaviour will monitor the behaviour of PP students and track them against non-pupil premium students. He will also deploy suitable interventions to support students.	WRO	Ongoing
	Creation of a wellbeing hub to for identified students to access support.	Students who need or would like access to a safe space where they can complete work, or talk through any issues can receive this support in school.			

	Use of PP and Non-PP pupil voice to monitor student's impressions of school and lessons.	Students impressions of lesson and schools is where the biggest gap in PP and non-PP is evident, so use a bespoke questionnaire to track this.		RSI/DYE	06/21
E. Increased attendance and reduced persistent absence for PP students.	SARMs meetings to be held with parents/carers of students who have poor attendance.	Improved attendance of PP students will maximise the amount of time students spend in the Academy, improving their progress.	The Senior Teacher in charge of attendance will ensure that targeted students are being tracked and their attendance is improving.	TOB/LNO	Ongoing
	Funding bus passes to enable students to get to school.				Ongoing
	Open up an isolation unit to limit the number of external exclusions. The Inclusion manager to run this full time	Adding a layer of intervention, and ensuring students continue to be in school and have access to the correct work.	The Assistant Head in charge of Behaviour will monitor the behaviour of PP students and track them against non-pupil premium students. He will also deploy suitable interventions to support students.	WRO/ Inclusion manager	SPR2
	Funding school uniform to enable students to feel apart of the school and for their own self esteem.	This will enable the students to be apart of the whole school and improve their attendance to school	The Senior Teacher in charge of attendance will ensure that targeted students are being tracked and their attendance is improving.	TOB/PLE	Ongoing
G. Increased engagement of parents.	Increased communication with parents/carers via Class Charts.	Research has shown that parental attitudes to education have the greatest influence over the child's attitude towards their learning, i.e. parents have the most influence, then the child, then the teachers. Therefore,	The Deputy Headteacher/HOY will oversee the parent engagement programme covering a range of topics.	MSE/HOY	Ongoing
	Parents of PP students to be phoned ahead of parent's evenings to encourage attendance.				Each Half Term
	More calendared events inviting parents to celebrate their child's				Ongoing

	achievements.	engaging parents in the education of their child will have the desired effect.			
	Additional progress update evenings/mornings for Year 11 parents.				Nov 19
Approximate expenditure: £235,312 estimated					

6. Review of Expenditure

Academic Year (2020-2021)

D. Quality first teaching, Targeted support, Other Approaches

Desired Outcome	Chosen Action/ Approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																																				
A. Increased literacy levels for year 7 and 8 PP students.	Delivery of the Literacy for life curriculum for Years 7 & 8 to link literacy skills with cross curricular applications.	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Reading Age</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Sum 21</td> <td>Age > 11</td> <td>47%</td> <td>52%</td> <td>63%</td> <td>72%</td> </tr> <tr> <td>Age 8-11</td> <td>26%</td> <td>19%</td> <td>11%</td> <td>18%</td> </tr> <tr> <td>Age < 11</td> <td>53%</td> <td>48%</td> <td>34%</td> <td>28%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">Reading Age</th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Aut 21</td> <td>RA>11</td> <td>47%</td> <td>42%</td> <td>60%</td> <td>62%</td> </tr> <tr> <td>RA 8-11</td> <td>41%</td> <td>53%</td> <td>29%</td> <td>17%</td> </tr> <tr> <td>RA<11</td> <td>53%</td> <td>58%</td> <td>40%</td> <td>38%</td> </tr> </tbody> </table>		Reading Age	Year 7		Year 8		PP	Non-PP	PP	Non-PP	Sum 21	Age > 11	47%	52%	63%	72%	Age 8-11	26%	19%	11%	18%	Age < 11	53%	48%	34%	28%		Reading Age	Year 7		Year 8		PP	Non-PP	PP	Non-PP	Aut 21	RA>11	47%	42%	60%	62%	RA 8-11	41%	53%	29%	17%	RA<11	53%	58%	40%	38%	<p>Data shows that reading ages of students is low in comparison to their chronological age. Data shows improvements of reading ages in Year 8 students both overall and in terms of pupil premium and non-pupil premium students.</p> <p>There were been difficulties in testing students due to licensing issues with the GL software, which means many of the tests for students did not take place until Summer Term in 2021 as much of Spring Term was a school closure. The comparable data there is not reliable on proving impact due to the short time period separating the tests.</p>	£25,000
	Reading Age	Year 7			Year 8																																																			
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B. Improved progress for PP students who enter the Academy with KS2 results below national expectations	Appointment of an Assistant Headteacher to lead on Teaching and Learning and deliver quality whole staff CPD	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2"></th> <th>Autumn</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>Teaching & Learning - Lesson Drop In</td> <td>Threshold/ Classroom Environment</td> <td>2.4</td> <td>2.2</td> </tr> <tr> <td></td> <td>DNAs</td> <td>2.1</td> <td>2</td> </tr> <tr> <td></td> <td>Questioning</td> <td>2.6</td> <td>2.4</td> </tr> </tbody> </table>			Autumn	Summer	Teaching & Learning - Lesson Drop In	Threshold/ Classroom Environment	2.4	2.2		DNAs	2.1	2		Questioning	2.6	2.4	The CPD program which was led by the Teaching & Learning Team gave staff greater awareness of the teaching and learning frameworks through delivery of CPD topics such as Threshold, DNA Questioning and Instruction and data demonstrates a marginally raised standard in	£256,645																																				
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	Questioning	2.6	2.4																																																					

Appointment of an experienced staff member as Director of Learning to increase the Teaching and Learning team. Appointment of an ITT lead for Teach First/PGCE/NQT teachers (part fund)

Additional overstaffing in core subjects. (x3)

Additional staffing hours allocated to supported study groups.

Online learning platforms Mathswatch and Educake to encourage and support learning

	Instruction	2.5	2.4
	Feedback (Work Scrutiny)	2.4	N/A

		Year 7	Maths	
		Target	PP	Non-PP
Aut	Above		16%	16%
	On Target		77%	76%
	Below		7%	12%
Sum	Above		0%	0%
	On Target		96%	85%
	Below		4%	15%

		Year 7	English	
		Target	PP	Non-PP
Aut	Above		25%	26%
	On Target		35%	34%
	Below		39%	40%
Sum	Above		18%	7%
	On Target		57%	65%
	Below		25%	29%

teaching and learning in the average observation grades for lesson observations of staff.

There is a recognised need to ensure that next academic year lesson observation data is gathered at regular increments by a wider variety of leaders to capture the typicality of teaching provision. This data can then be used to action intervention with practitioners who need development to make the required improvements in their practice.

Smaller teaching groups to facilitate effective support for students in their teaching and learning inside the classroom. Students needing additional support in core subjects were withdrawn as part of a timetabled supported study session delivered by experienced teachers at middle leadership. This led to marginally improved outcomes in the percentage of both PP and non-PP students achieving their target grades in English, Maths and Science.

Online learning platforms encouraged students to test their

beyond the classroom.

Purchase of revision/learning materials to support students with practical subjects, exam content and promote self-learning.

		Year 7	Science	
		Target	PP	Non-PP
Aut	Above		12%	14%
	On Target		61%	56%
	Below		27%	34%
Sum	Above		3%	7%
	On Target		63%	62%
	Below		34%	32%

Pupil Premium			
	All	Yes	No
Overall	0.01	-0.34	0.38
English Bucket	0.24	-0.08	0.58
Maths Bucket	-0.11	-0.44	0.25
Ebacc Bucket	-0.06	-0.46	0.36
Open Bucket	-0.05	-0.43	0.34

2021 Average P8 Score for English				
	Y7	Y8	Y9	Y10
All	Data not available			-1.55
PP	Data not available			-1.55

2021 Average P8 Score for Maths				
	Y7	Y8	Y9	Y10
All	Data not available			-1.56
PP	Data not available			-1.58

knowledge incrementally and self-quiz outside of the classroom. These platforms also allowed teacher interaction with students – to respond and provide feedback to their answers. The online learning platforms of Educake and Mathswatch will be continued and extended as they have been successful in creating question level analysis to diagnose gaps in learning. Students have answered over 1 million questions. This process also has positive feedback through student voice, who describe these online learning platforms as helpful and supportive in extending their learning outside of the classroom.

Revision guides and workbooks and practical subject materials and resources provided to students to allow them to undertake practical subject tasks and also extend learning beyond the classroom to prepare for exams across multiple curriculum areas.

<p>C. Improved social skills and self-regulatory behaviour for PP students.</p>	<p>Appointment of full time mentor (x1) and pastoral assistants to support behaviour for learning. (x2)</p> <p>Development of behaviour tracking and monitoring platform – ClassCharts.</p> <p>Implementation of bespoke programmes delivered by external curriculum providers to address PSHE and curriculum variety</p>	<table border="1" data-bbox="672 231 1355 534"> <thead> <tr> <th colspan="6">Reward Points – 2020-21</th> </tr> <tr> <th></th> <th>All</th> <th>Boy</th> <th>Girls</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>35740</td> <td>17595</td> <td>18145</td> <td>28910</td> <td>6830</td> </tr> <tr> <td>8</td> <td>23575</td> <td>12990</td> <td>10585</td> <td>15680</td> <td>7895</td> </tr> <tr> <td>9</td> <td>26435</td> <td>12410</td> <td>14025</td> <td>16190</td> <td>9245</td> </tr> <tr> <td>10</td> <td>22200</td> <td>12830</td> <td>9370</td> <td>14810</td> <td>7390</td> </tr> <tr> <td>11</td> <td>31880</td> <td>16685</td> <td>15195</td> <td>23490</td> <td>8390</td> </tr> </tbody> </table> <table border="1" data-bbox="672 606 1153 734"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Fixed Term</td> <td>154 / 199</td> <td>45 / 199</td> </tr> <tr> <td>Permanent</td> <td>2 / 2</td> <td>0 / 2</td> </tr> </tbody> </table> <table border="1" data-bbox="672 805 1366 1109"> <thead> <tr> <th colspan="6">Negative Points – 2020-21</th> </tr> <tr> <th></th> <th>All</th> <th>Boy</th> <th>Girls</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>-19110</td> <td>-10585</td> <td>-8255</td> <td>-525</td> <td>-18585</td> </tr> <tr> <td>8</td> <td>-12400</td> <td>-6675</td> <td>-5725</td> <td>-9060</td> <td>-3340</td> </tr> <tr> <td>9</td> <td>-28955</td> <td>-14605</td> <td>-14350</td> <td>-23140</td> <td>-5815</td> </tr> <tr> <td>10</td> <td>-47410</td> <td>-34565</td> <td>-12845</td> <td>-34240</td> <td>-13170</td> </tr> <tr> <td>11</td> <td>-27620</td> <td>-19725</td> <td>-7895</td> <td>-20255</td> <td>-7365</td> </tr> </tbody> </table>	Reward Points – 2020-21							All	Boy	Girls	PP	Non-PP	7	35740	17595	18145	28910	6830	8	23575	12990	10585	15680	7895	9	26435	12410	14025	16190	9245	10	22200	12830	9370	14810	7390	11	31880	16685	15195	23490	8390		PP	Non-PP	Fixed Term	154 / 199	45 / 199	Permanent	2 / 2	0 / 2	Negative Points – 2020-21							All	Boy	Girls	PP	Non-PP	7	-19110	-10585	-8255	-525	-18585	8	-12400	-6675	-5725	-9060	-3340	9	-28955	-14605	-14350	-23140	-5815	10	-47410	-34565	-12845	-34240	-13170	11	-27620	-19725	-7895	-20255	-7365	<p>Data on positive incidents and rewards demonstrate that PP students were rewarded more than non-PP students on average. Positive behaviour points demonstrate that the majority of students were rewarded regularly by teachers. Data demonstrates that positive reward points are equally distributed across both KS3 and KS4 with Year 7 at the highest and Year 11 in the second highest place.</p> <p>There is a recognised need to ensure that all behaviour interventions are formalized and led by internal pastoral needs to demonstrate the impact of programs to bring down the number of fixed term exclusions next academic year.</p> <p>It is difficult to say if these strategies delivered impact on promoting positive behaviour due to the disruption of school closures and isolation period providing a turbulent and inconsistent approach to schooling for students.</p>	<p>£120,080</p>
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<p>D. Improved</p>	<p>Additional</p>	<p>PASS Data available in the table below:</p>	<p>Pass Data demonstrating students'</p>	<p>£23,384.10</p>																																																																																													

<p>perception of school and teachers, especially from PP students.</p>	<p>external staffing capacity for promoting community behaviours and safety.</p> <p>Opportunity of community sports link for students.</p>		<p>perception of school was gathered in October 2020 and displays students had good perception of many areas of school. There is no end of year data to compare this too, so it is difficult to compare the data for the period.</p> <p>There is a recognised need to ensure next academic year that perceptions are gathered from a variety of other sources including student voice, opportunity (trip and event) surveys to demonstrate qualitative feedback.</p> <p>All events and trips in the next academic year will be evaluated by the EVC to gather data on student perceptions of school.</p>	
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Year Group	Pupil Premium	Feelings about school	Perceived Learning Capability	Learner Self Regard	Preparedness for Learning	Attitudes to Teachers	General Work Ethic	Confidence in Learning	Attitudes to Attendance	Response to Curriculum
8	Yes	54.5	53.1	47.6	59.9	59.6	58.0	63.4	60.2	46.0
	No	54.4	57.2	55.0	66.6	55.1	58.5	65.8	62.1	50.6
7	Yes	64.6	57.2	52.4	71.2	66.4	60.3	59.5	66.4	53.8
	No	59.7	55.2	47.1	59.0	61.5	61.7	64.3	60.9	47.3

E. F. Increased	Attendance		Attendance and Persistent Absence	£102,737.38
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<p>attendance PP students and decreased persistent absence for PP students.</p>	<p>officer to track, monitor and implement actions to improve attendance. (part fund).</p> <p>Welfare officer (mentor lead) to work with students on barriers to attendance.</p> <p>Welfare officer to engage students, families and external agencies.</p> <p>Uniform provision for students</p>	<table border="1" data-bbox="672 263 1142 654"> <thead> <tr> <th rowspan="2">Year Group</th> <th colspan="2">2020-21</th> </tr> <tr> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>91.1%</td> <td>91.7%</td> </tr> <tr> <td>Year 8</td> <td>85.8%</td> <td>87.8%</td> </tr> <tr> <td>Year 9</td> <td>85.8%</td> <td>87.4%</td> </tr> <tr> <td>Year 10</td> <td>87.4%</td> <td>88.4%</td> </tr> <tr> <td>Year 11</td> <td>84.0%</td> <td>86.4%</td> </tr> <tr> <td>PA</td> <td>24.9%</td> <td>33.1%</td> </tr> <tr> <td>Whole School</td> <td>86.9%</td> <td>88.2%</td> </tr> </tbody> </table>	Year Group	2020-21		PP	All	Year 7	91.1%	91.7%	Year 8	85.8%	87.8%	Year 9	85.8%	87.4%	Year 10	87.4%	88.4%	Year 11	84.0%	86.4%	PA	24.9%	33.1%	Whole School	86.9%	88.2%	<p>actions are significantly impacted by the COVID-19 pandemic due to year group closures, school closures, and self-isolation periods. There is some positive data demonstrating that attendance percentages for pupil premium and non-pupil premium students were mostly in line with each other (within 2%).</p> <p>Action strategy to be created to make attendance recovery a focus for 2021/22 to be a focus for recovery to pre-covid levels.</p> <p>Students provided uniform items, such as, new school blazer, shirts, skirts, trousers and shoes. Additional stationary also provided to ensure students are prepared for school so they can continue to learn and make progress without worrying about these items and barriers to attainment are removed through effective pastoral support.</p>	
Year Group	2020-21																													
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<p>F. Increased engagement of parents of PP students with the Academy, and higher aspirations of PP students.</p>	<p>Development of behaviour tracking and monitoring platform – ClassCharts shared in real</p>	<table border="1" data-bbox="672 1189 1310 1396"> <thead> <tr> <th rowspan="4">Post 16 Provider Rating</th> <th>Outstanding</th> <td>30</td> </tr> </thead> <tbody> <tr> <th>Good</th> <td>120</td> </tr> <tr> <th>Requires Improvement</th> <td>29</td> </tr> <tr> <th>Not Known</th> <td>14</td> </tr> <tr> <td></td> <th>No of Students</th> <td>193</td> </tr> </tbody> </table>	Post 16 Provider Rating	Outstanding	30	Good	120	Requires Improvement	29	Not Known	14		No of Students	193	<p>The post-16 providers accessed by students as post-16 options are also of high quality (Ofsted Ratings). 77.72% (150/193) of students accessed post-16 providers of Good or Outstanding rating</p>	<p>Costs above (c.)</p>														
Post 16 Provider Rating	Outstanding	30																												
	Good	120																												
	Requires Improvement	29																												
	Not Known	14																												
	No of Students	193																												

time with parents.

Pre Parents Evening		Post Parents Evening	
Accessed (Avg Points)	Not Accessed (Avg Points)	Accessed (Avg Points)	Not Accessed (Avg Points)
48% (69/151) Accessed CC Account		53% (80/151) Accessed CC Account	
1225 (+8%)	1134	1226 (+6%)	1160
Accessed (Avg Points)	Not Accessed (Avg Points)	Accessed (Avg Points)	Not Accessed (Avg Points)
50% (71/151) Accessed CC Account		65% (98/151) Accessed CC Account	
1297 (+30%)	995	1325 (+31%)	1013
Accessed (Avg Points)	Not Accessed (Avg Points)	Accessed (Avg Points)	Not Accessed (Avg Points)
28% (41/151) Both Parent & Student Account Accessed		42% (63/151) Both Parent & Student Accounts Accessed	
1164 (30%)	896	1274 (+40%)	912

ClassCharts software allows parents to receive real-time updates on rewards and sanctions via their computer/mobile devices. Providing increased communication and understanding of learning behaviours displayed by students between teachers and parents.

Year 11 Post-16 Destinations demonstrate the successful impact of CEIAG programs that have led to increased aspirations with 98.96% (191/193) of students remaining in further education, employment or training (two students unknown). This is above the national average of students who continue in further education, employment of training at 93.7%.

<p>G. All PP students have access to online provision and are able to access learning in a blended approach, LIVE, GUIDED and ASSESSMENT, Use of NTP program</p>	<p>Purchase an electronic device for students to gain access to online learning platform.</p>	<table border="1" data-bbox="674 292 1234 624"> <thead> <tr> <th>Year Group</th> <th>No of Students</th> <th>No of Devices Issues</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>197</td> <td>88</td> </tr> <tr> <td>Year 8</td> <td>202</td> <td>107</td> </tr> <tr> <td>Year 9</td> <td>172</td> <td>73</td> </tr> <tr> <td>Year 10</td> <td>187</td> <td>72</td> </tr> <tr> <td>Year 11</td> <td>151</td> <td>55</td> </tr> <tr> <td>Total</td> <td></td> <td>395</td> </tr> </tbody> </table>	Year Group	No of Students	No of Devices Issues	Year 7	197	88	Year 8	202	107	Year 9	172	73	Year 10	187	72	Year 11	151	55	Total		395	<p>Students provided with a device by school. School provided with additional devices under the DfE devices for schools scheme. Students were also issued with 56 Internet connectivity devices to allow access online learning from home. On-site computer provision offered for students on a case-by-case basis, supervised by pastoral staff.</p> <p>DfE devices for schools scheme provided laptops. Devices audited and catalogued to ensure any future home learning provision can be efficient and effective.</p> <p>NTP program started was not able to be finished due to student absence due to self isolation periods and school attendance, so there is no demonstrable impact able to be reported in regards to this intervention.</p>	<p>Costs above (c.) – pastoral staffing.</p>
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Total		395																							
<p>Total budgeted cost</p>				<p>£558,769.28</p>																					