



## Improving outcomes for disadvantaged 2020-2021

### Statement

The Birley Academy aims to ensure all students are empowered to have greater life choices and chances by the time they are able to move beyond school. Providing a good Quality of Education is the primary means of achieving this.

It is crucial that barriers to success are identified and tackled, so that all young people can achieve their potential. To ensure this happens, the Deputy Head Teacher, for Quality of Education, has strategic responsibility for coordinating a school wide approach to intervention. Supporting him, with a whole academy approach to provision for disadvantaged students, is the Assistant Head Teacher for Progress, the Progress Team, the pastoral support of Year Team Leaders and the Educational Welfare Officers. Collectively we aim to close the attainment and progress gap. Our vision is that all disadvantaged students have first rate support for academic and personal growth.

Our approach to closing the gap is informed by research (EEF, Hattie, Sutton) and reflection and works according to our four strategies of intervention:

- **Wave 1: Quality of Education.** The appraisal system and daily monitoring and evaluation ensures that all students (including disadvantaged students) are entitled to a quality education that equips them with the skills and knowledge they need to succeed.
- **Wave 2: Intervention.** Where need is identified the Progress Leader will organise extra intervention, with Curriculum Leaders, to develop the knowledge and skills in a range of subjects.
- **Wave 3: Support.** The Year Team and Progress Leaders will help PP students to access a range of extra and super-curricular activities and learning materials.
- **Wave 4: attendance.** The Educational Welfare Officers and Progress Team will work with students to ensure they are in school so that they are receive quality first teaching.



# Strategy for 2020-21

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

| 1. Summary information for 2020-21 |                    |   |          |   |                |
|------------------------------------|--------------------|---|----------|---|----------------|
| <b>Academy</b>                     | The Birley Academy |   |          |   |                |
| <b>Pupil Premium Leader</b>        | Diarmaid Casey     |   |          |   |                |
| <b>Academic Year</b>               | 2020-21            | <b>Total PP budget</b>                  | £320,990 | <b>Date of most recent PP Review</b>                  | September 2020 |
| <b>Total number of pupils</b>      | 1089               | <b>Number of pupils eligible for PP</b> | 330      | <b>Date for next internal review of this strategy</b> | September 2021 |

| 2. Barriers to future attainment (for pupils eligible for PP, including the higher ability)  |  |
|--|--|
| <b>In-school barriers</b> (issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc.)  | <b>External barriers</b> (issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)   |
| Catch-up and recovery curriculum, post lockdown, delivered through the Birley Learning Framework. A clear focus is needed on Assessment for Learning, feedforward and responsive feedback.     | Remote learning, as a result of enforced self-isolation. Not all students have access to IT. Paper based work that aligns with the curriculum is needed for all year groups to ensure gaps do not emerge. Pastoral support is targeted at those with low motivation. |
| Staff awareness of all disadvantaged students needs addressing through the creation of Critical Lists, teachers identifying students in their on their seating plans, briefings and appraisal. | Vulnerable students with low levels of attendance are not always able to access support for completion of work and exam revision. Attendance is below the national average.  |
| Target grades at KS4 and class sets (KS3 and KS4) must be in line with FFT20 to ensure aspirational and realistic grades are achieved and reviewed.  | Parental understanding of exams and GCSE courses. The academy needs to demystify the language and process of exams through increased communication with home in order to develop a shared understanding of the curriculum intent.                                    |



| 1. Quality First Teaching   |  |  |  |   |  |
|---|--|--|--|---|--|
| What do we want to achieve?   |  | How?   | What is the rationale for this chosen strategy?  | How will it be monitored  | Cost?  |
| <i>Initiative/Intervention</i>  | <i>What do you want to achieve and how they will be measured</i>           | <i>Success criteria</i>  | <i>How will the intervention or provision be delivered?</i>  | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>  | <i>Provide simple breakdown of proportionate or full costs.</i>                              |
| <p>Audit of disadvantaged pupils revealed that the majority did not access home learning through the lock down period. Their learning in all subjects, especially English and mathematics, has fallen behind with content identified that needs to be covered.</p> <p>Implement a range of T &amp; L strategies including tutoring to support work habits, re-build confidence and re-visit summer work in both subjects.</p> | <p>Accountability at all levels of leadership to ensure the gaps close</p> | <p>Each ADP and interim data to show gap closing towards national.</p> | <p>1 to 1 tutoring using Maths HLTA and English teacher for 6 weeks</p> <p>Group tutoring using Maths HLTA and English teacher for 6 weeks</p> <p>Tutor time</p> <p>Homework</p> | <p>EEF research indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p> <p>The EEF has found collaborative learning approaches are consistently positive with pupils making 5 months additional progress.</p> <p>The EEF indicates that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> | <p>Through daily, weekly and half termly M+E.</p> <p>Subsumed within teacher wage budget</p> |



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| <p>Implement the Birley Learning Framework to ensure all teachers allow disadvantaged students to apply knowledge / understanding of learning through effective application / demonstration tasks; to ensure feedback supports future learning.</p> | <p>Complete, rigorous and comprehensive evidence trail of good teaching across all departments.</p> <p>Work scrutiny shows that disadvantaged students produce work of a high quality which reflects the intended curriculum intent.</p> | <p>100% compliance in implementing framework and all lesson observations highlighting the explicit application of quality first learning (evidenced through extended writing, problem solving, and evaluation).</p> | <p>Through wave 1 teaching and training delivered through briefings, CPD and meetings.</p> | <p>Much research (Sutton, Hattie, Kings College) highlights the centrality of quality-first teaching (defined through clear instruction of appropriate tasks and responsive and timely feedback) is the most important variable in raising outcomes.</p> <p>EEF research indicates that feedback can be effective, delivering approximately eight additional months' progress on average.</p> | <p>Through daily, weekly and half termly M+E.</p>   | <p>CPD budget = £,5000</p> <p>Walkthru package = £1,000</p> <p>Subsumed within teacher wage budget. EEF estimates that feedback costs around £80 per pupil</p> |
| <p>Increased capacity of leadership at all levels with the appointment of an Assistant Head Teacher for Progress – to drive improvement of cohorts and close gaps.</p>  | <p>Accountability at all levels of leadership to ensure the gaps close</p>   | <p>Each ADP and interim data to show gap closing towards national</p>   | <p>Through CPD and Line Management</p>   | <p>Research based on the importance of leadership in driving standards and raising the profile of underachieving cohorts.</p>   | <p>Through daily, weekly and half termly M+E.</p>   | <p>AHT for Progress = £15,396</p>  |
| <p>Use data effectively to inform and empower staff's practice with a clear understanding of who disadvantaged students are in their classes.</p>   | <p>For staff to be competent with Go 4 Schools and to accurately track disadvantaged students' progress and outline interventions.</p>   | <p>Interventions at Wave 1 close the attainment gap.</p>  | <p>Through departmental meetings, Wave 1 teaching and subsequent ADP.</p>                  | <p>Empowering teachers to 'own' the process of data and intervention is the best way to meaningfully develop practice (Black Box research). This is to be facilitated through Curriculum Leaders' meetings.</p>   | <p>Progress Team to interrogate data on a half termly basis and meet with teaching staff to explore ways to develop practice.</p> | <p>40% of G4S cost = £3,400</p>  |



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| Teachers of maths and English to have a 'Critical Group' and a 'Wave 1 cohort' of disadvantaged students in Y11 to ensure attainment gap at grade 5+ in English and maths closes. | All English and maths staff have a plan for disadvantaged students and share successes to motivate students across both subjects.  | Grade 5s in both English and maths for all identified disadvantaged students.   | Through line management meetings every week  | Internal research within the academy highlights that focus on a small cohort earlier results in sustained progress.  | Through post ADP TAYG and RAG meetings every half term; weekly Leadership Team / CL line management meeting | Subsumed within teacher wage budget  |
| Curriculum Leaders, for all subjects, will ensure post ADP Wave 1 intervention for disadvantaged students to close the attainment gap.  | All teachers will have Wave 1 intervention plans for each class (x3 students per class) that strategically target disadvantaged students. These plans will be measured using both formative and summative assessment | Gaps in attainment closed between disadvantaged and non-disadvantaged students. | Through weekly Curriculum Team meetings      | Internal research within the academy highlights that focus on a small cohort earlier results in sustained progress.<br><br>EEF research indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. | Through post ADP meetings; weekly Curriculum Team meeting; Leadership Team link line management meeting     | Subsumed within teacher wage budget  |
| Revision materials (revision booklets provided for disadvantaged students in order to have opportunities outside the academy to make progress                                     | Materials are used by students and this will be measured through assessment for learning, teacher and student voice, as well ADP.  | Student confidence in revision techniques                                       | Weekly monitoring of student revision.       | Research on the impact of 'Learning to Learn' and meta-cognition (Guy Claxton, Black).<br><br>EEF research indicates that metacognition can be effective, delivering approximately seven additional months' progress on average.                                   | Tracking the use of the materials on a weekly basis by the Year 11 Progress Leader                          | Accounted for through the Catch-up funding   |
| The provision of a 'Period 7' study space for PP students and   | Maths and English to prioritise disadvantaged students. This will be   | 100% attendance of disadvantaged students; attainment gaps                      | Registers provided through AHT for Progress. | Effective use of Wave 3 intervention (PiXL).<br><br>EEF research indicates that collaborative learning can be effective, delivering approximately five   | Registers.  | £3,000 to pay for Easter school; Saturday and Sunday sessions, pre exams; pre-exam |



|  |   |                              |  |   |                                    |                             |
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| Saturday sessions for targeted sessions from April onwards.  | measured through student attendance and ADP.  | closed in E & M.             |  | additional months' progress on average.<br><br>EEF research indicates that small group tuition can be effective, delivering approximately four additional months' progress on average.                  |                                    | breakfast                   |
| Increased capacity of inclusion team to monitor and intervene where our most vulnerable disadvantaged students are underachieving. | Increased attendance and increased progress measured through attendance and ADP reports | No U grades for this cohort. | Intervention impact statements by Educational Welfare Officers and the Assistant Head Teacher for Progress | Effective use of Wave 3 intervention (PiXL).<br><br>EEF research indicates that small group tuition / mentoring can be effective, delivering approximately four additional months' progress on average. | Through intervention observations. | AHT for behaviour = £15,033 |
|  |   |                              |  |   | Total                              | <b>£42,829</b>              |



| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?   | How will it be monitored?   | Cost?   |
|--|---|---|---|---|
| All staff to be aware of disadvantaged students and to develop strategies to ensure they understand and meet the requirements of the curriculum.   | Through robust and comprehensive planning and curriculum team meetings.                                       | Given the current size of the attainment gap, which has grown as a result of Covid, it is crucial that all staff understand the centrality of disadvantaged performance in improving life chances and outcomes.   | Lesson observations, meetings, work scrutiny and evidence from teacher folders, class data.   | Subsumed within teacher wage budget                     |
| Closing the knowledge and skills gaps for all PP students through the Birley Learning Framework and homework.  | Implementation of a recovery curriculum to ensure core knowledge and skills are embedded in learning          | The EEF has found that the impact of homework, on average, leads to an additional five months progress. Evidence also suggests that homework that relates to learning (e.g. Hegarty Maths, etc.) during normal school time is important. Similarly, it found that homework that was an integral part of learning, rather than an add-on maximises impact. Finally, evidence suggests that when students are provided with high quality feedback on their homework, as enshrined within the BLF, it maximises impact | Lesson observations, meetings, work scrutiny and evidence from teacher folders student voice, class ADP data.                                 | Hegarty maths = £1,000                                  |
| Student access to appropriate IT.<br><br>ICT audit reveals that disadvantaged students proportionately do not have access to effective IT to engage with our remote curriculum in the event of self-isolation. | Priority will be given to disadvantaged students, starting with Y11 students for the loan of a school laptop. | EEF research indicates that having access to digital technology adds an additional four months' progress on average. Research found that IT can support teachers provide more effective feedback and it can motivate students to practise more.   | Audit of student work completion by the AHT for Teaching and Learning in conjunction with Curriculum Leaders.<br><br>Weekly monitoring audit. | 70 student laptops subsumed within the Catch-up funding |



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| Staff training in how to engage students in remote learning.  | Through CPD and planning and curriculum team meetings.   | EEF research indicates that having access to digital technology adds an additional four months' progress on average. Research found that IT can support teachers provide more effective feedback and it can motivate students to practise more.  | Weekly audit of work set by the AHT for T & L; termly student voice from students who have had to self isolate.              |  |
| Progress Leaders for each year group to track disadvantaged students' progress and coordinate effective and timely interventions.       | Progress Leaders will use ADP to inform subsequent year group interventions. Strategies will be communicated through staff briefing and working collaboratively with Curriculum Leaders. | An academic and strategic understanding of how to engage disadvantaged students is needed to sit alongside a pastoral and supporting role (provided by year leader) in order to focus on disadvantaged progress and attainment.<br><br>EEF research indicates that individualized instruction can be effective, delivering approximately three additional months' progress on average. | Fortnightly line management meetings with the AHT; ADP and half termly impact reports.                                       | TLR (£4,500) = £22,500   |
| Using Go 4 schools to enable staff to accurately track and share information regarding disadvantaged students' progress and attainment. | Curriculum team meetings used to interrogate ADP and plan specific subject interventions, e.g. Wave 1  | All Curriculum Leaders and staff need to be proactive and successful in interrogating gaps data and responding with accurate intervention to ensure active accountability and meet appraisal targets.  | ADP, interim data for selected students and other quality assurance process during curriculum team time, e.g. work scrutiny. | Accounted for above - £3,400                                     |
| Development of parental access to exam materials, for Y11 & 10, and schemes of work, for all year groups to allow                       | Assistant Head Teacher for Teaching and Learning to lead on the development of the remote learning site -  | All parents of disadvantaged students to give feedback on the use of the website materials as the link between home and school is crucial for success.<br><br>EEF research indicates that parental engagement can be   | Parent & student voice.  | Memory sticks / revision books / paper for photocopying = £5,000 |



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| families to support studies at home.   | SharePoint.   | effective, delivering approximately three additional months' progress on average.   |  |                                     |
| Appraisal Target: UPS staff objective 3 to close the gap between disadvantaged and other students. | Through robust and comprehensive appraisal process.       | Given the current size of the attainment gap it is crucial that all staff understand the centrality of performance in improving life chances and outcomes for disadvantaged students.<br><br>EEF research indicates that appraisal (performance pay) can be effective, delivering approximately one additional months' progress on average. | Lesson observations, meetings, work scrutiny and evidence folders. | Subsumed within teacher wage budget |
| Using EWOS to track and intervene where PP attendance is below national average                    | Identify students based on data and knowledge of student. | Much research highlights the centrality of attendance in raising outcomes.  | Weekly LT meetings used analyse PP attendance / review strategy.   | 2 EWOs = £38,000                    |
|  |   | <b>Total</b>  |  | <b>£66,500</b>                      |



**Year group specific planning: Y7**

| Number of PP students | Lead | Strategies  |
|-----------------------|------|---|
| 58                    | PRO  | Coordination of form time intervention to close gaps in curriculum knowledge in maths and English.  |
|                       |      | Work with the Assistant Head Teacher for Teaching and Learning to develop engagement strategies for all PP students when accessing the remote curriculum. |
|                       |      | Work on attendance strategies of disadvantaged students so they can access the curriculum and its implementation.   |
|                       |      | Celebration of PP progress in tutor time/assemblies and the promotion of where work has met the requirements of the curriculum at a good standard.        |

| 1. Quality First Teaching   |  |  |   |   |  |                              |
|---|--|--|---|---|--|------------------------------|
| What do we want to achieve?   |  | How?   | What is the rationale for this chosen strategy?   | How will it be monitored  | Cost?  |                              |
| <i>Initiative/Intervention</i>  | <i>What do you want to achieve and how they will be measured</i>   | <i>Success criteria</i>  | <i>How will the intervention or provision be delivered?</i>   | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>  | <i>Provide simple breakdown of proportionate or full costs.</i>        |                              |
| Progress Leader to promote awareness of disadvantaged students and track interventions at Wave 1, leading to accurate assessment and groupings and a high quality of education. | Complete, rigorous and comprehensive evidence trail of good teaching across all departments.<br><br>Evidence of good practice shared with AHT for CPD.<br><br>Intervention measured between ADP drops. | Lesson observations and learning walks highlights knowledge of all disadvantaged students within Y7. | Through wave 1 teaching and training delivered through briefings, CPD and curriculum team meetings. | The achievement gap is narrower at KS2 than at KS4. Therefore every effort must be made to identify vulnerable disadvantaged students and ensure that their progress is tracked and monitored effectively.<br><br>EEF research indicates that within class attainment grouping can be effective, delivering approximately three additional months' progress on average. | Through fortnightly line management meetings and termly TAYG meetings. | Accounted for above - £4,500 |



| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?   | How will it be monitored?                              | Cost?   |
|--|---|---|--|---|
| <b>Coordinate TAYG meetings to close the current achievement gap between disadvantaged and non-disadvantaged students in achieving their targets particularly in both maths and English.</b> | Half termly meetings to focus on disadvantaged students, including AHT for Progress, YTL, SENCO, EWO and Progress Leader. | The academy must ensure that by Y11 students are confident in gaining both English and maths GCSEs at grade 5+ as this is the key indicator for accessing quality options beyond KS4.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of early intervention in raising student outcomes. | Half termly impact report.                             | Maths HLTA = £19,554<br><br>English teacher = £22,007<br><br>Engagement cohort = £15,000<br><br>Year Leader = £18,000 |
| <b>Brilliant Club</b>  | AHT for Progress to coordinate engagement and success in the programme.   | Even when academically successful, research highlights that disadvantaged students can find access to further education complex and difficult. The Brilliant Club aims to demystify this process.   | End of programme graduation and termly reviews.        | £2,000 – cover costs for Years 7 - 10   |
| <b>Attendance focus</b>  | PL to work with EWO to promote attendance success through communication with home and through assembly rewards.           | Students must understand the importance of attendance in accessing the curriculum.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of attendance in stopping an attainment gap opening up for PP students.   | Weekly attendance reports at Leadership Team meetings. | Accounted for above, 2 EWOs - £38,500   |



|  |   |  |   |                                   |
|--|---|--|---|-----------------------------------|
| <b>Celebration events to promote attendance and achievement of disadvantaged students.</b> | Progress Leader and AHT to organise events such a 'hot chocolate mornings', assemblies and contact with home. | Strategic focus on disadvantaged students will raise profile and lead to increased progress.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average. | Students voice to indicate positive feedback. | £500 for rewards and certificates |
|--|---|--|---|-----------------------------------|



Specific planning around Y8:

| Number of PP students | Lead | Strategies  |
|-----------------------|------|---|
| 72                    | LCO  | Coordination of form intervention (including P6) to ensure that 100% of students track towards targets by end of year.                                    |
|                       |      | Work with the Assistant Head Teacher for Teaching and Learning to develop engagement strategies for all PP students when accessing the remote curriculum. |
|                       |      | Work on attendance strategies of disadvantaged students so they can access the curriculum and its implementation.   |
|                       |      | Celebration of PP progress in tutor time/assemblies and the promotion of where work has met the requirements of the curriculum at a good standard.        |

| 1. Quality First Teaching  |   |                                      |  |   |  |
|--|---|--------------------------------------|--|---|--|
| What do we want to achieve?  |   | How?                                 | What is the rationale for this chosen strategy?  | How will it be monitored  | Cost?  |
| <i>Initiative/Intervention</i>   | <i>What do you want to achieve and how they will be measured</i>  | <i>Success criteria</i>              | <i>How will the intervention or provision be delivered?</i>  | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>  | <i>Provide simple breakdown of proportionate or full costs.</i>                |
| Stretching higher attaining disadvantaged students (especially in English & maths) as gaps already exist in both subjects. | For disadvantaged HPA to achieve target grades in English and maths by the end of Y8.<br><br>This will be measured using ADP. | ADP and interim data, work scrutiny. | Through Wave 1 and Wave 2 (form time Interventions, HLTA / English teacher group intervention and Period 6). | Mathematics and English are a crucial qualifications to allow students to access other areas of education.<br><br>EEF research indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. | Half termly impact reports at TAYG.<br><br>Subsumed within teacher wage budget |



The Birley Academy

| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?   | How will it be monitored?                                    | Cost?   |
|--|---|---|--|---|
| <b>Coordinate TAYG meetings to close the current achievement gap between disadvantaged and non-disadvantaged students in achieving their targets particularly in both maths and English.</b> | Half termly meetings to focus on disadvantaged students, including AHT for Progress, YTL, SENCO, EWO and Progress Leader. | The academy must ensure that by Y11 students are confident in gaining both English and maths GCSEs at grade 5+ as this is the key indicator for accessing quality options beyond KS4.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of early intervention in raising student outcomes. | Half termly impact report.                                   | Maths HLTA = £19,554;<br>English teacher = £22,007 are accounted for<br><br>Engagement cohort leader = £15,000<br><br>Year Leader = £18,000 |
| <b>Brilliant Club</b>  | AHT for Progress to coordinate engagement and success in the programme.   | Even when academically successful, research highlights that disadvantaged students can find access to further education complex and difficult. The Brilliant Club aims to demystify this process.   | End of programme graduation and termly reviews.              | Accounted for in the Y7 Brilliant Club spend  |
| <b>Attendance focus</b>  | PL to work with EWO to promote attendance success through communication with home and through assembly rewards.           | Students must understand the importance of attendance in accessing the curriculum.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of attendance in stopping an attainment gap opening up for PP students.   | Improved attendance in line with whole Academy target (95+%) | Accounted for above, 2 EWOs - £38,500   |
| <b>Celebration events to promote attendance and achievement of disadvantaged students.</b>   | Progress Leader and AHT to organise events such a 'hot chocolate mornings', assemblies and contact with home.             | Strategic focus on disadvantaged students will raise profile and lead to increased progress.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average.  | Students voice to indicate positive feedback.                | £500 for rewards and certificates   |



Specific around planning Y9:

| Number of PP students | Lead | Strategies  |
|-----------------------|------|---|
| 70                    | MHU  | Coordination of form time intervention to close gaps in curriculum knowledge in maths and English, especially with sets 2.                                |
|                       |      | Work with the Assistant Head Teacher for Teaching and Learning to develop engagement strategies for all PP students when accessing the remote curriculum. |
|                       |      | Work on attendance strategies of disadvantaged students so they can access the curriculum and its implementation.   |
|                       |      | Celebration of PP progress in tutor time/assemblies and the promotion of where work has met the requirements of the curriculum at a good standard.        |

| 1. Quality First Teaching  |   |                                      |  |   |   |                                     |
|--|---|--------------------------------------|--|---|---|-------------------------------------|
| What do we want to achieve?  |   | How?                                 | What is the rationale for this chosen strategy?  | How will it be monitored  | Cost?   |                                     |
| <i>Initiative/Intervention</i>   | <i>What do you want to achieve and how they will be measured</i>  | <i>Success criteria</i>              | <i>How will the intervention or provision be delivered?</i>                                | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>  | <i>Provide simple breakdown of proportionate or full costs.</i> |                                     |
| Stretching middle attaining disadvantaged students (especially in maths) as this is the greatest area of underachievement for this cohort. | For disadvantaged MPA to achieve target grades in maths by the end of Y9.<br><br>This will be measured using ADP. | ADP and interim data, work scrutiny. | Through Wave 1 and Wave 2 (form time interventions, HLTA group intervention and Period 6). | Mathematics is a crucial qualification to allow students to access other areas of education.<br><br>EEF research indicates that small group tuition can be effective, delivering approximately four additional months' progress on average. | Half termly impact reports at TAYG meeting.                     | Subsumed within teacher wage budget |



| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?   | How will it be monitored?                              | Cost?   |
|--|---|---|--|---|
| <b>Coordinate TAYG meetings to close the current achievement gap between disadvantaged and non-disadvantaged students in achieving their targets particularly in both maths and English.</b> | Half termly meetings to focus on disadvantaged students, including AHT for Progress, YTL, SENCO, EWO and Progress Leader. | The academy must ensure that by Y11 students are confident in gaining both English and maths GCSEs at grade 5+ as this is the key indicator for accessing quality options beyond KS4.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of early intervention in raising student outcomes. | Half termly impact report.                             | Maths HLTA = £19,554;<br>English teacher = £22,007 are accounted for<br><br>Engagement cohort leader = £15,000<br><br>Year Leader = £18,000 |
| <b>Brilliant Club</b>  | AHT for Progress to coordinate engagement and success in the programme.   | Even when academically successful, research highlights that disadvantaged students can find access to further education complex and difficult. The Brilliant Club aims to demystify this process.   | End of programme graduation.                           | Accounted for in the Y7 Brilliant Club spend  |
| <b>Attendance focus</b>  | PL to work with EWO to promote attendance success through communication with home and through assembly rewards.           | Students must understand the importance of attendance in accessing the curriculum.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of attendance in stopping an attainment gap opening up for PP students.   | Weekly attendance reports at Leadership Team meetings. | Accounted for above, 2 EWOs - £38,500   |
| <b>Celebration events to promote attendance and achievement of disadvantaged students.</b>   | Progress Leader and AHT to organise events such as 'hot chocolate mornings', assemblies and contact with home.            | Strategic focus on disadvantaged students will raise profile and lead to increased progress.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average.  | Students voice to indicate positive feedback.          | £500 for rewards and certificates   |



| Number of PP students | Lead | Strategies  |
|-----------------------|------|---|
| 72                    | ACA  | Coordination of Period 6 for catch up sessions where missed lessons or absence has affected ability to carry out CAU.                                     |
|                       |      | Work on attendance strategies of disadvantaged students so they can access the curriculum and its implementation.   |
|                       |      | Work with the Assistant Head Teacher for Teaching and Learning to develop engagement strategies for all PP students when accessing the remote curriculum. |
|                       |      | Celebration of PP progress in tutor time/assemblies and the promotion of where work has met the requirements of the curriculum at a good standard.        |

| 1. Quality First Teaching   |  |                                       |   |  |   |
|---|--|---------------------------------------|---|--|---|
| What do we want to achieve?   |  | How?                                  | What is the rationale for this chosen strategy?             | How will it be monitored   | Cost?   |
| <i>Initiative/Intervention</i>  | <i>What do you want to achieve and how they will be measured</i>   | <i>Success criteria</i>               | <i>How will the intervention or provision be delivered?</i> | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>   | <i>Provide simple breakdown of proportionate or full costs.</i>                 |
| Attendance initiative for disadvantaged students who, have fallen behind in Bucket 3 Controlled Assessment. | For all disadvantaged students to be one grade above in Bucket 3 subjects.<br><br>Measured through CAU outcomes. | CAU grade above minimum target grade. | Through Wave 1 and Wave 2 intervention, e.g. Period 6       | Subjects choices in Bucket 3 are often linked to greater choices beyond school. For example, engineering, DT and PE are all linked to vocational and academic qualifications at KS5.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average. | Half termly impact reports.<br><br><b>Accounted for above, 2 EWOs - £38,500</b> |



| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?   | How will it be monitored?                              | Cost?   |
|--|---|---|--|---|
| <b>Coordinate TAYG meetings to close the current achievement gap between disadvantaged and non-disadvantaged students in achieving their targets particularly in both maths and English.</b> | Half termly meetings to focus on disadvantaged students, including AHT for Progress, YTL, SENCO, EWO and Progress Leader. | The academy must ensure that by Y11 students are confident in gaining both English and maths GCSEs at grade 5+ as this is the key indicator for accessing quality options beyond KS4.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of early intervention in raising student outcomes. | Half termly impact report.                             | Maths HLTA = £19,554;<br>English teacher = £22,007 are accounted for<br><br>Engagement cohort leader = £15,000<br><br>Year Leader = £18,000 |
| <b>Brilliant Club</b>  | AHT for Progress to coordinate engagement and success in the programme.   | Even when academically successful, research highlights that disadvantaged students can find access to further education complex and difficult. The Brilliant Club aims to demystify this process.   | End of programme graduation and termly reviews.        | Accounted for in the Y7 Brilliant Club spend  |
| <b>Attendance focus</b>  | PL to work with EWO to promote attendance success through communication with home and through assembly rewards.           | Students must understand the importance of attendance in accessing the curriculum.<br><br>Much research (The Brilliant Club, EEF) highlights the importance of attendance in stopping an attainment gap opening up for PP students.   | Weekly attendance reports at Leadership Team meetings. | Accounted for above, 2 EWOs - £38,500   |
| <b>Celebration events to promote attendance and achievement of disadvantaged students.</b>   | Progress Leader and AHT to organise events such as 'hot chocolate mornings', assemblies and contact with home.            | Strategic focus on disadvantaged students will raise profile and lead to increased progress.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average.  | Students voice to indicate positive feedback.          | £500 for rewards and certificates   |



Specific planning around Y11:

| Number of PP students | Lead | Strategies  |
|-----------------------|------|---|
| 58                    | TCL  | Work with the Assistant Head Teacher for Teaching and Learning to develop engagement strategies for all PP students when accessing the remote curriculum.                 |
|                       |      | Coordination of form time to ensure extra intervention in Ebacc subjects to close the attainment gaps.  |
|                       |      | Coordination of Period 6 to close the attainment gap in all subjects.   |
|                       |      | Work on attendance strategies of disadvantaged students so they can access the curriculum and its implementation.   |
|                       |      | Coordination of extra-curricular experiences (PiXL, Strive for 5; MFL Conference, GROW project by University of Sheffield, etc.)  |
|                       |      | Celebration of PP progress in tutor time/assemblies/hot chocolate mornings and the promotion of where work has met the requirements of the curriculum at a good standard. |

| 1. Quality First Teaching  |  |   |  |   |                          |  |
|--|--|---|--|---|--------------------------|--|
| What do we want to achieve?  |  |   | How?   | What is the rationale for this chosen strategy?   | How will it be monitored | Cost?  |
| <i>Initiative/Intervention</i>   | <i>What do you want to achieve and how they will be measured</i>   | <i>Success criteria</i>   | <i>How will the intervention or provision be delivered?</i>                    | <i>Refer to research from EEF or other research to justify the choice of strategy.</i>  |                          | <i>Provide simple breakdown of proportionate or full costs.</i>        |
| Extra provision for disadvantaged students through form time mentoring, Period 6 and extra study space to help with English and maths. | To close the 1.1 Attainment 8 gap between disadvantaged students (A8 = 2.1) and non-disadvantaged students (A8 = 3.2)<br><br>Measured by ADP / GCSE outcomes | 100% attendance for identified disadvantaged students and increase in maths and English by at least one grade | Through interventions coordinated by AHT for Progress and Y11 Progress Leader. | Maths and English gaps at a national level decreased in 2020 with the out-going Y11. It is crucial that we continue to support PP progress in maths and English, in particular.<br><br>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average. | Weekly impact updates.   | Subsumed within period 7 budget above & maths HLTA and English teacher |



| Whole School Initiatives   | How?  | What is the rationale for this chosen strategy?  | How will it be monitored?                              | Cost?   |
|--|---|--|--|---|
| <b>Coordinate TAYG meetings to close the current achievement gap between disadvantaged and non-disadvantaged students in achieving their targets particularly in both maths and English.</b> | Half termly meetings to focus on disadvantaged students, including AHT for Progress, YTL, SENCO, EWO and Progress Leader. | <p>The academy must ensure that by Y11 students are confident in gaining both English and maths GCSEs at grade 5+ as this is the key indicator for accessing quality options beyond KS4.</p> <p>Much research (The Brilliant Club, EEF) highlights the importance of early intervention in raising student outcomes.</p> | Half termly impact report.                             | <p>Maths HLTA = £19,554;<br/>English teacher = £22,007 are accounted for</p> <p>Engagement cohort leader = £15,000</p> <p>Year Leader = £18,000</p> |
| <b>Attendance focus</b>  | PL to work with EWO to promote attendance success through communication with home and through assembly rewards.           | <p>Students must understand the importance of attendance in accessing the curriculum.</p> <p>Much research (The Brilliant Club, EEF) highlights the importance of attendance in stopping an attainment gap opening up for PP students.</p>   | Weekly attendance reports at Leadership Team meetings. | Accounted for above, 2 EWOs - £38,500   |
| <b>Celebration events to promote attendance and achievement of disadvantaged students.</b>   | Progress Leader and AHT to organise events such a 'hot chocolate mornings', assemblies and contact with home.             | <p>Strategic focus on disadvantaged students will raise profile and lead to increased progress.</p> <p>EEF research indicates that extending school time, through Period 6 can be effective, delivering approximately two additional months' progress on average.</p>  | Students voice to indicate positive feedback.          | £1,000 for rewards and certificates   |



|  |  |   |                           |   |
|--|--|---|---------------------------|---|
| <b>Extra-curricular interventions, such as PiXI Strive for Five.</b> | Easter holiday sessions organised by maths, English and leadership team. | Financial barriers to extra-curricular support are generally more prevalent for disadvantaged students. | Staff voice and ADP data. | Accounted for as part of the Catch-up funding |
|  |  | <b>Total</b>  |                           | £211,561                                      |

**Date:** 23<sup>rd</sup> October 2020

**Pupil Premium Leader:** Diarmaid Casey