

Pupil Premium Statement 2019-2020

1. Summary information 2019/2020					
School	Central Academy				
Academic Year	2019/20	Total PP budget	£341,903	Date of most recent PP Review	N/A
Total number of pupils	508	Number of pupils eligible for PP	316	Date for next internal review of this strategy	Summer 2020

2. Attainment – 2018/2019	Pupils eligible for PP (our school)	Pupils not eligible for PP (our school)	PP nationally
Progress 8 score average (from 2018/19)	-0.81	-0.69	-0.44
Attainment 8 score average (from 2018/19)	30	34	36.7
% 9-5 English and Maths	10%	14%	25%
Ebacc APS	2.43	2.73	

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 subjects.
 - B. Low prior attainment of PP students on entry to the Academy (36% of current year 7 PP students did not meet expected standard in numeracy, 38% did not meet expected standard in literacy) impacts adversely on outcomes at the end of KS4.
 - 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.
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External barriers (issues which also require action outside school, such as low attendance rates)

E. PP students' attendance was 93.71%, 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. 10.1% of PP students are classed as persistent absentees (with attendance under 90%), compared to 9.5% of all 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.

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 2017-2018.
B.	Improved progress for PP students who enter the Academy with KS2 results below national expectations across all year	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.
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.

Pupil Premium Allocation for 2019-2020

Curriculum Year 2018-2019	Number of pupils in receipt of the Pupil Premium	Female	Male
7	55	29	26
8	49	23	26
9	88	33	55
10	62	29	33
11	61	22	39
Total	315	136	179

Pupil Premium Allocation for 2019-2020

All Years	Number of Looked After Children
7-11	3

5. Planned Expenditure 2019-2020

Central 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	RAG	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		Dec 19
	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 Assessment Point
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 a high impact on learner 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 progress as a result.	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.	MNO		Nov 19

	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 scrutinies.	DYE		Nov 19
	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.	MNO		Jan 20
	Implementation and embedding of Homework policy throughout the school.	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.			Nov 19
C. Improved self-regulatory behaviour.	Classroom routines including Threshold, DNA etc. used by staff to promote behaviour for learning.	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 scrutinies.	MNO		Ongoing
	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	WRO		Weekly

			time.			
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.	The Assistant 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		Nov 19

Approximate expenditure: £164,113.44

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	RAG	Review by
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. Literacy coordinator to implement system of 1-2-1 and small group work with year 7 and 8 students with low 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/SST		Dec 19
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	Literacy levels will be tracked by the literacy coordinator and then discussed in line-	GPA/SST		Dec 19

		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.	management meetings. Drop ins and student voice will evidence progress.			
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		Dec 19
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		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		Ongoing

Approximate expenditure: £99,151.87

C. Other Approaches

Desired outcome Chosen action /	Action	What is the evidence and rationale for this	How will you make sure it is implemented well?	Lead	RAG	Review by
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approach		choice?				
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		Jan 20
	Purchasing stationary sets for students to remove barriers to learning.					Jan 20
	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. Evidence from the EEF toolkit that extended school time impacts on student progress.	Sessions to be planned and timetabled and communicated to parents through texts, letters and Progress Update evenings.			Jan 20
C. Improved self-regulatory behaviour.	The Pastoral Team will be strengthened by the appointment of a mentor	1-2-1 support for students at risk of exclusion or underachieving due to their behaviour.	The manager of the Wellbeing hub will ensure that appropriate students are being appropriately supported.	BWE		Nov 19
	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.	MSE		Jan 20
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 behavior 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		Nov 19

	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.				Nov19
	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.		DYE		Jan 20
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		Ongoing
	Funding bus passes to enable students to get to school.					Ongoing
	Open up an isolation unit to limit the number of external exclusions.	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		Dec 19
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, engaging	The Deputy Headteachers will oversee the parent engagement programme covering a range of topics.	RSM/MSI		Ongoing
	Parents of PP students to be phoned ahead of parent's evenings to encourage attendance.					Each Half Term
	More calendared events inviting parents					Ongoing

	to celebrate their child's achievements.	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: £78,637.69							

Review of spend for 2018/2019
Allocation – £317,900

The 2018/2019 pupil premium spend was divided into the following priority areas:

Priority	1 Quality first teaching and harnessing the power and impact of effective feedback	2 Highly-tailored intervention	3 Minimising barriers to achievement	4 Raising aspirations and broadening experiences
Allocation	Approximately £148,105	Approximately £85,000	Approximately £90,000	Approximately £ 35,000
Priority Aims	<ul style="list-style-type: none"> • Ensuring that teaching and learning meets the needs of each learner. • Investment in developing and sharing excellent practice. • Developing coaching model to impact on teaching and learning. • Establishing and embedding common aims for assessment and feedback whilst ensuring that it impacts on pupil progress. 	<ul style="list-style-type: none"> • Data used to identify gaps within all learning teams • Rapid and highly precise intervention to address gaps • Utilising staffing to support underachieving students in English and maths • Revision guides and supportive materials purchased for students in all subjects 	<ul style="list-style-type: none"> • Strategically deploy attendance officer to target key students • Targeted use of pastoral support, utilising multi-agency access to support the personal well-being of disadvantaged students • Utilise Alternative Provision (AP) to support vulnerable students for reasons such as school exclusion, behaviour issues, school refusal and short or long- term illness. • Mentoring programme developed to raise welfare of students • Provision of effective information and support for parents 	<ul style="list-style-type: none"> • Raise aspiration – for students at all stages of their education - through dedicated opportunities to visit and experience university. • Raise aspirations of students through high-profile recognition of achievement and progress. • Students access to extra-curricular activities/enrichment opportunities to be prioritised • Ensure all students access highly personalised careers education, information and guidance (CEIAG)

Desired Outcome	Chosen Action/Approach	Group	Impact	Lessons Learned
Improvement in reading and literacy levels	<p>Literacy for Life programme introduced across year 7 and 8.</p> <p>Reading Programme Literacy Online Assessment</p> <p>Class Readers</p> <p>TA sessions with PP SEND students (Total number of students SEND and PP: 38; Total number of students receiving group literacy intervention: 14)</p>	Year 7,8,9	<p>Literacy for Life programme has improved the literacy levels for students across years 7 and 8.</p> <p>Total number of students receiving group literacy intervention achieving positive progress with reading: 10 (71%).</p> <p>Total number of students receiving group literacy intervention achieving positive progress with spelling: 11 (78.5%).</p>	<p>More work needs to be done to develop reading and comprehension skills. Strategy to be carried forward and to include targeted groups at KS4</p> <p>The appointment of a whole school literacy coordinator to lead on literacy strategies</p>
Improved Progress and Attainment	<p>Additional staffing to work 1-2-1 and with small groups of students who are underachieving in English and Mathematics.</p> <p>Revision sessions for Year 11 students especially in English, Mathematics and science</p> <p>Holiday revision sessions for year 11 students</p> <p>PiXL Schools Network</p> <p>Revision Guides/Resources for all subjects give to students</p>	Year 11	Providing students with additional access to structured revision time had some impact on individual students' performance.	<p>To closely monitor attendance to ensure that, targeted students attend school regularly. In addition, communication with parents will be key to supporting this strategy.</p> <p>Strategy to be carried forward</p>

Improved social skills and self-regulatory behaviour	<p>CPD delivered on Pastoral Manager appointed in SPR</p> <p>Alternative Provision Counselling Support for students</p>	All	<p>Minimal impact overall, however, more students supported through mediation by the pastoral manager or given 1:1 support which helped to reduce fixed term exclusions</p> <p>Utilising multi-agency support helped to minimise barriers to achievement for disadvantaged students with more challenging behaviours.</p> <p>Aspiration Suite – mentors throughout the year supported eleven PP students. Sanctions decreased significantly for most students with the total number of sanctions ranging from 8 to 44 in AUT, 2 to 19 in SPR and 4 to 21 in SUM.</p>	<p>A clear and consistent behaviour pathway needed, to improve behaviour whole school</p> <p>Provision to be carried forward</p>
Exclusion and Attendance	<p>Strategically deploy attendance officer to target the attendance and punctuality of key students.</p> <p>Trips Extra-Curricular Activities</p>	All	<p>10.1% of PP students were classed as persistent absentees (with attendance under 90%), compared to 9.5% of all students.</p> <p>Helped to raise aspiration of students through opportunities to access cultural activities and experiences, e.g. Twenty- eight year 11 students attended the Carding Mill Valley Trip, which supported them in their GCSE exams.</p> <p>5 PP students went to Drayton Manor park and 24 PP students went to Alton Towers in the end of year reward trips. £2677 was spent on subsidising PP students on the end of year residential trips.</p>	<p>Strategy to be carried forward</p> <p>Strategy to be carried forward</p>

