

Pupil premium strategy statement (secondary)

1. Review of expenditure				
Previous Academic Year		2019-20		
Outcomes				
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
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Recruitment, retention and Continuing Professional Development across the Academy but most particularly in Science, Languages, Geography and selected Open Basket subjects. Development of subject specialism expertise.	In 2019 the A8 score for PP was 36.44 and for NPP it was 49.25 with a gap of 12.81. In 2020 the A8 score for PP was 43.77 and for NPP it was 49.03 with a gap of 5.26.	Strategies to tackle in school variation were limited by recruitment and retention issues particularly in Science and MFL which the academy has worked hard to overcome. Staffing stability was achieved in Maths. There was significant improvement in the performance of the Open baskets and there was evidence of an improving results trend in Languages and Geography. Ensuring enough time is given to allow for staff professional development through the close organisation of school calendar through a matrix system and more time given to departments was key to the development of staff and this will continue.	£180,000

<p>Achieve national average for attainment for all pupils</p>	<p>Focus on underperforming students across all year groups through investment in a progress leader system. Literacy interventions across KS3 for low attaining disadvantaged pupils</p>	<p>2020 results APS for PP 4.38 with a gap of 0.52. 2019 results APS for PP 3.64 with a gap of 1.29.</p>	<p>Focus on underperforming students across all year groups through investment in a progress leader system. Curriculum maps which show sequencing and inter-leaving within each subject area are in place and mapped cross curricular links have been developed. There is evidence of low stakes testing in all books. Further development is still required with our cultural capital programme. Exam based CPD. Increased involvement with OAT and LA subject networks. Given the demonstrable impact of this we will continue with these strategies.</p>	<p>£110,000</p>
<p>Achieve average English and maths 5+ scores for similar schools Better national average EBacc Entry for all pupils</p>	<p>Tighter control of setting. Radification of sets. CPD for staff on raising aspirations and motivation of white British. Maximising the personal development of vulnerable students.</p>	<p>25% English and maths 2020 significantly under with a gap of 19%. 2019 16.9% with a gap of 29.6% 2020 34.2% entered for EBacc, significantly under with a gap of 5.8% 2019 21.1% with a gap of 29.3%</p>	<p>Increased confidence of staff in use of exam criteria and scaffolding the development of students' ability to respond appropriately to assessments. See above for CPD strategies which have allowed subjects to build expertise and improved retention. Radification of setting established in year 7 in 2018 will further balance the EBacc entries moving forward.</p>	<p>£59,690</p>

<p>Improve attendance to national average</p>	<p>Investment in support staff – attendance officers, STEPs, SWMs, Safeguarding team. Tutor teams CPD</p>	<p>2018-19</p> <p>PP attendance = 94.17 Non PP attendance = 96.51 PP attendance Sandwell = 93.89 PP attendance National = 94.5 GSA attendance = 95.57 19-20 (internal data with no national data yet available)</p> <p>2019-20 PP attendance = 92 Non PP attendance = 95.7 GSA attendance = 95.74</p>	<p>COVID was a major issue in terms of meeting this objective but we are confident the steps implemented were having impact so will continue.</p>	
---	---	--	---	--

