



Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ormiston Bushfield Academy				
Academic Year	2020-21	Total PP budget	£285,545	Date of most recent PP Review	Sept 2020
Total number of pupils	1016	Number of pupils eligible for PP	349	Date for next internal review of this strategy	Sept 2021
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			+0.16	N/A	
Attainment 8 score average			44.7	N/A	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	The disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking.				
B.	Low levels of engagement with learning, shown through higher behaviour points than ND students.				
C.	The attendance of disadvantaged students is less than that of other students in school.				
Additional barriers					
D.	Lack of technology in order access curriculum for working from home due to additional Covid-19 work requirements for students reducing the confidence and resilience to work independently outside of the classroom.				



4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Disadvantaged students to be further inspired to #aimfor5+, and develop their progress so as they can attain well to support future pathway choices. Outcomes of summer exams through P8 and A8 scores will demonstrate a clear increase against prior external exams from 2019 series.	Outcomes of Disadvantaged students to continue to develop within the academy. The CAG outcomes resulted in a P8 score of +0.16, however, a return to set exams may see this fall again in summer 2021. Use of the new school focus #aimfor5+ to improve aspirations of Year 11 learners to support further destinations post-16 are appropriate. NEET figures to remain low and support/CIAG guidance to be provided through funding. Reporting of NEET through Post-16 monitoring at SLT.
B.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Cumulative points will be compared from 2018-19 (as a full academic year).	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other students to continue to close. Subsequently, disadvantaged students receive more House Point rewards relative to their peers and improve student resilience.
C.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Attendance team to provide termly updates for Year Teams to monitor.	Improve on attendance of 94.03% of Disadvantaged students in 2018-19, and close the gap to other students and aiming for 96.12%.
D.	Ensure Disadvantaged students receive access to devices in order to work from home. Support students in their work to improve confidence and ability to work independently and develop meta cognition and recall.	For staff to fully engage in new CPD initiative to support and embed independent learning activities both within and outside of the academy. For Year 11 students to improve further on the P8 score of -0.21 (2019) by engaging with increased remote learning platforms employed by subjects.



5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pivotal Ethos	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Disadvantaged students are more likely to respond to positive feedback and encouragement. Pivotal helps to build positive relationships and changes students' mind-set towards education and learning. <u>EEF Behaviour Interventions + 3months.</u> Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Continual whole school and targeted support CPD training on Pivotal, close monitoring of behavioural incidents and reinforcing the Pivotal Ethos of Ready, Respectful, Safe.	HC, AT All staff	Regular reviews throughout the year. Behaviour reported on weekly and feedback given at SLT meetings and Governor review days.



<p>CPD training for all staff on barriers to learning and 'top 10 tips' for disadvantaged, closing the gap.</p>	<p>Improved behaviour and attitude to learning of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Staff training increases the awareness of the barriers and the reasons why closing the gap is so important to educational progress.</p>	<p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a student's education. At present, due to Covid-19 requirements, seating plans are in alphabetical order, therefore, teachers are ensuring they 'check in' with disadvantaged students first during lessons.</p> <p><u>EEF Individualised Instruction + 3 months.</u> It is based on the idea that all learners have different needs and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</p>	<p>Top 10 Tips will be used as criteria in learning walks, department reviews and lesson observations to ensure consistency of application.</p>	<p>JH and Teaching and Learning Champions, Curriculum Team Leaders.</p>	<p>Following each department review, and after key tracking points: December 2020 March 2021 July 2021 Departmental Reviews reported on and discussed in SLT meetings.</p>
<p>Quality teaching and learning</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. To ensure disadvantaged students are being challenged and set high expectations.</p>	<p>Quality teaching first – ensuring that the teacher in each class with high proportions is the best placed practitioner to ensure progress is made.</p> <p><u>EEF Behaviour Interventions + 3months.</u> <u>EEF Metacognitions +7 months.</u> Metacognition's aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own achievement.</p>	<p>CTLs have been requested to look at every group and focus on groups with high proportions of disadvantaged students and ensure they put an experienced and proven teacher in.</p>	<p>JH & CTLs</p>	<p>October 2020</p>



<p>Additional teacher in English, Maths and Science</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Budgeting for an additional teacher in English, Maths and Science allows for smaller teaching groups.</p>	<p>Smaller teaching groups allows for closer monitoring and support. <u>EEF Behaviour Interventions + 3months.</u> <u>EEF Metacognitions +7 months.</u> <u>EEF Reducing Cass Sizes + 3months.</u> Reducing class size appears to result in around three months of additional progress for pupils, on average.</p>	<p>Additional teachers are built into the curriculum model and costed as part of the school budget.</p>	<p>DK, HF, MB</p>	<p>October 2020 February 2021 May 2021</p> <p>Staffing requirements are discussed in SLT and this will be monitored throughout the year to ensure spending is appropriate.</p>
<p>Targeted questioning</p>	<p>Improved confidence and ability to work independently and develop meta cognition using questioning techniques to allow more verbal feedback.</p>	<p>Questions are a quick way to establish the quality of learning. Ensuring that every disadvantaged student is asked a question every lesson will allow teachers to assess the level of understanding, any gaps in knowledge and encourage students to participate in every lesson. <u>EEF Individualised Instruction + 3 months.</u></p>	<p>Department reviews will focus on questioning and this will form part of departmental feedback.</p>	<p>All staff</p>	<p>December 2020 March 2021 July 2021</p> <p>Departmental reviews will be discussed in SLT so that specific concerns can be address early in the academic year.</p>
Total budgeted cost					£175,824



ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Atlantis House support for those most in need of individual support.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. For a small number of students who find mainstream education difficult to access, alternative provision is made to ensure they have the necessary support to ensure they complete their education.	Students who find mainstream schooling most difficult will often become disengaged and cause behavioural problems that disrupt the learning of other students. Placing these students into a learning environment that allows them to thrive benefits not only the small number of students within the provision, but also those students who are now able to benefit a more conducive learning environment in mainstream schooling. <u>EEF Individualised Instruction + 3 months.</u> <u>EEF Behaviour Interventions + 3months.</u> <u>EEF Reducing Class Sizes + 3months.</u> <u>EEF Small group tuition + 4 months.</u> Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	Close monitoring of Atlantis House ensuring a broad and balanced curriculum that prepares the students for life beyond OBA. Training for staff on sharing of good practice for teaching KS4 students to support their progress and Post-16 options.	HC, EC	Each tracking point. Feedback after Department Review of Atlantis House at SLT.
Nurture Group	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved confidence and ability to work independently and develop meta cognition. The nurture group identifies and supports students from KS2 who have lower than average literacy and numeracy skills.	Low levels of literacy and numeracy are a main barrier to education and disadvantage students are likely to be affected by low literacy and numeracy levels. <u>EEF Individualised Instruction + 3 months.</u> <u>EEF Behaviour Interventions + 3months.</u> <u>EEF Reducing Class Size +3 months.</u>	The nurture group has separate provision, with a small class size. Staff leading the group focus on developing literacy and numeracy over Year 7 so that students are more able to access a full curriculum from Year 8.	JJ	Each tracking point. The Nurture Group is reviewed each half term within SLT meetings to review progress.



Marking disadvantaged students work as a priority	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Feedback is shown in the EEF toolkit to be one of the most effective strategies for improving performance.	Marking and feedback should always be formative and allow students to understand errors and make improvements. <u>EEF Individualised Instruction + 3 months.</u> <u>EEF Metacognition +7 months.</u> <u>EEF Feedback + 8 months.</u> Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.	Department reviews will focus on effective feedback and this will form part of departmental feedback. Due to Covid-19 restrictions, student work will, where possible, be placed on Google Classroom to ensure marking and feedback can be timely and thorough.	All staff	December 2020 March 2021 July 2021 Department Reviews will be discussed in SLT with any concerns being addressed quickly by the appropriate SLT line manager.
After school intervention	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Small group sessions outside of school hours support students in their GCSE year to embed their learning.	A planned intervention programme is put together by the Year 11 lead. They focus on disadvantaged students first to ensure they are accessing additional support that it most needed. <u>EEF Extended School Hours + 2months.</u> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Registers at intervention are taken and 'Passport to the Prom' is based on attendance at these sessions. At present, due to Covid-19 restrictions, an amended 'Passport to Prom' may be required – with some funding being allocated differently for this.	RR/JH	Weekly from October half term 2020. SLT to consistently monitor any potential changes/updates due to Covid-19 restrictions and adapt the rewards appropriately.



Online tutoring	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. 1-2-1 online tutoring is provided free of charge in English, Maths and Science.	Online tutoring allows students to gain individual support. Often non disadvantaged students might be able to afford private tutors to help them in areas they find difficult. Online tutoring makes this possible for disadvantaged students. <u>EEF Individualised Instruction + 3 months.</u> <u>EEF Metacognition +7 months.</u>	Registers are taken, computers and headphones are provided.	HF/JH/RR	Reviewed weekly to ensure students are engaging and making the desired progress.
Successful Outcomes Evening	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. Yr 11 students and their parents are invited to a 'Successful Outcomes' evening where teachers and professionals share strategies that will lead to improved progress.	Metacognition is a key strategy from EEF and this event will allow students and parents to understand the importance of independent learning outside the classroom and making the most of revision time. <u>EEF Metacognition +7 months.</u>	A wide variety of 'stalls' will be available to parents and students so that they can find out ways to get more out of revision and independent learning time. 'Working smarter, not harder.' Due to Covid-19 restrictions this event will be under review as to whether it can take place in December 2020.	RR and DK	December 2020 August 2021
Attendance and Early Help Assessment Team	Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Supporting families and ensuring students attend school.	Attendance is typically lower in the disadvantaged sub group when compared to their non-disadvantaged peers. Improving attendance and breaking down barriers for students accessing education is key to developing a success culture and raising aspiration. <u>EEF Parental Engagement +3 months.</u> Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.	Regular meetings between the attendance team and JH will ensure that attendance is a key agenda item at leadership level.	Attendance team and JH	Half termly. Review data will be presented to SLT and Year Teams will continue to provide dedicated support when student attendance levels drops below 95%



Total budgeted cost					£89,221



iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Police Workshop	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Raising awareness of criminality and ways to avoid trouble. Reduction in community incidents.	Raising aspirations with the most disengaged students and demonstrating an alternative, educated path rather than criminal career. <u>EEF Behaviour Intervention + 3 months.</u>	The 1 day workshop is a professionally co-ordinated part of the police forces education policy. At present we need to review DfE guidance as to whether this event can take place in school or virtually.	SR	December 2019
Educational Visits	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Allows students to access educational visits that will enhance classroom based learning.	Visiting places outside of the locality and linked to the curriculum both raises understanding and aspiration. <u>EEF Arts Participation + 2months.</u> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.	Any funds allocated require the trip to be closely linked to the curriculum and requires performance to be measured after assessments. At present, no trips are taking place, but funding will be protected to support students if trips are offered again.	CTLs	August 2020
1-2-1 Career support package	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Psychometric testing and follow up 1-2-1 careers	Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting.	Written reports are given to students which summarises key areas of strengths and linked to potential careers.	HF/CB	July 2020



	advice meeting with Level 6 qualified person.	<u>EEF Individualised Instruction + 3 months.</u> <u>EEF 1-2-1 Tuition + 5months.</u> Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	We will be working with Form The Future to provide Lv6 guidance for students on Post-16 and career options.		
Educational Outreach Worker	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. We work closely with a consortium of universities and an outreach worker who will support disadvantaged students and help them understanding and access higher education.	Often students from disadvantaged backgrounds don't consider higher education as a realistic option. The aim here is to increase understanding about university and higher level apprenticeships and encourage those for whom this is suitable to raise their aspirations. <u>EEF Individualised Instruction + 3 months.</u>	We have a NEACO key worker who will implement a range of activities throughout the year, with the focus on raising aspirations and broadening horizons.	HF	July 2020



<p>Futures Week</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Students and their parents will be able to access a wide range of careers and meet with potential, local employers.</p>	<p>Understanding the needs of local employers and hearing the importance of education across a broad spectrum of employment will help students and their parents to understand the importance of education in securing successful futures. <u>EEF Aspiration Intervention limited impact.</u> By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. <u>EEF Parental Engagement + 3 months</u></p>	<p>Working with the local Skills Service allows us to access a wide range of employers and ensures we have the resources in place to make a difference to student lives.</p> <p>At present we are reviewing DfE guidance on how this can offered this academic year, some aspects will transition to a virtual event.</p>	<p>LD/AMT</p>	<p>July 2020</p>
<p>Uniform Support</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Ensuring students are able to arrive at school ready to learn, with correct clothing, removes barriers to coming into school.</p>	<p>Helping families most in need with providing the basics, will remove barriers such as ‘feeling different’ and help attendance. <u>EEF School Uniform Support Minimal Impact.</u> There is some evidence that free school uniforms improve attendance in areas of very high poverty. <u>Internal evidence</u> has shown that in cases where uniform has been provided, both <u>attendance and behaviour incidents have improved</u> significantly.</p>	<p>House Support Assistants will identify students who may be at risk of non-attendance due to lack of resources.</p>	<p>HSAs/JH</p>	<p>Termly.</p>



Boys Engagement Group	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged boys to be more motivated to aim high, and accelerate their progress so as they can attain well.	Identifying boys in Yr 8 and 9 who are most disengaged and mentoring/supporting them to unlock their potential. EEF mentoring +1 month studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	Boys group mentor monitors behaviour and engagement weekly, working directly with the boys to highlight any incidents. Due to C-19 restrictions, we are looking at working with The Game Changers Programme to provide external support and positive experiences for the students.	RL and HC	Half termly.
Total budgeted cost					£20,500



1. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	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
Pivotal Ethos	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Due to Covid school closure, we were unable to track the full outcome of behaviour for the year.	More focus and attention on rewards and supporting students through mentoring if there are spikes in behaviour throughout the year.	
CPD training for all staff on barriers to learning and 'top 10 tips' for disadvantaged, closing the gap.	Improved behaviour and attitude to learning of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Staff training increases the awareness of the barriers and the reasons why closing the gap is so important to educational progress.	Training within departments allowed for sharing of good practice and supporting new staff on the importance of understanding the needs of PP students within lessons. Due to Covid school closure, the Academy did not have the opportunity to review impact through teacher feedback.	Ensure more priority in cross-departmental meetings is placed on supporting disadvantaged students to share best practice across the Academy.	



<p>Quality teaching and learning</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. To ensure disadvantaged students are being challenged and set high expectations.</p>	<p>CTLs were charged with ensuring classes with higher levels of PP students were supported by experienced and stronger teachers. A clear success was within Maths where student outcomes were greatly improved within the mock exam. Due to C-19 school closures, we were unable to review the exact impact in the summer exams.</p>	<p>Ensure that departments are still focusing on prioritising support for classes with higher percentages of PP students.</p>	
<p>Additional teacher in English, Maths and Science</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Budgeting for an additional teacher in English, Maths and Science allows for smaller teaching groups.</p>	<p>This has continued to be a great success for the Academy and this provides a greater level of support for students in their lessons. Marking and feedback, when quality controlled for these classes, demonstrated a greater level quality feedback to support students in making good progress. Unfortunately, due to C-19 school closures, we are unable to review summative data.</p>	<p>Continue to review the P8 tracking data for Core subjects at each data review throughout the academic year to ensure best outcomes for students based on the additional spending allocation.</p>	
<p>Targeted questioning</p>	<p>Improved confidence and ability to work independently and develop meta cognition</p>	<p>Subject reviews completed before lockdown demonstrated an increase in targeted questioning for PP students by teachers. The development of Oracy days further</p>	<p>The Teaching and Learning Team (TLC) responsible for Oracy development will be looking to embed key techniques for staff to support this further.</p>	



	Using questioning techniques to allow more verbal feedback	supported students' confidence levels to join in with more complex discussions.		
Total budgeted cost				£100,000

i. Targeted support				
Action	Intended outcome	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
Atlantis House support for those most in need of individual support.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. For a small number of students who find mainstream education difficult to access, alternative provision is made to ensure they have the necessary support to ensure they complete their education.	The success of the alternate provision through Atlantis House continues to grow year by year. Staff members are trained to support the specific learning needs of these students who, without this, would be at high risk of permanent exclusion. Behaviour in exam classes noted a particular improvement, and outcomes within mock exams for some students were improved. Due to school closures we are unable to provide a summative report.	New staff joining the Academy, who may need to supplement lessons at Atlantis House due to the specialist nature of content, need further training before commencing lessons to ensure behaviour and engagement is improved throughout.	
Nurture Group	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved	The Nurture Group continues to be a key focus to support, not only PP students, but specifically our disadvantaged boys. Strong and experienced teachers are used for teaching these classes to ensure the highest	The 'boys only' focus of the Year 7 group resulted in some of the female PP students struggling in their lessons, and they would have been more supported being part of the Nurture Group. For September 2020,	



	<p>confidence and ability to work independently and develop meta cognition The nurture group identifies and supports students from KS2 who have lower than avg literacy and numeracy skills.</p>	<p>standards are maintained for learning. An additional teacher, experienced in supporting cross key stage transition and development, was brought in to help our lowest ability.</p>	<p>the nurture group will return to a mixed gender group.</p>	
Seating plans	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved confidence and ability to work independently and develop meta cognition. Seating plans should place disadvantaged students in a positive environment and allow them to be easily monitored by the teacher.</p>	<p>As per above, due to school closures, we are unable to report on the full data of behaviour and positive house points achieved by PP students. This will not be able to roll forward to 2020-21 due to NHS Test and Trace requirements for school seating plans.</p>		
Marking disadvantaged students work as a priority	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Feedback is shown in the EEF toolkit to be one of the most effective strategies for improving performance.</p>	<p>CTLs disseminated and updated their marking policies to reflect this strategy, and this was evidenced partially in the Subject Reviews that took place before lockdown. Moving forward, in order to embed this further, more emphasis is needed on new staff adopting this fully to ensure greater time is given for PP students to improve their work following feedback.</p>	<p>Some new staff need more support with feedback strategies to support disengaged PP learners. Time will be needed in staff training sessions to explore quality feedback to help motivate all PP learners.</p>	
After school intervention	<p>Disadvantaged students to be more motivated to aim high, and accelerate</p>	<p>Intervention remains a key priority for the Academy in supporting students with the knowledge and skills for sitting their</p>	<p>Due to the nature of Covid-19 and re-opening schools, intervention will be scheduled, but close consideration will be</p>	



	<p>their progress so as they can attain well. Small group sessions outside of school hours support students in their GCSE year to embed their learning.</p>	<p>summative exams. Intervention session begin in the initial run up to the mock exams, and this will continue to support learners with sharing best practice, exam techniques, and helping to correct common mistakes. Due to school closures, we are unable to review the full impact of intervention on summative P8 scores.</p>	<p>needed to ensure students and staff are safe in after school sessions. Core subjects will remain a priority for intervention due to the lost learning time through school closure, and the importance of achieving in these to support progress post-16.</p>	
Online tutoring	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. 1-2-1 online tutoring is provided free of charge in English, Maths and Science.</p>	<p>Due to school closures, the allotted time for Online Tutoring did not take place in the summer term this year.</p>	<p>The new Tutoring Programme outlined by EEF will provide the Academy with a wider range of partners to work with to support our students during online tutoring sessions.</p>	
Individualised Revision Planners	<p>Improved confidence and ability to work independently and develop meta cognition. Revision planners will set tasks to be completed every week to help students plan effective and SMART revision.</p>	<p>Due to school closures, individual revision planners were not used as exams were cancelled.</p>	<p>Staff will need to update these to specifically address the lost learning time and knowledge due to school closures. CTLs will provide updates to their SLT link in preparation for these going live.</p>	
Successful Outcomes Evening	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and</p>	<p>Due to school closures the event could not take place.</p>	<p>SLT will need to review whether this event can take place in 2020/21 based on Government and PHE advice.</p>	



	develop meta cognition. Yr 11 students and their parents are invited to a 'Successful Outcomes' evening where teachers and professionals share strategies that will lead to improved progress.			
Attendance and Early Help Assessment Team	Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Supporting families and ensuring students attend school.	The Attendance team continue to support families of PP students a priority to maintain a healthy relationship with the Academy. Due to school closures we are unable to report on the full academic year in comparison to 2019 data.		
Total budgeted cost				£160,000

i. Other approaches

Action	Intended outcome	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
Police Workshop	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Raising awareness of criminality and ways to avoid trouble.	Due to Covid-19 school closures, the workshop could not take place this year.	SLT will need to carefully monitor DfE and PHE advice on whether this can take place in 2020/21.	



	Reduction in community incidents.			
Educational Visits	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Allows students to access educational visits that will enhance classroom based learning.	Support for students is offered as per Academy Policy to support with educational visits – these are prioritised for exam classes initially. Due to school closures through Covid-19, most school trips were cancelled last year.	Current DfE guidance is avoid school trips – support will be offered again for students if trips are allowed.	
1-2-1 Career support package	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Psychometric testing and follow up 1-2-1 careers advice meeting with Level 6 qualified person.	The Careers Advisor was unable to attend the Academy due to school closures.	We are currently looking to bring in another Lv6 advisor through Form The Future for this year.	
Educational Outreach Worker	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. We work closely with a consortium of universities and an outreach worker who will support disadvantaged students and help them understand and access higher education.	NEACO continue to work closely with our disadvantaged students in school to support their aspirations for the future. Meetings were not all able to take place due to school closures.		
Futures Week	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Students and their parents will be able to access a wide range of careers and meet with potential, local employers.	Due to school closures, Futures Week was not able to take place.	We will need to monitor DfE guidance on large scale events for the new academic year, and plan accordingly to support progression pathways.	



Boys Engagement Group	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged boys to be more motivated to aim high, and accelerate their progress so as they can attain well.	Uniform support remained one of the most important aspects of removing potential barriers to student attendance. Throughout the year support provided included shoes and support towards aspects of specific uniform. This provision allowed students to feel pride in their appearance and, more importantly, remove potential sanctions from not being in the correct uniform.	An increase in budget allocation for the next academic year will be put in place to support the increase in funding requests. This is especially pertinent due to the financial impact of the Covid-19 pandemic.	
Boys Engagement Group	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged boys to be more motivated to aim high, and accelerate their progress so as they can attain well.	The group were able to take part in a range of activities, improving their attitude towards school, learning, and improving relationships with their peers. As the group included a mixture of boys from different year groups, it also allowed those who were improving their behaviour and attainment in school to be a positive example for others. Tracking at the first term demonstrated an uplift for KS4 students, and behaviour incidents decreased. We are unable to fully evaluate impact due to school closures.	At present we are unable to run all aspects of the Boys Engagement Group, and instead are working with an external partnership to put in place activities to support the boys in the current cohort.	
Total budgeted cost				£18,360