

# Acle Academy Pupil Premium Strategy 2020 - 2021

1. Summary information					
Academy	Acle Academy				
Academic Year	2020 - 2021	Total PP budget	£ 113,785.	Date of most recent external PP review	Dec 2017
Total number of students	495	Number of students eligible for PPG ( <i>Correct as of Nov 2020</i> )	134	Date for next internal review of this strategy	Jan 2021

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole academy
Number on roll	28	31	26	28	21	134
Percentage	21	23	19	21	16	27

1. Previous Academic Year Attainment & Progress 2019 – 2020 (Including outliers/school refusers/add-backs)		
Year 11 2019 – 2020	Students eligible for PP	All pupils
% achieving 9 - 5 in E/M	53%	53%
English Progress		
Mathematics Progress		
Progress 8 score average		
Attainment 8 score average		
2. Barriers to attainment (for current students eligible for PP)		
In-academy barriers		
A.	Below average literacy levels	
B.	Below average numeracy and arithmetic skills	
C.	Personal Development Behaviour and Welfare issues among disadvantaged students	

External barriers		
D.	Attendance of disadvantaged students lower than non-disadvantaged	
E.	Persistent Absentee higher than non-disadvantaged students	
F.	Low aspirations among some disadvantaged students	
G.	Low motivation	
3. Desired outcomes		Success criteria
A.	To improve outcomes in English for disadvantaged students	Improvement in tracking grades and P8 score of 0 or higher
B.	To improve outcomes in Maths for disadvantaged students	Improvement in tracking grades and P8 score of 0 or higher
C.	To improve attendance of disadvantaged students	Attendance is in line with national at 96%
D.	To improve levels of well-being/mental health	Specific issues addressed. Lower referral rates. Attendance rates increase. Student voice/ Engage workshops / student surveys
E.	To raise the aspirations and motivation of disadvantaged students	Post-16 study and entries to university.
4. Planned expenditure		
Academic year	2020 - 2021	
<p>NFER (National Foundation for Educational Research) has identified that the following 7 building blocks are the most effective ways to raise PP attainment.</p> <ol style="list-style-type: none"><li>1) Whole school ethics of attainment for all</li><li>2) Addressing behaviour and attendance</li><li>3) High quality teaching for all</li><li>4) Meeting individual needs</li><li>5) Deploying staff effectively</li><li>6) Data driven and responding to evidence</li><li>7) Clear responsive leadership.</li></ol> <p>The headings below enable the academy to demonstrate how they are using the Student Premium to improve classroom pedagogy, provide targeted support, raise aspirations and develop character and culture.</p> <p>The Pupil Premium strategy has been broken down into the following areas based on the needs of the students:</p>		

1. Outcomes
2. Personal Development & Well-being
3. Enrichment
4. Student motivation
5. Classroom support
6. Resources
7. Other / Miscellaneous

### 1. Outcomes

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes in English for disadvantaged students	English Literacy Strategy	Staff costs for a literacy lead in English to sustain a whole academy strategy and co-ordinate PP intervention in English. Further work to be completed on a whole school level to support questioning and Thinking Skills across the curriculum.	Regular fortnightly meetings as an intervention team to discuss progress.  Effective line management via SLT.	HWA/ CSK	January – mid year End of academic year.  Cost: £1,000
To improve outcomes in English and Maths for disadvantaged students	Literacy / Numeracy resource budget	Funding for additional resources for Maths and English progress tutors such as photocopying implementation of numeracy ninja and 15-15 reviews.	Cost reports from SCU to monitor use. Only certain staff to have permission.	CSK	January – Mid year End of academic year:  Cost: £500

To improve outcomes in English for disadvantaged students	Literacy intervention at KS3	<p>Many students who have previously received 'Catch-up' are pupil premium students and still require support throughout KS3. Due to COVID 19 and no catch up funding for this year. This money will be put towards the bottom 10% of cohort in year 7, who are identified by their primary schools and through initial testing in English as 'working towards'. We will continue supporting PP students in Y8 &amp; Y9 who were previous catch-up students.</p> <p>The Education Endowment Foundation (EEF) suggests that small group intervention can lead to up to 4 months progress for a moderate cost.</p>	<p>Staff Lead within the English department to coordinate intervention.</p> <p>Analysis of tracking results.</p> <p>Regular line management meetings.</p>	HWA/ AWE /RCA	<p>After tracking points.</p> <p>End of academic year:</p> <p>Cost: £2500</p>
To improve outcomes in maths for disadvantaged students	Numeracy intervention at KS3	<p>Use of targeted numeracy interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP.</p> <p>Evidence from the EEF indicates that individualised instruction such as that provided by for example Numeracy Ninja or Maths Whizz improves learning by 2 months progress across an academic year.</p>	<p>Regular review of progress through in programme assessments Numeracy Ninja data.</p> <p>Ensure staff delivering interventions are trained and have adequate preparation time to ensure programmes are delivered correctly.</p>	NWH	<p>After tracking points.</p> <p>End of Academic year:</p> <p>Cost: £1000</p>
To improve outcomes in English for disadvantaged students	English progress tutor	<p>Funding for a full time English progress tutor to work with small groups of disadvantaged students every year, to ensure that the gap is narrowed, and that disadvantaged students are achieving in line with non-disadvantaged.</p> <p>The progress tutor will also mentor targeted KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets, impact evaluation and Year 11 outcomes.</p>	<p>Regular meetings between all stakeholders.</p> <p>Clear action plan set out with key priorities for each year group, based on GL assessments and tracking throughout the year.</p>	HWA/ CSK / RCA	<p>Tracking Points</p> <p>End of academic year:</p> <p>Cost: £21,500</p>

			Have a staff lead within the English department to coordinate intervention.		
To improve outcomes in Maths for disadvantaged students	Maths progress tutor	The academy will appoint a fulltime Maths progress tutor to work with small groups of disadvantaged students in every year group. The EEF suggests that small group intervention can lead to up to 4 months progress for a moderate cost. The progress tutor can also mentor KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets.	Regular meetings between all stakeholders. Have a staff lead within the maths department to coordinate intervention.	MFM / NWH/ AMI	End of academic year:  Cost: £21,500
Monitoring of Impact	Provision map	Use of provision map software to monitor targeted interventions for all students.  Use of 4 Matrix and ALPS connect to monitor progress at KS4 These systems allow tracking of progress across the whole school, department and individual level. In order to identify key groups in need of intervention as well as impact of strategies put into place.	ALPS connect to be used by all staff to analyse data after each tracking point. Identify students who are underperforming, in order to inform intervention needed to ensure progress is called. 4 matrix to be used by SLT and HOD to monitor progress.  Provision map to be used to monitor interventions at an individual level by TA's, head of faculties or, intervention staff.	LFR/JSW /Engage Head of Dept.	January 2021 End of academic year.  Cost: £1000
				<b>Total</b>	<b>£49,000</b>
<b>2. Personal Development &amp; Well-being</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date and cost</b>

To improve levels of well-being/mental health	Private Councillors	Contribution to help fund the counsellor who is visited by several disadvantaged students. (Total cost is £16 000- £32 000) 20% of the total cost has been used from the budget to mirror the use by disadvantaged students. The EEF states that interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning. This can help progress by up to 4 months. Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact.	Member of SLT to oversee Engage.  Monitor and direct students according to need.  Review impacts through surveys conducted before and after intervention, and student feedback. Track via Provision map.	NBL	End of academic year:  Cost: £1000
To improve well-being. social skills and mental health	Wellbeing group	Creation of a wellbeing group- run through Inspire will focus on personal development and welfare issues amongst disadvantaged students. The result from the PASS survey will guide intervention. Students taking part has been identified as having low coping skills and self-esteem. Sessions will focus on strategies which students can take with them and apply within the classroom.  EEF has identified social and emotional learning interventions to have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	SENDSCO and line manager to oversee the intervention group.  Review impacts through pupil survey, feedback and observed interaction. Good progress will demonstrate understanding and implementation of strategies and improved self-esteem amongst participants.	CBA/ LFR	January – midyear.  £700  End of academic year

To improve attendance of disadvantaged students	Attendance monitoring and strategy	There were improvements in PP attendance since the launch of the new strategy: 92.2% in 2016-2017 to 93.9% in 2017-2018. This positive trend continues into 2019-2020 with 94.2% (pre COVID- as of March). The funding is contribution to staffing costs and resources for attendance strategy in order to support PP students with attending school.	SLT lead to carefully monitor attendance figures and work closely with attendance officers to take swift action.	NBL	End of academic year:  Cost: £5,000
To improve levels of well-being/mental health	Engage	A large number of disadvantaged students continue to frequent Engage and require the PDBW support it offers. The EEF suggests that behaviour intervention can lead to up to 3 months progress for a moderate cost and states that, 'Behaviour interventions can produce moderate improvements in academic performance (Education Endowment Foundation 2018).	Database with targeted intervention monitored termly by SLT (NBL)  Provision and intervention logged on Provision map.	NBL	End of academic year:  Cost: £3,000
To raise the aspirations of disadvantaged students and to improve outcomes.	Unifrog	Students who have a clear plan post 16 are more likely to engage with KS4 studies, EEF – Benefit neutral however, we have found this to be positive for our students in our context.	Staff training.  Lead through careers champion within faculties - recording on Unifrog.  KTH to oversee whole school PP intervention via Unifrog.	CSK	End of academic year:  Cost: £700
To raise the aspirations of disadvantaged students and to improve outcomes	Transition Project	Transition project with focus on identifying PP students, raising aspirations, and identifying the need for potential early intervention.  Collaboration with primary schools with a focus on sharing information regarding PP students, strategies and any potential concerns. Collaboration through group work of prefects with group of PP students, to ensure parental involvement and smooth transition.	Collaboration with feeder schools.  Sharing of good practice and information to ensure successful transition.	LFR. KTH. CSK	End of Academic year.  Cost: £300

To raise the aspirations of disadvantaged students and to improve outcomes	Battle Royale	A key group that has been highlighted as a cause for concern is a large group of pupil premium boys in KS4. This funding is for the KS4 Progress Leader to run a rewards based motivational intervention.	Carefully select students and use pre and post data to measure impact.	JSA	End of academic year:  Cost: £250
To raise the aspirations and motivation of disadvantaged students	Pupil Premium CIAG (contribution)	<p>Aspirations and quality of courses studied post-16 have been highlighted as an area of concern. This funding is covering some of the staff costs associated with provided thorough CIAG and the work that KTH does in relation to KS4 pupil premium students.</p> <p>Activities and CIAG support for students. Aspiration and post-16 next steps have been highlighted as one of the barriers to disadvantaged students. The EEF suggests this has very little impact but raising aspirations is often believed to be an effective way to motivate students to work harder so as to achieve the steps necessary for later success.</p>	<p>Career interviews for all KS4 pupil premium students in year 10 to identify careers aspiration and to guide and inform pupils to raise aspiration.</p> <p>Focused group intervention with regards to meeting employers and widening experiences for pupil premium students.</p> <p>Member of SLT to oversee KTH</p> <p>CIAG Map.</p> <p>Keep records of post-16 study and university entries to raise aspirations.</p>	CSK/ KTH	End of academic year:  Cost: £3,000



To improve social mobility, develop STEAM and increased awareness of potential careers not normally considered. Engaged student motivation- link to developing skills through STEAM ambassadors where a minimum of 50% will be pupil premium students.	DT- Laser printer	Select and use specialist tools, techniques and processes, subject knowledge draw upon disciplines such as mathematics, science engineering. raise students engagement in lessons and see and develop cross curriculum links, as well as awareness of potential careers not previously considered.	Evaluation of practical outcomes of high standard. Pupil evaluation, Links to Gatsby mark evidenced through Unifrog in line with whole school focus.	MGR/ CSK	Mid-year review and end of academic year.  Cost 3000
<b>Total</b>					<b>£16, 950</b>
<b>3. Enrichment</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date and cost</b>
To improve outcomes for disadvantaged students.	Music peri lessons	This is extra funding to support disadvantaged students to access the music curriculum, to learn new skills and develop cultural capital.	Records kept of students accessing funds.  Pupil evaluation	NHU/ETA	End of academic year:  Cost: £1100
To raise the aspirations and motivation of disadvantaged students	PP Cultural Experience	One of the findings from the pupil premium interviews last year was the large number of disadvantaged students that have a limited experience of life outside of the local community. This funding will be used to widen and develop cultural experiences and link to potential careers in line with the whole school focus on raising aspirations and develop links to careers.	Student evaluation Unifrog	LFR	End of academic year:  Cost: £2,000

To improve outcomes for disadvantaged students.	Financial support for academy trips	Funding so disadvantaged students have the same opportunities as their non-disadvantaged peers. Many of the academy theatre trips help with academic aspects for example theatre trips for English literature or Drama. As well as trips organised by the history dept.	Strategically map participation to all trips.	LFR	End of academic year:  Cost: £1000
Sport participation	Increased attendance rates for students eligible for PP.	The EEF indicates that sports participation can have an impact of up to 2 months progress across an academic year. The school provides these sports clubs for students so they can participate in sports they might not have the opportunity to outside of school.		NHU	End of year review.  Cost: £500
				<b>Total</b>	<b>£4.600</b>
<b>4. Motivational</b>					
Desired outcome and sub-area	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To raise the aspirations and motivation of disadvantaged students	Motivational speaker / Visits / Intervention	<p>Following work between motivational speaker Cameron Parker and a group of Y10 boys; funding has been put aside to allow this work to continue. Feedback from the previous year was good. We would like to extend this work and develop work with Cameron Parker in KS3.</p> <p>Oxford- academic intervention focus on HAP- develop study skills, and raise aspirations</p> <p>Evidence from the EEF suggests that aspiration interventions have little impact across a year in terms of academic progress; however research shows that they have a positive impact on a student's self-esteem, self-efficacy and self-belief, which develops motivation and engagement.</p>	Carefully select students. ATL analysis pre and post initiative.	JSA	End of academic year:  Cost: £1500
To improve outcomes for disadvantaged students.	Membership of the <i>Brilliant Club</i>	Membership for 12 high-prior attaining students (the large majority of which are PP) to take part in the Brilliant Club. Their aim is to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities.	Carefully selected students. Pre and post evaluation. Brilliant clubs impact report	LFR	End of academic year:  Cost: £2000

To raise the aspirations of disadvantaged students	Maximise Potential student workshop	Funding to get Maximise Potential motivational speakers in to speak to all year 11s regarding exams and their future following its success last year. This programme might operate differently due to COVID19, online platform. We would like to explore some of the session on offer for KS3 groups	Sharing information with parents- carefully consider delivery to pupils if via online platform for maximum impact.	CSK/ JSA	End of academic year:  Cost: £700
				<b>Total</b>	<b>£4,200</b>
<b>5. Resources</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students.	Revision guides, resources & equipment (including uniform).	<p>Making sure all student premium students have revision guides and resources for lessons. For example, provide GCSE students with all the study guides they need. Providing equipment for maths such as calculators or ingredients for food tech.</p> <p>Students wearing the correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an important factor that contributes to students attending school and improving their behaviour when they are here. Administrative cost with regards to involve and engage parents, direct contact and extra support offered with regards to transition, option process, revision and academic support, as well as careers/post-16 support.</p>	<p>Order all GCSE revision guides for disadvantaged students in good time (before first PPE).</p> <p>Records kept with the finance department.</p>	HWA/CSK	<p>Mid-Year Review.</p> <p>End of academic year:</p> <p>Cost: £10,000</p>
To improve outcomes for disadvantaged students.	Additional transport for after-academy intervention	Cost of running buses for 6PT and taxis to outlying areas. Many disadvantaged students struggle with transport outside of the school hours. 20% of the late bus cost will be taken from the PP budget to help cover costs. The EEF suggests that evidence indicates that, on average, students make two additional months' progress per year from extended academy after academy programmes.	<p>Registers kept for after school interventions for the academic year.</p> <p>Careful monitoring of attendance by JSA.</p>	SWE	<p>End of academic year:</p> <p>Cost: £2,000</p>

To improve literacy levels/English outcomes for disadvantaged students.	Reading room	Funding contribution to help continue to resource reading room for the 'Fifteen by 15' reading initiative.	LT lead to monitor and approve any spend.	RCA / HWA	End of academic year:  Cost: £ 2,000
				<b>Total</b>	<b>£14,000</b>
<b>6. Classroom support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students.	Reflection Room staff wage contribution	<p>Contribution to staff wages towards staff manning and providing intervention work via Reflection, due to the number of Pp students using the facility.</p> <p>Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	<p>Regular and thorough line management of NBL. Register of attendance with actions logged and monitored. Intervention Log of proactive sessions completed with student evaluation.</p> <p>Students identified through behaviour and progress data for targeted support. Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Review of behaviour/attitude to learning in house link meetings</p> <p>Regular learning walks / observation of intervention group sessions.</p>	NBL	<p>Termly review of timetables and students being targeted</p> <p>End of academic year:</p> <p>Cost: £10,000</p>
To improve outcomes for disadvantaged students.	Funding to recruit an additional TA	It was highlighted at the last monitoring visit about the large number of disadvantaged students in one of the lower sets. There is limited	Regular and thorough line management of SENDCO. Effective leadership and	LFR	Termly review of timetables

		<p>manoeuvrability available and the setting is correct for these students so this funding will allow for more support in this class.</p> <p>Evidence from the EEF indicates that the use of teaching assistants can have, on average, an impact of an additional 1 month's progress on students across an academic year. The research varies however depending on how the teaching assistants are deployed.</p> <p>Targeted support for double disadvantaged students via PP VIP whole school policy applied by TA, check in with disadvantaged first, ensure PP passports are followed support with literacy and comprehension.</p> <p>In addition the TA runs social skills group for a number of students in this class who benefit (tracked by entry and exit data). Supports with x2 LAC students in there and also assists with LAC review meetings and PEPs to give feedback on those students and help formulate targets.</p>	<p>management of TAs by SENDCO and Assistant SENDCO. Regular learning walks / observation of TAs.</p> <p>Regular review of Teaching Assistant interventions, students targeted and impact of these.</p> <p>Regular review of teaching assistant placement.</p> <p>Evidence from learning walks / TA observations / Teacher feedback</p>		<p>and students being targeted</p> <p>End of academic year:</p> <p>Cost: £13,000</p>
				<b>Total</b>	<b>£23,000</b>
<b>7. Other / Miscellaneous</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date and cost</b>
To improve outcomes for disadvantaged students.	In-year contingency funds	Funding for any additional Pupil Premium strategies or costs that arise from the regular meetings throughout the year.	Any additional strategies to be agreed by SLT and Governors before committing.	SLT	<p>End of academic year:</p> <p>Cost: £2,000</p>
				<b>Total</b>	<b>£2000</b>
<b>2020 – 2021 Total Planned Expenditure</b>					<b>£111.250</b>

