

Pupil Premium Strategy and Review

Section 1 – Pupil Premium Strategy 2020-21

1. Summary information					
School	Bronte Girls' Academy		Lead SLT: RSH		
Academic Year	2020/21	Total PP budget (projected)	£71,620.58	Date of most recent PP Review	October 2020
Total number of pupils	277	Number of pupils eligible for PP	97	Date for next internal review of this strategy	September 2021

2. Current attainment August 2020		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	N/A	0.13 (2019)
Attainment 8 score average	N/A	50.3 (2019)

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	25% of disadvantaged pupils in Year 7 have KS2 reading scores below 100 (CATS retrospective indicator) 16% of disadvantaged pupils in Year 8 have KS2 reading scores below 100 53% of disadvantaged pupils in Year 7 have a reading age below their chronological age 49% of disadvantaged pupils in Year 8 have a reading age below their chronological age
B.	31% of disadvantaged pupils in Year 7 have KS2 Maths scores below 100 (CATS retrospective indicator) 16% of disadvantaged pupils in Year 8 have KS2 Maths scores below 100
C.	100% of disadvantaged pupils Year 7 have KS2 reading scores below 110 (CATS retrospective indicator) 67% of disadvantaged pupils in Year 8 have KS2 reading scores below 110

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	<ul style="list-style-type: none"> 70% of pupils have English as an Additional Language 65% of pupils come from postcode areas which are within the bottom 20% nationally for deprivation (IDACI*) 84% of pupils come from postcode areas which are within the bottom 20% nationally in the index of multiple deprivation**
----	--

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Diminish the Difference: Literacy and numeracy skills of disadvantaged pupils in year 7 and 8 improve.	An improvement in the attainment scores of disadvantaged pupils in English, Maths and Reading Age compared to their starting points through ensuring <ol style="list-style-type: none"> Quality first quality teaching Whole school reading strategy Targeted intervention sessions for the weakest readers Homework club
B.	The attendance of disadvantaged pupils' improves.	An improvement in the attendance rates of disadvantaged pupils in year 7 and 8 including overall attendance and persistent absence through: <ol style="list-style-type: none"> Rigorous monitoring of attendance and follow up of non-attending pupils through daily phone calls and home visits. Effective collaboration with BCL consultancy in improving the attendance of pupils from the most hard to reach families

C.	Robust pastoral care and support for disadvantaged pupils , to improve behaviour for learning and remove barriers for learning and achievement	A reduction in the number of negative behaviour points received by PP pupils in year 7 and 8 as a result of support provided through 1) The GST mental health and wellbeing programme 2) Regular attendance at homework club 3) Mentoring from SSOs 4) Counselling from Step 2 and Sharing Voices
D.	The academy provides financial assistance to disadvantaged pupils in readiness for learning: uniform, access to wider curriculum and technology	The number of achievement points for readiness to learn, uniform, and punctuality increase A reduction in the number of negative behaviour points received by PP pupils in year 7 and 8 as a result of 1) Assistance with uniform 2) Attendance at homework club / ICT club 3) Stationery provision The % of self-isolating PP pupils engaging with remote learning improves through 1) Provision of laptop and learning packs 2) Regular communication with home

5. Planned expenditure

Academic year

£71,620.58

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.

a. 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?
<p>CPD focuses on improving subject leaders' ability to consistently plan for a well-resourced and sequenced curriculum and for teachers to deliver stronger teaching as a result.</p>	<p>Teaching enables disadvantaged (and all) pupils to make strong progress in well sequenced lessons.</p>	<p>Sutton Trust report on What makes great teaching? States that 'the quality of instruction, which includes using strategies like effective questioning and the use of assessment to target teaching content lead to the greatest gains in attainment'.</p>	<p>CPD programme is led by the leadership team supported by the ECF programme for NQTs and National College resources.</p>	<p>Vice Principal</p>	<p>Weekly SLT and DOL learning walks. Half termly evaluation of Teaching and Learning. The structure and content of the CPD will be flexible; enabling it to be adapted based on findings from the academy's quality assurance processes.</p>
<p>Rapidly address gaps in learning and provide remote learning for pupils impacted by the pandemic.</p>	<p>Gaps in pupils learning are addressed effectively in years 7 and 8 resulting in improving termly attainment data.</p> <p>More pupils access online remote learning.</p> <p>A greater proportion of lessons are delivered in a hybrid format.</p> <p>Online learning is supported by hard copies of resources such as revision guides and activity packs.</p> <p>Pupils returning from self-isolation attend homework sessions.</p>	<p>Information from CATs tests and formative assessment is used to identify gaps in learning which can inform teacher planning to address the gaps.</p> <p>Homework sessions allow pupils to address any difficulties in learning encountered during self -isolation.</p> <p>EEF toolkit states Digital technology has moderate impact. However an improved provision/ access to remote learning gives PP pupils the same opportunities as their non-disadvantaged peers.</p>	<p>Monitoring of termly attainment data through SLT line management with a specific focus on pupils who have had periods of self-isolation.</p> <p>Internal systems and processes will help monitor if implementation is effective.</p>	<p>Vice Principal, Assistant Principal, Directors of learning.</p>	<p>Analysis of data reviewed through line management meeting with Middle Leaders at least every half term and Student Support Officers every week.</p>

CPD focuses on improving the ability of teachers to use formative assessment, retrieval strategies, and high quality feedback for secure learning.	Disadvantaged (and all) pupils receive effective strategies that ensures there is: an embedding of knowledge, reduction in misconceptions and an increase in their understanding of why and what they are being taught.	EEF toolkit states that this strategy has a 'high impact', it also states that 'this impact effects all age groups'	Through QA process for teaching, learning and assessment (learning walks, pupil conversations, book looks, discussions with teachers). Bespoke support will be provided for individual teachers.	Vice Principal, Directors of Learning	QA programme for learning walks, pupil conversations, book looks, and discussions with teachers).
--	---	---	--	---------------------------------------	---

Total budgeted cost	£ 5,000
---------------------	---------

b. 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?
To implement small group work that focuses on catch up literacy and numeracy.	Baseline testing completed. All pupils who identified as requiring extra support receive interventions.	EEF states that 'collaborative learning techniques and phonics develop pupils reading skills' It also states that small group targeted work has a 'high impact'	Robust use of the quality assurance programme that encompasses analysis of the delivery of this programme system.	Assistant Principal	This area will encompass part of the academy's weekly learning walk programme conducted by the AP and VP.
Use tutors from the National Tutoring programme to provide high quality, small group or one to one tuition for those pupils who have fallen furthest behind.	All pupils who identified as requiring extra support receive interventions that help fill the learning gaps identified resulting in stronger performance in English and Maths	The EEF toolkit states that 1:1 tuition and small group working has a 'high impact' on pupils' learning.	QA of the sessions by a member of SLT, monitor impact on termly data collections.	Vice Principal	Half termly from February.

Senior Leaders and Directors of Learning strategically plan and deliver small group intervention focused on Year 7 and 8 disadvantaged pupils.	Gaps in disadvantaged pupils learning (from their starting points) are narrowed, resulting in stronger pupil performance in English and Maths.	The EEF toolkit states that 1:1 tuition and small group working has a 'high impact' on pupils' learning.	Senior leaders will use several strands of data to conduct an impact analysis of the interventions.	Vice Principal, Directors of Learning	Learning walks of after school curriculum provision will occur weekly. Termly data collection/quiz/test scores.
Secure quality admin support to monitor attendance effectively. AP to work with BCL consultants to target pupils who are PA and whose families are hard to reach.	Improvement in targeted pupils' attendance and punctuality.	Regular, quality communication with families helps to improve attendance (as shown by our in school data for 2019-20).	Through daily/weekly/half termly attendance reports.	Assistant Principal	Termly
Secure Step 2 counselling services	A reduction in behaviour incidents and improved engagement with learning.	The levels of deprivation at the school are high, resulting in many barriers for pupils that are often due to external factors impacting on pupils' mental health.	Attendance, behaviour and assessment data of the targeted pupils will be reviewed as part of the ECM meetings.	Assistant Principal Student Support Officers	Weekly ECM meetings

Total budgeted cost	£40,000
---------------------	---------

c. 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?
Offer a wide range of extra-curricular activities	All disadvantaged pupils have the opportunity to experience learning away from the formal curriculum and are not disadvantaged in their choices by the cost of experiences.	Pupil feedback overwhelmingly states that they want experiences that will broaden their academic and cultural understanding of the wider world	High levels of communication with families to increase participation. Review participation lists of main events.	Vice Principal and Assistant Principal	Each half term. Evaluative review to take place of internal and external provision.
Promote pupils' mental health and wellbeing through a structured GST programme of activities	High levels of pupil engagement with learning and other aspects of school life resulting in high attendance rates, outstanding behaviour for learning and high achievement.	The levels of deprivation at the school are high, resulting in many barriers for pupils that are often due to external factors impacting on pupils' mental health.	Monitor participation rates in extra-curricular activities, attendance, behaviour and achievement data.	Assistant Principal, Student Support Officers	Half termly
Additional teacher in year 8 to facilitate smaller teaching group size and targeted intervention support in lessons.	Attainment improves for all pupils.	<p>Maximum group size of 30 with a smaller lower ability set facilitates targeted teaching and small group intervention support in the lower sets.</p> <p>The EEF toolkit states that 1:1 tuition and small group working has a 'high impact' on pupils' learning.</p>	Ensure planned into the timetable. QA of TLA process. Monitor closely attainment and progress of the lower sets.	Vice Principal, Assistant Principal	QA calendar Termly assessment data collections

Total budgeted cost

£26,620.58

***IDACI – Income Deprivation Affecting Children Index** Measures: the proportion of all children aged 0 to15 living in income deprived families, here defined as families that either receive Income Support or income based Jobseekers Allowance or income-based Employment and Support Allowance or Pension Credit (Guarantee) or elements of Universal Credit.

****Index of multiple deprivation** – Covers 7 domains of deprivation: income, employment, education, health, crime, barriers to housing and living environment

Section 2 – Pupil Premium Impact Review 2019-20

1. Summary information					
School	Bronte Girls' Academy		Lead SLT: RSH		
Academic Year	2019/20	Total PP funding recieved	£46,655.47	Date of Review	October 2020
Total number of pupils	127	Number of pupils eligible for PP	49	Date for next internal review of this strategy	September 2021

Objective	Actions	Cost	Impact
A. To improve reading and numeracy attainment	1) DOL Communications to plan, implement and monitor reading strategy.	£6,050.00	The % of PP pupils whose reading age was at least <u>in line with</u> their chronological age improved from 39% in September 2019 to 51% in September 2020.
	2) DOL Maths and Computing to plan, implement and monitor numeracy strategy.		The % of PP pupils whose reading age was at least in line with or <u>1 year above</u> their chronological age improved from 21% in September 2019 to 33% in September 2020.
	3) Reading and numeracy resources and staff training in place	£5,550.00	The % of PP pupils whose reading age was at least in line with or <u>2 years above</u> their chronological age improved from 5% in September 2019 to 23% in September 2020.
	4) Teaching assistant to support in all core subjects and	£15,343.71	Attainment in Maths improved from 22% of pupils achieving the minimum standard expected (Grade 2 or above) in November 2019 to 78% in March 2020. The gap between PP and NPP pupils diminished by 1% during this period. Better progress was hindered by the absence of their regular teacher in Term 2.

	<p>provide small group interventions for reading and numeracy including homework support.</p> <p>5) Additional teacher to facilitate smaller teaching group size and targeted intervention.</p>		<p>Even better progress in all these areas was hindered by the lockdown period from April 2020 to September 2020.</p>
<p>B. To secure high levels of attendance and standards of behaviour for learning</p>	<p>1) Assistant Principal to lead and implement behaviour and attendance strategy with a specific focus on PP pupils.</p> <p>2) Student Support Officer to provide high quality pastoral care for pupils including social and emotional support.</p> <p>3) Business Support Officer to focus on attendance of vulnerable pupils.</p> <p>4) PP pupils demonstrate positive attitudes to learning, attend homework clubs, additional intervention sessions as</p>	<p>£6,900.00</p> <p>£9156.29</p> <p>£1000.00</p>	<p>The attendance of PP pupils improved from 94.2% in December 2019 to 95.8% in March 2020 diminishing the gap by 2.3% (the gap reduced from to from -3.1% to -0.8%). This is above the overall national average attendance for state funded secondary schools in 2019 (94.5%) and the national average for FSM6 pupils (91.8%).</p> <p>There were zero exclusions and internal isolations.</p> <p>Homework and ICT clubs were very well attended (additional sessions were needed to meet demand).</p> <p>Participation in whole school trips and visits was high e.g. Doe Park 98%, Media museum (100%), pantomime (97%).</p>

	<p>required and participate in extracurricular activities.</p> <p>5) Attendance of PP pupils matches that of non PP pupils.</p>		
<p>C. Provide access to enrichment and wider experiences</p>	<p>1) Subsidise trips, visits and extracurricular activities to enable PP pupils to take up the same opportunities as non pp pupils.</p>	<p>£2655.47</p>	<p>Subsidised trips for disadvantaged pupils enabled high rates of participation - see above. 100% pupils participated in a regular extra-curricular activity at lunchtime.</p>