

**Pupil Premium Evaluation Document**  
**Evaluation of use and impact of the funding for 2019-2020**



**Review of expenditure and impact**

**2019 - 2020**

Please evaluate below how you allocated and used the Pupil Premium Funding and whether it not it had the desired impact on the quality of education and outcomes for eligible pupils.

**1)**

<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact: Did you meet the success criteria? If not why?</b>	<b>Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)</b>	<b>Cost</b>
The academy alters their approach to the curriculum to have a greater emphasis on developing deeper knowledge and raising achievement and aspirations for all PP learners.	Development of a knowledge-rich curriculum that factors in opportunities for interleaving, retrieval practice and spiral learning	<p><i>The academy will have at least 80% good teaching and 100% of Key stage 3 curriculum maps will provide interleaving and spiraling opportunities.</i></p> <p>80% of teaching is not good. A consistent systematic approach to QA and the development of good teaching waned due to the focus on the development of the KS3 curriculum.</p> <p>100% of KS3 curriculum maps have been created to ensure an interleaved spiraling schema.</p>	The process ranged from parallel to stand-alone development but negated total embedding within the subject context. One key finding from the Developing Great Teachers review is that subject-specific CPD is more effective, in terms of its impact on pupil outcomes, than generic pedagogic CPD. As a result, the focus moving forward will be the quality assurance process and a CPD program centered around distinguishing subject specific from pedagogic principles.	£80,000

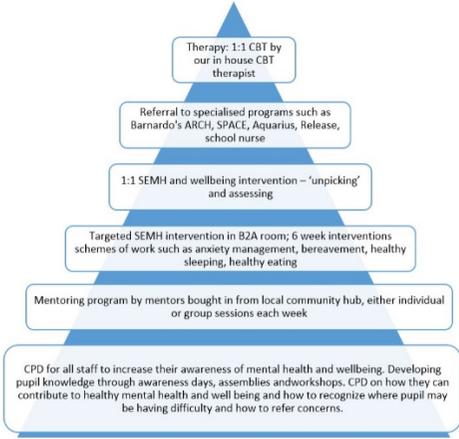
**2)**



Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
All PP learners will be proactive in their approach to achieving success by having a strong attendance record	<p>Attendance intervention.</p> <p>Parental communication app.</p> <p>Uniform and equipment</p>	<p><i>The whole school academy attendance will be 98% with PP student in line with the academy average.</i></p> <p>Attendance is below National average.</p> <p>Parental communication has improved and is indicated by parental voice.</p> <p>Uniform and equipment has improved with a no consequences issued for infringements as a result of the procurement of both, held centrally within the academy. Students and parents are able to access these items, eliminating lost lesson hours. Homework packs are available to students for use at home to support the completion of extended learning.</p>	<ul style="list-style-type: none"> <li>• Poor attendance indicators create alert before attendance falls below 97%.</li> <li>• Positive relationships in the classroom with high quality support for those that need extra help, so all can achieve success.</li> <li>• Start early with the youngest</li> <li>• Celebrate good attendance at every opportunity: <ul style="list-style-type: none"> <li>o Attendance published in newsletter</li> <li>o Weekly attendance awards for classes.</li> <li>o Attendance figures displayed in classrooms and assembly hall</li> </ul> </li> <li>• Pastoral issued with work phones increases parental engagement and home school relationships.</li> <li>• Frequent updates and reminders to form habits</li> <li>• Ensuring that communication is clear and consistent</li> <li>• Use of a single system (SIMS) to store all information, templates and communications.</li> <li>• Continue with uniform and equipment reserve.</li> </ul>	£68,000
4)				

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
PP students will take ownership over their learning and conduct within the academy.	<p>Rewards for continued positive behaviour and habits.</p> <p>Alternative Provision</p>	<p>PP exclusion and detention rates will continue to fall and be in line with Academy average.</p> <p>Exclusion and detention rates have decreased.</p> <p>Rewards on offer did not incentivise the students. Rewards were not issued consistently.</p> <p>The inclusion center impacted on the attendance of students however, outcomes still fall below expected outcomes. Staff assigned to the Inclusion center required further CPD with respect to the delivery of curricular to vulnerable students.</p>	<p>Clear and consistently applied behaviour policy striving for high expectations underpinned by:</p> <ul style="list-style-type: none"> <li>• A pastoral team with clear accountability for behaviour.</li> <li>• Allocating SLT responsible for Culture and Ethos.</li> <li>• Reward systems to be formalised - the 'rewards' need regular refreshing so that they continue to act as suitable motivation.</li> <li>• Increases in or peaks of sanctioning may identify issues beyond individual pupils – such as something not working in their environment, or teacher development needs, for example.</li> <li>• Restorative practices to sort problems out quickly and seek a resolution so that things could move on and not be carried forward.</li> </ul> <ul style="list-style-type: none"> <li>• Inclusion &amp; Intervention to be centralised and tiered interventions to be utilised, monitored and reviewed twice each half term.</li> <li>• Early identification to tackle underlying issues.</li> <li>• Developmental work in order to make students aware of their behaviour, and the impact it is having – not only on their education – but on the class and teacher.</li> <li>• Students in the inclusion center require the most skilled staff to work with them.</li> <li>• Where a students' needs cannot be met alternative providers are to be used.</li> </ul>	£160,000
5)				



Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
<p>SEMH barriers are identified and supported..</p>	<p>Continued employment of a SEMH specialist</p>	<p><i>Learning time for PP students will not be lost due to SEMH issues because of proactive intervention.</i></p> <p>The</p>	<p>The SEMH specialist should be responsible for mental health and developing closer relationships with NHS, CAMHS in support of timely and appropriate referrals to specialist services and recommending the development of a joint training programme.</p> <p>Identify the correct level of intervention based on need.</p> <ul style="list-style-type: none"> <li>• Universal interventions are for all students</li> <li>• Targeted interventions are for some students</li> <li>• Specialist interventions are for a few students.</li> <li>• Full mapping of all sources of support key up-to-date and accessible</li> </ul>  <p>Utilising tutor time in order to:</p> <ul style="list-style-type: none"> <li>• Increase empathy, self-awareness, and self-regulation, self-esteem</li> <li>• Improve social behaviour and friendships.</li> <li>• Decrease in behaviours that cause concern including hyperactivity and conduct problems</li> <li>• Increase in positive behaviours such as asking for help</li> </ul>	<p>£25,000</p>
<p>7)</p>				

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
PP students will have raised aspirations and enhanced cultural capital.	Enrichment pledge. CEIAG	<p><i>100% of students take part in the enrichment pledge.</i></p> <p><i>All students receive impartial careers advice.</i></p> <p><i>NEET figures are in line with National (94%) figures.</i></p> <p>Each year group had the opportunity to take part in some form of enrichment activity.</p> <p>NEET figures for the school are 84% and below National average.</p> <p>Each year group experienced at least one CEIAG experience. 100% of year 11 students received a CEIAG interview.</p> <p>CAEIG mapped into curriculum plans.</p>	<ul style="list-style-type: none"> <li>• Funding allocation is not reflective and does not sufficiently accommodate students who may have difficulty paying for activities.</li> <li>• Mentoring sessions for pupils, particularly those who are disadvantaged or vulnerable, about opportunities on offer utilising Virtual software.</li> <li>• Conducting and then analysing intended destination surveys early on in the academic year with years 10s and 11s.</li> <li>• Make use of non-teaching staff, who are able to provide operational leadership of CEIAG without the pressures of having to teach.</li> <li>• Make assiduous use of links with local industry, parents and former students. Partnership is a means of enhancing provision by linking it to the real world, and finding ways to increase resources and develop sustainable approaches.</li> <li>• Develop robust structures for evaluating impact, for example, demonstrating the significance of CEIAG by adopting the same monitoring and evaluation systems as apply to other curriculum areas.</li> </ul>	£30,000

## References

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