

E-ACT Pupil Premium Strategy

2019-2020

Financial year statement

For each child registered as eligible for free school meals at any point in the last 6 years:

- £ 445,060 for pupils in Year 7 to Year 11

Schools will also receive £2,300.for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £.....of pupil premium funding.

Pupils in year groups Reception to Year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defense

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child’s education setting who best understands their needs.

Evaluation of funding and impact for 2018-2019

IMPACT STATEMENT

1. Review of expenditure and Impact				
2018-2019				
1) Outcomes				
Desired outcome	Chosen action/approach	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
Improved rates of progress across KS3 and KS4 for PP learners	Introduce a nurture curriculum into Year 7	Average attendance is 81% which includes a student who has a 36% attendance record. (Family currently being prosecuted by Walsall Council) 75% of PP students have added over a year to their reading ages. 100% of cohort take part in the allotment project.	Continue	£12,000
2) Outcomes				
Desired outcome	Chosen action/approach	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
To close the achievement gaps between PP students and FFT50 targets	KS4 Intervention programme	100% of year 11 PP students have revision guides for subjects. GCSE POD resources Year 11 Breakfast club Strive for 5 - English provision provided	Breakfast club had limited impact as it started too late in the academic term. Student already had morning routines established.	£10,000
3) Outcomes				

Desired outcome	Chosen action/approach	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
Improved rates of progress across KS3 and KS4 for PP learners	Academic mentors	<p>Key stage 3 reading interventions</p> <ul style="list-style-type: none"> 100% of PP students from Year 7,8 and 9 targeted improved their reading age <p>1-2-1 support with students particularly those in C4 to minimise lost learning time.</p>	Inconsistency in the quality of mentors available has meant that the impact of the provision has been difficult to measure.	£100,000

4) Outcomes

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
To close the achievement gaps between PP students and FFT50 targets	Literacy & Numeracy interventions	<p>Reading ages</p> <p>Year 9:</p> <ul style="list-style-type: none"> 55% of PP students reading ages has shown rapid improvement Students above expected reading age. 42% (64 out of 153) Students within 7 months of expected reading age. 50.3% (77 out of 153) <p>Year 8:</p> <ul style="list-style-type: none"> 71% of PP students reading ages has shown rapid improvement Students above expected reading age. 47% (42 out of 89) Students within 7 months of expected reading age. 55% (49 out of 89) <p>Year 7:</p> <ul style="list-style-type: none"> 77% of PP students reading ages has shown rapid improvement Students above expected reading age. 40% (34 out of 85) Students within 7 months of expected. 52% (44 out of 85) 	Continue, but look to increase the impact through other areas of literacy and improve the targeting of numeracy intervention.	£10,000

5) Behaviour & Attendance

Desired outcome	Chosen	Impact: Did you meet the success criteria? Include impact	Lessons learned	Cost
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	action/approach	on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Attendance for PP learners is at least in line with or exceeding national figures for all students. Behaviour issues identified and appropriate, timely interventions are employed.	Pastoral interventions - Staffing	Attendance PP Feb 2018: 87.69% vs Feb 2019: 92.70% PP PA Feb 2018: 34.96% vs Feb 2019: 25.93% Behaviour Overall FTE's (March 2018): 386 incidents vs (March 2019): 154 Incidents Overall PP FTE's (March 2018): 237 incidents vs (March 2019): 122 Incidents	Continue	£55,000
6) Behaviour & Attendance				
Desired outcome	Chosen action/approach	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
Attendance for PP learners is at least in line with or exceeding national figures for all students. Behaviour issues identified and appropriate, timely interventions are employed.	Alternative Provision	PA for PP Cohort 2017/2018 - 88.57% PA for PP Cohort 2018/2019 - 57.14% Improved by 31.43% 44 Incidents leading to FTE 2017/2018 32 Incidents leading to FTE 2018/2019 Reduction of Incidents by 12	Due to high costs, this provision is going to be relocated and management systems will be centralised.	£150,000
7) Behaviour & Attendance				
Desired outcome	Chosen action/approach	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

			with this approach)	
Behaviour issues identified and appropriate, timely interventions are employed.	SEMH Specialist	On average 30 students per term attend SEMH sessions. 75% of students are PP. Year 7 screening tool used for 100% of students for early identification. Targeted interventions with SEMH worker have seen a reduction in behavior incidents.	Continue	£20,000
8) Behaviour & Attendance				
Desired outcome	Chosen action/approach	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
Attendance for PP learners is at least in line with or exceeding national figures for all students.	Uniform and equipment		Continue	£5,000
9) Student Aspirations				
Desired outcome	Chosen action/approach	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
All PP students to be given experiences and opportunities that enrich and deepen their learning and raise their aspirations	CIAIG Programme	100% of IC students receive CIAG advice meetings. Year 11 cohort 2017/18 - Only 2 students left as Neets. CIAG meetings for Year 11 students.	Continue, but restructure the format.	£8,000
10) Student Aspirations				
Desired outcome	Chosen	Impact: Did you meet the success criteria? Include impact	Lessons learned	Cost

	action/approach	on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
All PP students to be given experiences and opportunities that enrich and deepen their learning and raise their aspirations	Entitlement pledge Peripatetic lessons Rewards	57% of students on reward trips are PP 100% of student council are PP. All Year 9 Sports leaders are PP. 50% of Year 10 Sports leaders are PP 8 visits to improve cultural capital have been completed so far. All trips will have at least 50% PP students attending them.	Continue	£45,000

The requirements for a pupil premium strategy and what should be published on the website

The academy's strategy for the PP allocation for the current year

- the amount of pupil premium
- the main barriers to **educational** achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the school's next review of its strategy.

E-ACT's Pupil Premium Template for 2019-2020

Barriers to educational achievement

Please complete the list below with precise barriers to learning for example, short-term memory, -9 months reading age, spelling age more than 12 months below chronological age, no place at home to complete homework or lack of time because of caring duties, able pupil but only attaining expected levels and not greater depth.

1) Quality First Teaching - Retention and retrieval of knowledge

2) Quality First Teaching - Student resilience

3) Attendance

4) Behaviour

5) Progress

6) SEMH

7) Student Aspirations

Pupil premium strategy statement (secondary)

1. Summary information					
School	Willenhall E-Act Academy				
Academic Year	2019/20	Total PP budget	£445,060	Date of most recent PP Review	May 2019
Total number of pupils	808	Number of pupils eligible for PP	467	Date for next internal review of this strategy	May 2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 9-5 Eng/Ma	7.1%	17.6%
% achieving expected progress in English / Maths	English P8 -0.858 Maths P8 -0.863	English P8 -0.410 Maths P8 -0.630
Progress 8 score average	-1.011	-0.732
Attainment 8 score average	27.49	33.56

3 Desired outcomes		
Barrier	Desired outcomes	Success criteria
1)	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.	The academy will have at least 80% good teaching and 100% of Key stage 3 curriculum maps will provide interleaving and spiralling opportunities
2)	Students show resilience in every part of their academy life through their academic achievement, attendance, behaviour and relationships	
3)	All PP learners will be proactive in their approach to achieving success by having a strong attendance record	The whole school academy attendance will be 98% with PP student in line with the academy average.
4)	PP students will take ownership over their learning and conduct within the academy.	PP exclusion and detention rates will continue to fall and be in line with Academy average.
5)	All PP students will be in line with national other for progress in all year groups particularly P8 at key stage 4.	PP students achieve a P8 score of at least 0.00 and have an aspirational target of +0.11 (National other)
6)	SEMH barriers are identified and supported	Learning time for PP students will not be lost due to SEMH issues because of proactive intervention.
7)	PP students will have raised aspirations and enhanced cultural capital	100% PP students take part in the entitlement pledge.

4 Planned expenditure					
Academic year	2019-2020				
Barrier					
1) 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.					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Development of a knowledge-rich curriculum that factors in opportunities for interleaving, retrieval practice and spiral learning	A range of research that indicates the impact a more knowledge focused curriculum can have on progress. Researchers include: E.D.Hirsch S.Englemann B.Rosenshine	This is a SIP priority for 2019/2020 and will be led by the AHT Teaching & Learning	LCR	Half termly action plan in place.
Total budgeted cost					£80,000
Term 1 impact:					
<ul style="list-style-type: none"> Knowledge rich curriculum mapped for year 7 with key knowledge identified for each topic and the components that support the development of schema Interleaving and knowledge development is mapped vertically for the new curriculum Low stakes quizzing introduced as do nows to support retrieval practice in all year groups but with a particular focus on year 11 Visualisers purchased and are present in all classrooms with CPD provided to all teaching staff to support modelling as per Rosenshine's principles Development of questioning and feedback, 100% of teaching staff have had CPD for strategies to use and a follow up CPD session. Good practice if strategies shared in department meetings following CPD sessions 					
2) Students show resilience in every part of their academy life through their academic achievement, attendance, behaviour and relationships					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Pastoral mentoring				Half termly action plan in place.
Year 7 & 8	Embed the nurture curriculum through Year 7 and Year 8		Weekly meetings with SEND coordinator	GCO	Half termly impact review

Total budgeted cost					£25,000 + £25,000
<p>Term 1 Impact:</p> <ul style="list-style-type: none"> Aspire provision was set up to provide more bespoke intervention to the students who had the highest number of C3, C4's. The provision will be re-launched as part of the new inclusion plan. Nurture provision has allowed the most vulnerable students to feel secure and engage in their learning. ut of the cohort, 6 of being integrated back into the main academy. Case study – Student A (J.W) - Student had missed 20 days of education but has been moved into the nurture provision and has only missed 2 days since. 					
3) All PP learners will be proactive in their approach to achieving success by having a strong attendance record					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Attendance intervention	Previous years impact Attendance rising from 87.5% to 93.3%	This is a SIP priority for 2019/2020 and will be led by the Regional DHT	RGU	Half termly action plan in place.
All Year groups	Parental communication app			RGU	Half termly action plan in place.
All Year groups	Uniform and equipment				
Total budgeted cost					£38,000 + £5,000 + £25,000 = £68,060
<p>Term 1 impact:</p> <ul style="list-style-type: none"> A minibus has been purchased to collect students with known attendance issues. The bus has been in operation for three weeks and is averaging 15 student collections a week. Student B (T.B): Attendance since the minibus has gone up by 2.25% Classchart push notifications are being used to notify parents (The purchase of the new app has been deferred) School pumps were purchased as the number of students in trainers had increased. 100% of students are wearing their own shoes or a school brought pair of pumps. PP Uniform case studies – Student 1 & 2 had PE Kits brought for them, which are kept in school. This has seen an increase in their attendance to the academy on the days they have PE and a reduction in the number of detentions they were given due to lack of kit. The pastoral team has introduced a new breakfast club that is being attending by 8-12 students a day. 					
4) PP students will take ownership over their learning and conduct within the academy.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Rewards for continued positive behaviour and habits		Termly Pastoral meetings will identify students with most classchart points and provide appropriate rewards	ESM	Half termly action plan in place.
Year 9,10,11	Alternative Provision		DH to line manage the school's innovation	DGI	Half termly action

			centre using actions against the action plan are completed.		plan in place.
Total budgeted cost					£20,000 + £140,000 = £160,000
Term 1 Impact: <ul style="list-style-type: none"> Rewards programme – Under the new restructure, Mr Reader will be launching a new reward system after Feb half-term as the rewards on offer were not motivating the students. 3 students have been moved to the united learning provision and as a result. All three have improved their attendance. Student A – 25% attendance and has attended the new provision for two weeks – 100% of the time so far. Student B went from a 53% attendance in the academy to 96% for the 9 days he has started at United learning. AP impact – As a school we are launching a new inclusion provision to replace the provision we have, as we are aware that the impact on attendance, behaviour and progress is not in line with academy expectations. 					
5) All PP students will be in line with national other for progress in all year groups particularly P8 at key stage 4.					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Year 11	Period 6 Intervention	Successful strategy to improve progress in a partner academy within the trust	Registers to monitor period 6 attendance	MBL	Weekly through attendance
All Year groups	Using summative assessments diagnostically	EEF work on assessment alongside other research from D.William, D.Christodoulou	WAG data collection and subsequent data analysis identifying intervention plans	MBL	Half termly action plan in place.
Year 7 & 8	Literacy and Numeracy interventions	EEF supported research driving the literacy and numeracy interventions strategy.	This is a SIP priority for 2019/2020 and will be led by the AHT for English	CGI	Half termly action plan in place.
Year 11	Maths & English groups	EEF Work	Smaller intervention groups in English Maths to target students	CGI / SOC	Data collection points
Total budgeted cost					£62,000 + £6,000 + £36,000 + £60,000 = £162,000
Term 1 impact: Year 11 PP <ul style="list-style-type: none"> ENG/Maths 4+ 12 out of 70 = 17% ENG 4+ = 21 out of 70 = 33% Maths 4+ = 13 out of 70 = 19% Number of students who have shown progress since December. 28 students in Maths, 21 students in English Year 7 & 8 reading intervention – 53% have improved their reading age. 					
6) SFMH barriers are identified and supported					

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Continued employment of a SEMH specialist		Fortnightly Student support panel meetings led by the regional Deputy Headteacher.	GCO / GAU	Half termly action plan in place.
Total budgeted cost					£25,000
Term 1 impact:					
7) PP students will have raised aspirations and enhanced cultural capital					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Year groups	Enrichment pledge			MBL	Half termly action plan in place.
Year 9,10 & 11	CEIAG			MBL	Half termly action plan in place.
Total budgeted cost					£15,000 + £15,000
Term 1 impact:					
Students across the academy have taken part in 32 different careers opportunities.					
<ul style="list-style-type: none"> • Year 7 – 2 in term 1 • Year 8 – 2 in term 1 • Year 9 – 3 in term 1 • Year 10 – 11 in term 1 • Year 11 – 11 in term 1 • 100% of PP students have had careers advice and guidance interviews. Year 11 career tracker in place. • New compass+ career tracker purchased to support student's independent advice and guidance. 					
					£442,000