Pupil Premium Strategy

Document template to outline use and expected impact of the funding for 2020-2021

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.
The academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money

- 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 academies' next review of the strategy.

E-ACT's Pupil Premium Strategy: template for 2020-2021

1) Barriers to educational achievement
i.   Improving attendance leading to better outcomes, engagement and future destinations
ii. Engagement with VLE will seek to narrow gaps that may result from lockdown
iii. Students starting with an average standardised score of 101 indicate literacy and numeracy levels below age related target
iv. Engaging parents with learning and progress within the academy

<u>Remedial Actions to limit impact of Covid-19 –</u> System resilience: building and reinforcing the preparedness of academy systems to anticipate, respond to and mitigate the effects of current and future crises.

Concern	Action	By when
The impact of the tendency for children to lose skills and knowledge as a result of prolonged periods of absence, particularly in maths and reading.	Baseline assessment of all students within the first two weeks of the new term using sex-disaggregated data.	Sept 2020
	Additional half hour catch-up sessions, extended school, increased holiday provision.	Sept 2020
Accelerate learning: **academy closure, even with mitigation measures, will result in slower learning progress.**	Develop and implement an accelerated curriculum across all year groups. Adjust curriculum and delivery modalities to enable the meeting of key learning objectives for the school year.	July 2020
	Develop and implement an accelerated curriculum specifically designed to 'smooth' the transition from year 6 to year 7.	July 2020
	Ensure professional support is provided to teachers who need to adapt their teaching approaches in a flexible way.	Ongoing
	Ensure a smooth transition from distance learning to classroom delivery but capitalise on the momentum of using the VLE to assist learning and keep up with technology after the crisis.	Sept 2020
The impact confinement on health of students who may be affected by lack of nutrition, exposure to violence, displacement and other adverse conditions.	Ensure partnerships with community and health personnel for systematic monitoring.	July 2020
	Promote health education – diffuse age and language appropriate message.	Sept 2020
The heightened risk of NEET as increased inequalities often result in unequal access to alternative learning delivery methods.	Identifying vulnerable students at risk of becoming NEET	July 2020
	Address disengagement through CEAIG	Sept 2020

Pupil premium strategy statement

1. Summary information					
School	Willenhall E-ACT Academy, Furzebank Way, Willenhall, WV12 4BD				
Academic Year	2020-21	**Total PP budget (*see appendix 1*)**	£454,480	**Date of most recent PP Review**	April 2020
Total number of pupils	837	**Number of pupils eligible for PP**	473	**Dates for internal review of this strategy**	Sept 2020 Nov 2020 Jan 2021 Mar 2021 May 2021

2. Current attainment Two Year Trend				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Year	**2019**	**2018**	**2019**	**2018**
% achieving 9-5 Eng & Ma	7.10	13.70	49.90	50.10
% achieving expected progress in English / Maths	23.50	31.70	60.60	60.10
	17.60	22.80	48.80	43.00
Progress 8 score average	-1.02	-1.15	0.13	0.13
Attainment 8 score average	27.49	40.10		
			50.30	50.10

3	**Desired outcomes - Ensure staff have the skills and training to take on more specialist roles.**	
Barrier	*Desired outcomes*	*Success criteria*
1)	**Improving attendance will lead to better outcomes, engagement and future destinations**	As a minimum attendance is in-line with National figures at >95%leading to: • The number of students still in education of training after term two of leaving school is in-line with National trends (84% vs 94%) • A decrease in number of students missing school/lessons due to SEMH issues. • Implementation of a knowledge rich curriculum • Increase the number of students achieving 101+ points from 5.6% to 90% and decrease the number of negative sanctions.
2)	**Engagement with VLE will seek to narrow gaps that may result from lost learning during lockdown**	Engagement with VLE is in-line with National attendance figures (>95%) Gap present in each year group narrows to reflect projected outcomes at the end of each year using National trends as the benchmark.
3)	**Students starting with an average standardised score of 101 indicates literacy and numeracy levels below age related target**	Reduction in the number of students with literacy and numeracy levels below age expected progress Implementation of Trust literacy strategy across the academy
4)	**Engaging parents with learning and progress within the academy**	Increased number of parents attending consultation evenings Engagement through parent voice Increase the number of parents involved with AG

4			5	Planned expenditure

Academic year			**2020-21**

		Barrier -

I.		**I.**	**Improving attendance will lead to better outcomes, engagement and future destinations**

	Chosen action / approach	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**How will you ensure it is implemented well virtually?**	**Staff lead**	**Cost**	**When will you review implementation?**
	Attendance interventions are timely and take into account the individual circumstances students. Attendance interventions will take a tiered approach. Communicate attendance expectations. Attendance team early intervention – act on real time data. Celebrate success	Prevent absenteeism - https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/ Synel - https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/ Improving pupil attendance - http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf Strategies for reversing poor attendance - https://www.sec-ed.co.uk/best-practice/	Communicate school attendance expectations to students and their families, in the student handbook, school website, and in face-to-face (minutes centrally stored) Attendance team monitors attendance daily, tracks progress toward attendance goals, and communicates with parents and students about issues as they arise. Parents should be notified of an absence as early in the day as possible. Sims will be used to and set "triggers" to instantly alert the attendance team and school leaders to absences. Using SIMS system for tracking daily attendance, lateness, behaviour, and school culture data. Communicate the school's	Communicate academy attendance expectations and goals (including progress towards goals) to students and their families through: • Student VLE handbook shared on Website and shared through post? • Regular notices through assemblies – raise profile. Celebrations of successes and rewards • Parental meetings using MS Teams (minutes centrally stored meeting notes) • Virtual Parents Evenings - discuss concerns around attendance to VLE and to embed expectations for (potential) future closures VLE attendance register completed every lesson (by supporting teacher/HOY) to monitor engagement. Register to allow analysis by various context and	**MBL/ELI**	60K	Attendance needs to be reviewed weekly in order to assess impact of interventions. Attendance interventions will be reviewed summatively each half term to assess impact and progress towards National trends. Linked to overall academic progress.

| | | | progress toward attendance goals to staff, students and families.

Create ceremonies to celebrate individual, class, and school-wide successes to keep the momentum going.

Meet and greet children as they arrive at school to make it easy for them to ask someone for help.

Extra uniforms or school supplies available for students who might otherwise miss school without them.

Refer the students' family for additional support services or resources as needed. | allows for student catching up to be also recorded as engaging:

• Pastoral to monitor VLE attendance daily, and inform intervention to raise
   a) engagement initial focus (text, phone-calls)
   b) completion of tasks (text, phone-calls)
• Pastoral/Safe and well check teams to communicate attendance concerns to:
i)   Attendance team - that require further intervention – logged onto CPOMS
ii)   DGI for issues surrounding accessibility – logged onto CPOMS

Single VLE attendance tracker used as register for virtual provision to inform attendance concern triggers – to instantly alert the attendance team and school leaders to absences.

Single VLE attendance tracker for tracking daily attendance, lateness, behaviour, and school culture data.

Referral to the students' family for additional support services or resources as needed. | | | |
| | SEMH specialist to provide specialist support to the highest level of need (yet not meeting threshold for | 10 Ways To Improve SEMH Intervention Strategies - http://semh.co.uk/types-semh-intervention/

Tracking an SEMH | Students will know how their brain works and the key symptoms that they may need support with. Knowing which feelings are normal teenage worry and mood shifts and what is chronic anxiety and depression. | SEMH support is signposted on school website.

Needs analysis conducted for students requiring SEMH support to ensure that support is directed to students' with high needs first (reviewed half-termly). | **MBL/ GHU** | 30K | Fortnightly review meetings to gauge academic progress.

The SDQ will provide the ability to assess after a specified period of |

	higher tier services).	Intervention - http://semh.co.uk/tracking-semh-intervention/	Training staff mentors in low level support roles to benefit students in providing them with accessible, trusted members of staff with whom they can work to reduce the stressors in their life. A quiet space available for social times for pre-emptive SEMH intervention strategies. A baseline method of assessing a student's needs - **SDQ (Strength and Difficulties Questionnaire)**	Tutorial and PSHE programme will support SMSC development. Set up of a SEMH Teams group for a virtual quiet space where students can access support and raise concerns A baseline method of assessing a student's needs - **SDQ (Strength and Difficulties Questionnaire)** to be completed online			time to see if any of the 5 key strands have improved and to what extent.
	CEAIG - to prepare students for life in modern Britain by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.	Building confidence, encouraging aspiration - **https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/** Disadvantaged schools leading the way for careers education - **https:// www.unifrog.org/ blog/disadvantaged-schools-leading-the-way-for-careers-education**	CEIAG is part of the curriculum, not a bolt-on. Demonstrating the significance of CEIAG by adopting the same monitoring and evaluation systems as apply to other curriculum areas. Every young person will have had at least one encounter with employers each year and the opportunity to meet education and training providers.	CEIAG to continued virtually by: • Delivering Careers assemblies to all year groups • A weekly career focus • Termly Careers Newsletter published • Virtual Careers Support email published on website • Virtual speakers (from professions and next steps providers) address students through teams • Careers noticeboard on academy website • Virtual tour of professions and universities • CV support for KS4 • College application support Y11 • 1-2-1 careers meeting for all Y11 students	**RRA/CGI**	30K	Review students bi-annually using VR CEIAG programme. Monitor destination data to ensure academy figures are in line with National *(appendix 4)*
	Alternative Provision -	Internal Inclusion units - https:// schoolsweek.co.uk/ over-half-of-	A robust referral system. Devise and support individual curriculum and behaviour packages so that pupils reengage	Audit Virtual provision of AP providers if not physically open. AP providers communicate attendance and progress data regularly with WEA.	**RRA/DGI**		A review of students' progress towards targets will be reviewed as per their Individual

| | | | secondary-schools-use-internal-inclusion-units-dfe-research-finds/

Pupil behaviour: Inclusion or exclusion units – naughty or troubled - https://cfey.org/2016/10/pupil-behaviour-inclusion-exclusion-units-naughty-troubled/

Dealing with consistently poor behaviour https://dera.ioe.ac.uk/6294/1/8d73d0b8f0e094b54f494594fcb198fb.pdf | in the learning process, either in school or elsewhere.

Reduce exclusions by retaining the pupil's engagement in school when all else has failed.

Provide targeted intervention for groups of pupils with specific behavioural problems through a series of programmes designed to re-engage them in education and assist their family

An active referral panel that brings together agencies and staff on a regular basis. | Students attending AP on part-time basis provide with access to WEA VLE provision and receive targeted intervention in numeracy and literacy and mentoring (when necessary). AP students receive virtual CIEAG provision through VLE.

Agency and staff meetings take place virtually | | | Learning Plan. *See appendix 6*

Half termly progress of the all students within the provision will be reviewed against whole targets for progress, attendance and positive behaviours. |

Total budgeted cost £120,000

II. | | **II.** | **Engagement with VLE will seek to narrow gaps that may result from lost learning during lockdown**

	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	How will you ensure it is implemented well virtually?	Staff lead	Cost	When will you review implementation?

	Development of Virtual Learning environment that can be used to supplement face to face teaching and ensure students can access materials in the advent of absence due to sickness.	"The most popular reason for using the VLE, given by three quarters of learners (75%) who had access to a VLE and used it, was to look over notes from sessions they had previously attended. Other popular reasons, given by two thirds of all learners, were to help extend what was covered in the 'classroom' (67%), and to look at notes from sessions they had missed" (65%). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/383959/VLE_portfolio_-_Youth_Sight_report_-_summary.pdf	SMART targets shared with all HOF. Fortnightly review of materials, QA before uploading will reduce variance. Microsoft TEAMS will be used to provide feedback, in addition to feedback sheets. The attendance/pastoral team will ensure students are directed towards the virtual environment during monitoring calls and return to school interviews.	Effective practices identify students missing lessons and allowing pastoral team to direct students to catch up on missed work through the virtual provision. Initial engagement and catch up engagement logged on central register. Develop pedagogy around virtual education: • Weekly learning cycle • Lesson structure • Assessment and feedback • Formative 'Live' feedback records • Summative Assessments Quality assurance of Virtual lessons informs staff CPD. Feedback provided through: • 1-2-1 meetings • Department Meetings • Middle Leader meetings • Trust GRD's VLE reporting to include attendance, Attitudes and engagement with VLE as well as curriculum progress.	**JCL/RRA**	80K	All materials populated and uploaded by to support daily lessons by September 2020. Further development of materials will be ongoing. Final review will take place during summer 2021.

Total budgeted cost £80,000

III.		III.	**Students starting with an average standardised score of 101 indicates literacy and numeracy levels**				
	Chosen action / approach		**What is the evidence and rationale for this**	**How will you ensure it is implemented well?**	**How will you ensure it is implemented well virtually?**	**Staff lead**		**When will you review implementation?**

		choice?					
	Development of the curriculum offer across all year groups to ensure opportunities for retrieval practice, deepening knowledge base through explicit modelling of metacognition.	**EEF https://educationendowmentfoundation.org.uk/public/files/Publications/ Metacognition/ EEF_Metacognition_and_self-regulated_learning.pdf** **Retrieval Practice - https://www.retrievalpractice.org/why-it-works** **Rosenshine - https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf**	Weekly learning walks will have a specific focus. Headlines will be created around the typicality across the academy and shared with all stakeholders. Individual/small groups of teachers will receive coaching to ensure clarity around expectations and how to achieve. Teaching assistants deployed more effectively – working in structured ways with small groups to boost pupil progress.	Weekly QA will have a specific focus to check: • Use of low stakes quizzing and retrieval practice (Do Now, Exit Tickets) • Compliance to the delivery of 'positioning' and 'decoding' of language • Compliance to Literacy and Numeracy initiatives (WOW) 'Live' formative assessments will identify emerging needs and ensure teachers are impactful in addressing misconceptions. Curriculum review and improvement built in as process Summative assessments through the assignment function on MS Teams identify the impact of curriculum development	**ESM/JCL**	50K	Implementation will be reviewed at the end of each half term/after a data drop and at the end of each QA cycle. Within classrooms there will be a review pupil progress every two weeks.
	Identification and support of under-performing pupils (not just low attainers), through the use of data to identify pupils' learning needs at every opportunity – when pupils join the school,	Data Driven Instruction: Definition and 11 Strategies - **https://www.prodigygame.com/blog/data-driven-instruction/** Education and skills for the data economy - **https://www.rss.org.uk/RSS/Influencing_Change/Data_manifesto/Education_and_skills_for_th**	Transition programmes in place for each stage; ks2 to Ks3; ks3 to Ks4; Ks4 and beyond Review of academic progress made by students led by key stakeholders. Attendance to period 6 is monitored and treated in line with the whole school attendance strategy. Built in routines for interim assessments.	Virtual transition programmes in place for each key stage; KS2 to KS3; KS3 to KS4; KS4 and beyond Academic progress through virtual provision to be measured using formative and summative assessments and recorded/reported once a term. Attendance to lessons and catch-up to recoded lessons to be monitored and recorded on single central virtual register Assignment function to be used for	**RRA**	50K	Progress for identified pupils will be reviewed fortnightly. Summative analysis of trends will be carried out at the end of each half term.

	during regular reviews of progress and during day-to-day teaching.	e_data_economy/RSS/Influencing_Change/Data_democracy_sub/Education_and_skills_for_the_data_economy.aspx?hkey=9cd80f64-6260-4502-97cf-6c1f47af2a72		summative assessments and for recording scores in order to report curriculum progress Teachers regularly share lesson resources with additional adults in preparation to support identified students. Strategies identified on ISPs applied in lessons where appropriate. Continue to refine virtual learning provision to improve learning			
	Literacy interventions to support underperformance through the use of Accelerated Reader(AR). An increased focus on vocabulary instruction through the word of the week (WOW)	Accelerated reader-year 7 students offered AR made 3months additional progress, for PP the figure was 5 months. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ Children, particularly among those from low-income and non-English-speaking families, face a large deficit in English vocabulary knowledge upon entrance to and throughout the elementary school years https://www.readingrockets.org/article/four-practical-principles-enhancing-vocabulary-	Reading data will be shared with staff at the beginning of each term. All staff will adapt lessons to reflective reading data, evidenced during learning walks. Reading tests will be timetabled and completed under exam conditions. Reading data will indicate that students are making progress towards meeting at least their age-related reading stage. Interventions with TAs will take place to supplement students not meeting the independent reading stage.	Students grouped according to literacy intervention needs and reading age data to be shared with all staff to inform planning of virtual lessons. Teachers focus on the decoding of vocabulary including domain language when delivering lessons online. Reading tests will be administered virtually using online platforms to determine the impact of interventions. TA/staff capacity will be used to deliver focussed reading interventions and guided reading sessions through VLE. Students requiring additional support.	**CGI**	35K	Review of progress will take place half termly in line with the students reading assessments. Summative assessment will take place in line with the academy QA process.

			instruction					

Total budgeted cost £135,000

IV.		V.	**Engaging parents with learning and progress within the academy**					
	Chosen action / approach		**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**How will you ensure it is implemented well virtually?**	**Staff lead**		**When will you review implementation?**
	Instil in all members of the academy the need to identify 'glimpses of brilliance, (GOBs)' through the use of an academy wide points reward system. Points will equate to agreed rewards that will be shared with all stakeholders.		When thinking about positive reinforcement in teaching, the overarching purpose is to provide an incentive for students to repeat desired behaviours (Revermann, n.d.).- https://positivepsychology.com/positive-reinforcement-classroom/

Positive reinforcement techniques and ideas - https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/

Case studies of behaviour management practices in schools rated Outstanding - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/ | Clearly defined structure and routines. All staff need to be well informed and confident about this procedure.

Encourage the highest of expectations around positive behaviors through modelling and CPD opportunities for identified staff.

Make students aware of where their strengths lie – and help them to capitalise on them.

Help students to understand the dos and don'ts through the language of choice.

All stakeholders will understand that each child can gain a maximum of one positive point per lesson per day. | Celebration of student engagement and completion on VLE through noticeboards and recognition in weekly assemblies/form time.

Develop rewards system that sits in-line with VLE attendance and completion of work – launch with CPD (to staff) and deliver to students through tutorial programme.

Expectations around VLE to be repeatedly shared through:

- On-line lessons
- Form Time
- Assembly
- Handbooks on Website

Termly reporting progress to include Attitudes/Engagement to VLE as well as curriculum progress and to include desirable descriptors to improve | **ESM** | 50K | Rewards will be reviewed weekly during assemblies and tutor time.

Half termly to determine trends across the school and the type of rewards issued. See appendix 5 |

					ESM	30K	
		602506/ Behaviour_Manageme nt_Case_Studies_Rep ort.pdf					
	Harnessing technology as an outreach	How to involve hard-to-reach parents: encouraging meaningful parental involvement with schools - GOV.UK (www.gov.uk)	Website (regularly updated), text messaging, online questionnaires to reach those unwilling to engage with the school in person Drop-in workshop sessions of practical ideas to use at home Bespoke support from attendance officer and HOY Virtual Home visits from school staff Implementing training programmes for parents, where they learn to communicate and work directly with their child — helping parents recognise that they are partners and consumers in the educational process Parent VLE group - emphasising to parents how needed and valued their involvement is	Parent correspondence • Parent champion • Parent feedback • Twitter account promoted • VLE support • FAQ for VLE engagement Proposed virtual versions of the in school strategies • Coffee mornings • Raising awareness sessions • Forums Letters to communicate non-engagement concerns. Proposed home visits to support non engagement. Implement Virtual Parents Evenings to support online engagement and completion of work Continue to refine virtual learning provision to improve learning	ESM	30K	
Total budgeted cost £90,000							