



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

<b>Review of expenditure and impact</b>				
<b>2019 – 2020</b> 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.				
<b>1) Low levels of literacy</b>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b> Did you meet the success criteria? If not why?	<b>Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)</b>	<b>Cost</b>
All PP students achieve a positive P8 score in English which is higher than 2019-20 and PP students in all year groups make progress in line with national expectations. All students to reach their full potential by reducing the attainment and progress gaps between PP students and national other students in all subject	Use of Lexia software: a precision literacy teaching programme for students who are working below level expected for their age range	Low impact on students so removed from strategy in December. Replaced by IDL as recommended by Pupils and Schools Support (SEND agency)	Lexia will no longer be used. IDL to be used as this has proved to be a better solution	£336 (56% of £600. Total Lexia cost is £900. £300 out of Y7 catch up)

areas, especially in maths and the humanities. Students to be tracked against FFT 20 (high) targets to ensure that they are appropriately challenged in all subjects.				
	Literacy Assessment Online for years 7 and 8	Students were tested and the results sent to the trust as part of reading age data collection. However, more use could be made of the data to inform planning.	Continue. Need to relaunch in September and test in the first week of term to establish baseline. Mid-year testing to monitor progress followed by final end of year tests. Staff need to be fully informed of reading ages and these to be visible on teacher data sheets.	£613.20 (56% of 1 year subscription)
	Use of Soundswell Speech and Language Therapy service to support specific pupil needs	Visiting specialist therapist has visited to work with SLC students. Two students have made such good progress they have been discharged from the programme. However, the Soundswell capacity was reduced and so they were only able to come in once a term, which was not frequent enough to have a meaningful impact.	This service will no longer be used in 2020-21.	£3332 (56% of £5950)
	Part-funding English. Responsible for ensuring high quality first teaching in English for all students including PP, and for the on-going tracking and intervention with PP students. (Sir John Dunford Point 2 )	Quality of teaching in English continues to be good as evidenced by learning walks and work scrutiny. PP students are engaged in lessons and make good progress. Year 11 spring mock data shows that the percentage of PP students achieving 9-4 English has increased to 58% in the 2019/20 spring mocks compared to 51% on the 2018/19 spring mocks. Percentages of both PP boys and PP girls achieving 9-4 in English has increased but more girls (58%) than boys (48%) are achieving the threshold.	Continue. New AHT English in post for 2020-21. Continue to establish consistently high quality implementation of the new curriculum.	£37958

	GL Assessments to check impact of literacy and numeracy in years 7-9 (Sir John Dunford Point 1)	Data from GL Assessment completed in July and September 2019 has been used to support internal data. Some positive evidence of PP gap narrowing. For example 82% of yr 7 PP students working at ARE in English, 63% in maths. 81% yr 8 PP working at ARE in English, 74% in maths. 86% yr 9 PP students working at ARE in English . 81% in maths. However Covid-19 has meant that the planned tests for July 2020 will not take place.	Continue. Nationally recognized baseline data will be especially important for new year 7 cohort due to lack of SATS data	£4200 (Based on 56% of total cost of GL Assessments for years 7-9)
	New marking and feedback policy. Including coloured stickers for exercise books to identify PP students.	New marking policy is more consistently applied and work scrutiny shows PP students responding to feedback. Coloured stickers did not have a positive impact and so were discontinued. Difficult to measure impact since March 2020 due to Covid-19 closure	Continue. New marking policy will need to be relaunched in September 2020. Difficult to measure impact since March 2020 due to Covid-19 closure. Funds will be needed for the green sheets, green pens and highlighters in 2020-21	£56% of cost of green pens/highlighters.
	Part funding Inclusion	SEND students who are PP have continued to benefit from better quality teaching through use of learner passports and plans on Provision map software. Staff have greater understanding of needs of SEND students as evidenced by learning walks and RAB. This has been supported by regular high quality CPD, including online CPD from JOH during Covid-19 closure. Improvements in SEND provision were recognised in February 2020 OFSTED visit.	Continue.	£35,973
	Thrive curriculum	All SEND PP students have received the Thrive curriculum. As a result they are better able to manage their emotions, as evidenced by a reduction in negative logs and serious behavior incidents	Continue. The Thrive curriculum needs to be rolled out to other targeted cohorts of students in 2020-21	£1967.28 (56% of £3513 start-up cost)
<b>2) Low levels of numeracy</b>				

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
All PP students achieve a positive P8 score in Maths which is higher than 2019-20 and PP students in all year groups make progress in line with national expectations. All students to reach their full potential by reducing the attainment and progress gaps between PP and national other students in all subject areas, especially in maths and the humanities. Students to be tracked against FFT 20 (high) targets to ensure that they are appropriately challenged in all subjects.	Whole School Maths (MATC) Delivered through form tutor sessions (Sir John Dunford Point 2 )	Low impact so withdrawn. PSHE to replace. Student voice and learning walks have shown that students have generally enjoyed the PSHE sessions, engaged in good quality discussion and debate. Most students are also able to articulate a sound understanding of these topics and are aware of what they need to do to stay safe.	A consistently high quality delivery of numeracy sessions during tutor time did not happen. PSHE will be delivered in tutor sessions in 2020-21.	£3105
	'Hegarty Maths' and TTRS. (EEF +4)	Updates on Hegarty maths completion rates for PP students show that students are using Hegarty maths outside of lessons. It has also been an integral part of the virtual school during the enforced closure.	Continue. Hegarty maths is an important tool for supporting students' independent maths study	£594 (56% of total cost)
	Part-funding maths . Responsible for	Quality of teaching in maths has continued to be good as evidenced by learning walks and	Continue. New AHT maths in post for 2020-21. Continue to establish consistently high quality implementation of	£37958

	ensuring high quality first teaching in maths for all students including PP, and for the on-going tracking and intervention with PP students. (Sir John Dunford Point 2 )	work scrutiny. Curriculum developments and the subsequent impact on quality of teaching have also been recognised in the February OFSTED visit. PP students are engaged in lessons and make good progress. Year 11 spring mock data shows that the percentage of PP students achieving 9-4 maths has increased to 52% in the 2019/20 spring mocks compared to 38% on the 2018/19 spring mocks.	the new curriculum.	
	Catch up sessions for year 8 and 9 maths students with Inclusion staff. The focus will be on bespoke maths skills and knowledge so that students PP students make rapid gains in progress and meet age related expectations in maths.	Evidence from tests show that PP students in catch up groups have made good progress in addressing the gaps in their maths knowledge. Year 9 had 8 students that all improved overall score out of 20 by 70% or more each. Year 10 had 5 students who all improved their overall score out of 20 by 60% or more.	Continue.	£12545
<b>3) Disadvantaged students struggle to attend school regularly</b>				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Attendance and punctuality to exceed national other expectations for students; Academy	Part funding of a home school liaison officer. Produces daily attendance	New HSL started in October 2019 and has made immediate impact in helping to get PA students back into school. Year 11 mini bus pick ups now included and high focus low attendees are now	Continue. New HSL will new in post in September 2020. Need to add minibus driver for next year.	£ 10996

attendance target is a minimum of 95% for all students.	report and evaluative figures weekly of focus groups and tackles school refusal  (Sir John Dunford Point 7)	gradually attending the academy once more.		
	Part funding attendance. Part funding of PSMs. Part funding of two attendance officers. (Sir John Dunford Point 7)	Prior to lockdown, attendance initiatives were helping drive improvements in attendance - 90.3% (wk15), 90.5% (wk25). In week 19 in 2019 attendance was 88.8% vs 91.4% in week 19 in 2020. However attendance dipped before closure, possibly due to early impact of virus.	Continue. There were small improvements in attendance during 2019-20 but it remains an urgent priority for 2020-21	£43553
	Sol attendance introduced so that all stakeholders (students, teachers, leaders) have weekly access to up to date attendance data. One stop record for attendance.	Sol attendance introduced to students and staff. Displays around building. Impact is that profile of attendance has increased and students are increasingly aware of their own attendance and how it compares with expectations. Set part of Monday AM registration. This resulted in some slight improvements in attendance during the first part of 2020.	Continue. Sol attendance will be an important part of maintaining the high profile of good attendance in 2020-21, especially for form tutors.	£1134+VAT (56% of annual subscription)
	Introduce breakfast club in order to encourage targeted PP	Magic Breakfast provision now secured as additional funding secured from DfE. Was due to start in May 2020 but now delayed due to Covid-19. Will now be introduced in autumn term 2020.	Continue. Magic Breakfast will be introduced in autumn term 2020	Cost determined on a successful bid for the

	students to attend school punctually and drive student engagement to impact on attendance.			contract
	Attendance rewards to improve the engagement and positive self-esteem of PP students, driving a culture of celebrating success.	Certificates and vouchers presented to students with 100% attendance. 209 students have 100% attendance.	Continue. Review as part of work on new rewards system. Consider rewarding 97%+ attendance rather than 100% in 2020-21.	Included in rewards budget
	Personalised attendance mentoring for students who are persistently absent. Daily contact between designated academy leader and each individual student.	87-92% target group started December 2019. Attendance mentoring culminated in wk 14 – of the 39 students below 90% attendance, 20 had passed the threshold of 90%. 17 students had improved their attendance albeit still being below 90% whereas 2 students' attendance had decreased. In total, 37/39 students had improved their overall attendance demonstrating the positive impact of the SLT mentoring programme.	Continue. Evidence suggests most PP students respond well to personalised attendance mentoring.	£30 per month
<p><b>4)</b> PP students in particular lack social and study skills, along with lack of maturity which negatively impacts how effectively they self-regulate their attitude learning. This has a detrimental impact on their progress.</p>				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost

Reduction in negative logs and fixed term exclusions, and an increase in Magnas for PP students. More opportunities for students to study within the academy	Part-funding of School Counsellor-increased to 3 days a week. (EEF +3)	Case studies demonstrate the positive impact that the school counsellor has had on vulnerable PP students. This has led to improvements in attendance and improved outcomes.	Continue	£16128
	Part funding behaviour and ethos. (EEF +3)	<p>PP students have shown a downward trend, with 76% 18-19 PP, this is rapidly declining, target by end of year 65% 46 PP Students have been FTED since Sept-March.</p> <p>66% decrease in negative logs for PP students since 2018-19 term there were 148. 21 PP students have had FTE since September 2019. In the 2018-19 autumn term there were 148. 66% decrease in negative logs for PP students since 2018-19</p> <p>Number of requests for support for PP students has reduced from an average of 24 per day in September 2019 to 11 per day in WB 16th December 2019.</p>	Continue. New SAHT pastoral in post in September 2020	£48328
	Part funding behaviour and interventions. (EEF +3)	Behaviour logs, fixed term exclusions monitored as above.	Continue. Interventions manager to also complete DSL training in 2020-21 and support safeguarding team	£11812
	Part funding of Class Charts (incl. seating plan aspect) All staff clearly identify	The seating plan aspect enables staff to clearly identify PP students, so that they can receive the necessary support	Continue. However, homework setting function had limited impact in KS3 so new homework policy to replace. New homework policy involves students completing activities using knowledge organisers, which	£2828 (56% of Class Charts annual cost).



	students with PP and /or SEN on annotated seating plans (EEF +5)	and challenge. Also used to communicate homework for KS4	are then tested in future lessons.	
	Rewards week /termly rewards in July 2020	Lack of impact due to Covid-19	Review as part of new rewards system in 2020-21	£2800 (56% of £5000 rewards week budget)
	Motivational assemblies/speakers	Assemblies and presentations by external speakers such as Matt Windle and Errol Lawson. Positive feedback from students and parents	Continue	£1000
	Holiday school. Payment for teachers delivering sessions in holidays	Limited impact due to Covid-19, although art sessions did run in February half term	Continue	Three holiday schools at 40 hours x £32.5 is 1300 x 3 is £3900.
<b>5) Some PP students are not having access to high quality social and cultural experiences outside of school, which can limit their access to the curriculum and which can also limit the range and scope of their future aspirations. There is also a lack of parental engagement combined with low aspirations for some Pupil Premium Students</b>				
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Pupil Premium students continue to receive high quality CIAG and are provided with cultural opportunities.	Part funding culture and ethos including careers and partnerships.	Destinations data from 2019 showed that only 1 student (police matter) did not start an appropriate course in September 2019. All year 11 students have planned destinations for September 2020.	Leadership of careers will remain an integral part of the personal development strategy in 2020-21.	£12081
	Part-funding Careers	Head of careers has delivered full careers programme through form time, visits, visiting speakers and special events. The Compass careers evaluation tool shows that the academy performs ahead of national on all measures.	Continue. Further development of programme with a particular focus on form time activities. Need to improve compass score on parental engagement.	£4700

	<p>Careers events on the academic calendar as per Careers bid:</p> <ul style="list-style-type: none"> <li>• Forward Thinking Programme</li> <li>• Transport to post-16 uni. events</li> </ul> <p>BITC Service level agreement (provider of free events throughout the year from KPMG)</p>	<p>Numerous events have taken place and student evaluations have indicated a very positive impact on careers knowledge and aspirations</p>	<p>Continue.</p>	<p>£882 for KPMG (56% of annual charge)</p> <p>· Forward Thinking Programme · Transport to post-16 uni. events BITC Service level agreement (provider of free events throughout the year from KPMG) £280 for transport cost for Forward Thinking (56% of transport budget) £1400 (56% of careers budget).</p>
	<p>Arts Provision for PP students to encourage increased participation in music, drama and dance. This will</p>	<p>25% of students (all attend The Rep) in Year 10 drama Class are on or above target grade  All Year 9, 10, 11 music students have a per lesson</p>	<p>Continue</p>	<p>£4200 on The Rep (56% of total)  £3461 on CBSO (56% of</p>

	include work with CBSO, The REP, RDC Youth, Birmingham Music Services (EEF +2)	<p>which directly contributes to the performance element of their BTEC course</p> <p>3 students who attend RDC Youth have been chosen to attend the CAT scheme (a city Wide gifted and talented Dance training programme)</p> <p>The 3 most able students are on or above their target grade.</p> <p>This group also has a SEND PP Year 10 students in, who is now working at her target grade in dance</p>		total) £19 702 on Music Services (56% of total) £983 on RDC Youth (56% of total)
	Part funding Sport.	<p>Extra-curricular programme is open to all students and provides opportunities in a range of sports and settings. PP students have very good engagement in core PE lessons as evidenced by learning walks, lesson observations and PP snapshot document. PP students in 2020 year 11 cohort for CN sport studies have a projected P8 score of +0.12 against the DfE 'Open basket' progress tables.</p>	Continue	£8404
	Part funding Performing and creative arts	<p>Extra-curricular programme is open to all students and provides opportunities in a range of arts subjects and settings. PP students have very good engagement in performing arts lessons as evidenced by learning walks and lesson observations</p>	Continue. Full musical due in July 2021.	£6531

	Uniform subsidy	High quality of student uniform. Evidenced in OFSTED February 2020 and learning walks. Reduction in trainers from January 2020	Continue	£1100 on uniform items including shoes.
	Subsidy of trips and hardship fund to ensure wider cultural exposure.	Limited impact due to Covid-19	Continue. Review as part of new rewards programme	£5700 trips subsidy
	Tracking and monitoring of extra-curricular participation rates.	Tracker has now been set up	Continue. Use in 2020-21 to track extra-curricular provision and enable the targeting of students not participating	
	Part funding Pupil Premium funding. Strategic oversight of PP plan, spend and impact evaluation.	Outcomes and attendance for PP students continue to improve, although improvements have been slight.	Continue. New AHT with responsibility for PP in 2020-21	£56,313
	Part funding Progress Year Leaders to support students in achieving positive outcomes and securing appropriate destinations.	AHT Progress Year Leaders work with students on daily basis to support their academic progress, well-being and future pathways.	Continue. 3 new Progress Year Leaders in post for 2020-21	£115,234
	<ul style="list-style-type: none"> <li>Part funding of SAHT salary to track progress of PP students and to lead on strategic implementation of actions to raise attainment (Sir John Dunford Point 1)</li> </ul>	Data dashboards completed for spring term which includes focus on PP students and new focus on which parts of the curriculum need to be strengthened	Continue.	£13446

