



## 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

### **Barriers to educational achievement**

Please explain below the precise barriers to learning. This may or example include: spelling ages, reading ages, those below -9 months reading age, those 12 month below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.

#### **1) Low levels of Literacy on entry.**

- 29% (60/205) of Y7 students have a scaled score below 100 in Grammar, with 35% (40/114) of PP students scoring below 100, compared with 22% (20/91) non-PP.
- 35% (71/205) of Y7 students have a scaled score below 100 in Reading, with 40% (46/114) of PP students scoring below 100, compared with 27% (25/91) non-PP.
- 26% (53/202) of Y8 students have a scaled score below 100 in Grammar, with 29% (38/133) of PP students scoring below 100, compared with 22% (15/69) non-PP.
- 40% (81/202) of Y8 students have a scaled score below 100 in Reading, with 43% (57/133) of PP students scoring below 100, compared with 35% (24/69) non-PP.

1)

#### **2) Low levels of Numeracy on entry to the academy**

- 37% (76/202) of Y7 students have a scaled score below 100 in Maths, with 42% (48/114) of PP students scoring below 100, compared with 31% (28/91) non-PP.
- 38% (76/202) of Y8 students have a scaled score below 100 in Maths, with 44% (58/133) of PP students scoring below 100, compared with 26% (18/69) non-PP.

#### **3) Disadvantaged students struggle to attend school regularly.**

Attendance for PP students in the WB 16/12/19 was 88.6% compared with a whole school average of 90.3%. In 2018-19 (May31st 2019) there were 155 PP students in the PA category (30.8%) This compares to 64 non-PP students who are in the PA category (12.7%)

#### **4) 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.**

- Negative logs for PP students totalled 21,005 for an average of 36.6, compared to just 6,923 and an average of 15.6 for non-PP students. 46 PP and 23 non-PP out of 69 Fixed Term Exclusions in 2018-19. 36 PP 14 non-PP out of 50 extended isolations in 2018-19.
- Magnas for Pupil Premium students totalled 136773 in 2018-19 (up to 5<sup>th</sup> June 2019) compared with 36488 for non-PP students. In year 8 PP students received more Magnas on average than non-PP students (356 compared with 252). In years 9-11 non-PP students received more Magnas on average than PP students.

**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.**

- School deprivation indicator – 0.4 (highest 20%)
- Bartley Green is lowest ward in the country for the percentage of people who have been to university
- Attendance at parents evenings is low (61% for year 7 parents evening on 8<sup>th</sup> May 2019) – evidence will include a breakdown by PP and non PP for attendance

## Pupil Premium Strategy (secondary) 2020-2021

1. Summary information					
School	Shenley Academy				
Academic Year	2020-21	Total PP budget	£586,848	Date of most recent PP Review	April 2020
Total number of pupils	933	Number of pupils eligible for PP	604	Date for next internal review of this strategy	9 Jun 2021

2. Current attainment		
2020 Outcomes	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ Eng/Ma - Best of	44%	71%
% achieving 5+ Eng/Ma - best of	23%	50%
Progress 8 score average	-0.50 (PP -0.78)	0.12

Attainment 8 score average	40.60 (PP ~ 34.80)	52
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3 Desired outcomes		
Barrier	Desired outcomes	Success criteria
1)	<p><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.</b></p> <p>All students to reach their full potential by reducing the attainment and progress gaps between PP students 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</p>	<p>Improvements in attainment and progress in English measured against national other. In GL Assessments taken in July 2021 there will be no gap between the % of PP and non-PP students who are working at age related expectations. In 2018 68% of PP compared to 91% of non-PP were working at age related expectations.</p>

	appropriately challenged in all subjects.	
2)	<p><b>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.</b></p> <p>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.</p>	<p>Improvements in attainment and progress in maths measured against national other.</p> <p>In GL Assessments taken in July 2021 there will be no gap between the % of PP and non-PP students who are working at age related expectations.</p> <p>In 2018 68% of PP compared to 91% of non-PP were working at age related expectations.</p>
3)	<p><b>Attendance and punctuality to exceed national other expectations for students;</b> Academy attendance target is a minimum of 95% for all students.</p>	<p>A combination of whole school interventions specifically targeting PP students will lead to an increase in overall attendance for all students to 95% and will in turn close the PP/non PP gap, whilst ensuring that we raise the benchmark for all students.</p>
4)	<p><b>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</b></p>	<p>The number of negative logs for PP students is improving continually, with PP students not disproportionately represented in the data. Fixed term exclusions for PP students reduce significantly and are below national other. Improved PP student attendance at after school intervention and holiday school classes. Reduction in instances of PP students in extended support.</p>
5)	<p><b>Pupil Premium students continue to receive high quality CIAG and are provided with cultural opportunities.</b></p>	<p>All students will have appropriate and ambitious career pathways and there will be 0% NEETS</p> <p>Increasing proportions of Pupil Premium students participating in enrichment activities, including sport and the arts by at least 25% by Dec 2020, aiming for all. Students to engage in at least one extra-curricular activity and have received high quality careers advice linked to the Gatsby Benchmark guidance.</p>

4 Planned expenditure					
Academic year	2020-21				
Barrier					
<p><b>1) Low levels of Literacy on entry – to shorten the gap between our PP and Non PP students in the literacy areas highlighted below.</b></p> <ul style="list-style-type: none"> <li>- 29% (60/205) of Y7 students have a scaled score below 100 in Grammar, with 35% (40/114) of PP students scoring below 100, compared with 22% (20/91) non-PP.</li> <li>- 35% (71/205) of Y7 students have a scaled score below 100 in Reading, with 40% (46/114) of PP students scoring below 100, compared with 27% (25/91) non-PP.</li> <li>- 26% (53/202) of Y8 students have a scaled score below 100 in Grammar, with 29% (38/133) of PP students scoring below 100, compared with 22% (15/69) non-PP.</li> <li>- 40% (81/202) of Y8 students have a scaled score below 100 in Reading, with 43% (57/133) of PP students scoring below 100, compared with 35% (24/69) non-PP.</li> </ul>					
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead and cost
	Literacy Assessment Online for years 7 and 8	Provides regular reading age data for all students around different types of test. This provides diagnostic information on each individual child's literacy.	Launch in September and test in the first week in September to establish baseline. Mid-year testing to monitor progress followed by final end of year tests. Staff to be fully informed of reading ages and these to be visible on teacher data sheets.	December 2020	MES/JOH £390 (65% of 1 year subscription)
	Part-funding of 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 )	EEF evidence supports impact of high quality first teaching and effective tracking and intervention  With improved English teaching the literacy barrier will reduce because PP students will be more confident in	Lesson observations, learning walks and faculty analysis documentation. Learning walks to have a specific focus on the vocabulary that is being used by PP students and the strategies which are being used to support PP students' writing. Learning walks will be	December 2020	£42661

		accessing a wide range of vocabulary and writing styles in both their reading and written work	conducted weekly by AHFs in all subjects and will always include a literacy focus. Book reviews will be done weekly by SLT and will evidence literacy.		
	<ul style="list-style-type: none"> <li>GL Assessments to check impact of literacy and numeracy in years 7-9 (Sir John Dunford Point 1)</li> </ul>	GL assessments are nationally recognised assessments and include breakdown by PP and non-PP. The results from these tests will support the monitoring and evaluation of the impact of the different strategies as well as providing diagnostic information about the subject specific areas of strength and weakness for PP students.	Tests are carried out in exam conditions. The new yr 7 cohort is tested in September. Results are analysed and shared by data team to monitor progress and to identify where more focused one to one or small group intervention is needed.	December 2020	£4875
	<ul style="list-style-type: none"> <li>New marking and feedback policy.</li> </ul>	High quality feedback which involves student reflection has an especially positive impact on PP students (EEF+8)	Work scrutiny. Both as part of weekly SLT work scrutiny and also as part of faculty work scrutiny looking at compliance and standards. A proforma will be completed and recorded centrally on a scored basis using the cluster model.	December 2020	cost of green pens/highlighters.
	<ul style="list-style-type: none"> <li>Part funding of Inclusion</li> </ul>	Strategic lead on SEND and inclusion. 79/123 SEND students are PP	Fortnightly line management with JAB. Monthly presentation at SLT with PP as a standing agenda item	December 2020	£45,145
	<ul style="list-style-type: none"> <li>Thrive curriculum</li> </ul>	Personalised approach to the curriculum which ensures that the curriculum is accessible for all, particularly SEND and vulnerable PP students. Evidence based approach which develops resilience.	SEND PP students will have baseline assessments and personal plans will be created in October 2020 with review in March 2021 and July 2021.	December 2020	£ 351 79/123 SEND students are PP
<b>Total budgeted cost</b>					£93,423
2) <b>Low levels of numeracy on entry – to shorten the gap between our PP and Non PP students in the numeracy areas highlighted below.</b>					

- 37% (76/202) of Y7 students have a scaled score below 100 in Maths, with 42% (48/114) of PP students scoring below 100, compared with 31% (28/91) non-PP.
- 38% (76/202) of Y8 students have a scaled score below 100 in Maths, with 44% (58/133) of PP students scoring below 100, compared with 26% (18/69) non-PP.

	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead and cost</b>
	'Hegarty Maths' and TTRS. (EEF +4)	Supporting maths homework and lesson starters  We are using Hegarty maths because student voice has indicated that it is a useful resource for helping students when they find a particular mathematical concept very difficult. It is also frequently used for setting homework in maths	Homework completion rates to be monitored fortnightly by Curriculum Leader maths. Learning walks conducted weekly by AHF will monitor the start of lesson procedure.	December 2020	DAS (65% of total cost)
	Part-funding of Maths. Responsible for 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 )	EEF evidence supports impact of high quality first teaching and effective tracking and intervention.	Lesson observations, weekly learning walks by AHF. Assessment data (half termly in line with assessment calendar). Learning walks to have a specific focus on the performance of PP students in maths. Line management meetings. Lesson observations triangulated with book scrutiny , student data and student voice.	December 2020	£43,799
	Catch up sessions for year 8 and 9 maths students with TIAs - 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.	Small group work with targeted students (+4 EEF)  The small group work will roll out in both KS3 and KS4 and be led by EMS. The programme will be developed by AHF maths to support progress in line with curriculum.	Observation of small group sessions to be completed by AHF maths as part of monthly SLT PP review. Work scrutiny to be completed weekly as part of SLT work scrutiny plan and recorded centrally using the cluster model. Data analysis - of attainment and progress drilled to cohort level and reviewed at department and whole school	December 2020	£17,192

		Sessions will be delivered on a weekly basis and students will be taken out of other lessons (not maths)	achievement meetings (EMS/JAB/MBY) Pupil voice to test maths knowledge and understanding. Half termly pupil group meetings with CL/AHF maths and pupils with their maths books to listen to them explain and talk through their work.		
<b>Total budgeted cost</b>					£60,991
<b>3) Some disadvantaged students struggle to attend school regularly</b>					
Attendance for PP students (2017-18) was 90.2%, compared with 95.7% for non-PP, and a whole school average of 92.6%. In 2018-19 (May31st 2019) there are 155 PP students in the PA category (30.8%) This compares to 64 non-PP students who are in the PA category (12.7%)					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead and Cost</b>
	Part funding of a home school Liaison Produces daily attendance report and evaluative figures weekly of focus groups and tackles school refusal  (Sir John Dunford Point 7)	Day 2 home visits for vulnerable Pupil Premium students.  Supporting PP to attend school and reduce PA improves their attainment chances.  In 2018-19 (May31st 2019) there are 155 PP students in the PA category (30.8%) This compares to 64 non-PP students who are in the PA category (12.7%)	HSL routinely (daily in the morning) alongside attendance team:- checks registers, checks phone messages, reports absences to PSM, sends parental texts, makes parental phone calls (to encourage attendance, letters sent if not contact achieved), diarises and adds notes to SIMS on student absences (to monitor).	December 2020	NEH £16,494
	Part funding of one SLT salary for role relating to attendance. Part funding of PSMs. Part funding of two attendance officers. (Sir John Dunford Point 7)	Research shows that students eligible for PP are more likely to be persistently absent. Supporting PP to attend school and reduce PA improves their attainment chances.	Monthly attendance update as part of SLT meeting analysed to cohort level including PP. Weekly attendance updates emailed to all staff. Fortnightly coding checks which include	December 2020	NEH £51163  £7874

		Attendance assemblies and support for students with attendance concerns. Robust tracking of potential persistent absent students below 92%. Implementation of SOL. Parental engagements events such as coffee mornings.	quality assurance by the Trust Strategic Lead (fortnightly) and half termly RABs. Coffee morning scheduled termly to re-engage families who may have a negative experience of schooling.		£41,107
	Sol attendance introduced so that all stakeholders (students, teachers, leaders) have weekly access to up to date attendance data. One stop record for attendance.	Quick, efficient analysis of attendance patterns to enable prompt intervention when attendance is poor or declining. Sol attendance is simple and engaging for students as well as teachers and leaders so it will act as motivational tool for students as well as an analysis tool for teachers and leaders.	Training to be provided to NEH to then train whole staff so that all staff can use SOL to work with students in form groups. Attendance Monday – every Monday will be an attendance focus in form with the attendance diamond visible in the foyer. Roles within attendance e.g form tutor role can be clearly accounted.	December 2020	NEH £ 762
	Introduce breakfast club in order to encourage targeted PP students to attend school punctually and drive student engagement to impact on attendance.	Evidence from the secondary cluster has suggested that this has had a positive impact of PP attendance for targeted students.	Seek to work with “Magic Breakfast” in order to source food items. Spend from PP budget will be on kitchen staff needed to cook/heat food.	December 2020	Cost determined on a successful bid for the contract
	Attendance rewards to improve the engagement and positive self-esteem of PP students, driving a culture of celebrating success.	Small monthly awards including food and drink items (such as the successful hot chocolate event in 2019-20) to be used to recognise excellent and improving attendance	Half termly pupil voice, staff voice and analysis of impact on overall attendance in line with SLT schedule.	December 2020	Included in rewards budget
	Personalised attendance mentoring for students who are persistently absent. Daily contact between designated academy leader and each individual student.	Increased tracking and engagement with students who are at risk of persistent absence.	Attendance tracking using Sol to highlight targeted students. Each targeted student would be expected to improve their attendance whilst on the mentoring programme. Daily attendance contact with SLT link. Weekly overall review with parents.	December 2020	NEH £234

			Fortnightly rewards programme.		
<b>Total budgeted cost</b>					£117,633
<p><b>4) Some PP students in particular lack social and study skills, along with lack of maturity which negatively impacts how effectively they self-regulate their attitude to learning. This has a detrimental impact on their progress.</b></p> <p>Negative logs for PP students totalled 21,005 for an average of 36.6, compared to just 6,923 and an average of 15.6 for non-PP students. 46 PP and 23 non-PP out of 69 Fixed Term Exclusions in 2018-19. 36 PP 14 non-PP out of 50 extended isolations in 2018-19.</p> <p>Magnas for Pupil Premium students totalled 136773 in 2018-19 (up to 5<sup>th</sup> June 2019) compared with 36488 for non-PP students. In year 8 PP students received more Magnas on average than non-PP students (356 compared with 252). In years 9-11 non-PP students received more Magnas on average than PP students.</p>					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead and cost</b>
	Part-funding of School Counselling - 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.	Filter meetings. Fortnightly meetings with JOH to review progress.	December 2020	£11407
	Part funding of behaviour and ethos. (EEF +3)	Strategic overview of behaviour systems and processes.	Monthly monitoring of behaviour logs, FTE, INEX, ISO, to include repeat offences. Intervention where repeat offences are identified. Full cohort level analysis to ensure that there is no disproportionate PP and non-PP gap in school.	December 2020	£50,082
	Part funding of behaviour and interventions (EEF +3)	Courses such as anger management, social skills and positive attitudes to learning support PP students in	Behaviour logs, fixed term exclusions monitored as above.	December 2020	£8328

		improving their behaviour and developing resilience and life skills.			
	Part funding of Class Charts (incl. seating plan aspect) All staff clearly identify students with PP and /or SEN on annotated seating plans (EEF +5)	Many PP students have numerous homework logs. The seating plan aspect also enables staff to clearly identify PP students, so that they can receive the necessary support and challenge.	Monitoring of Class Charts (setting of HW). Monitoring of HW behaviour logs. Seating plans evidenced in teacher files checked fortnightly through AHF faculty QA.	December 2020	£3250
	Rewards week /termly rewards in July 2020	Rewards for students in final week to experience opportunities they may not have otherwise been able to access. Termly awards presented in awards assemblies by year group.	Selected students using attendance, behaviour and effort data. Effort league boards to be visible in the foyer, designed by the student leadership team.	December 2020	£3250
	Motivational assemblies/speakers	Used to motivate and provide additional direction to vulnerable PP students	Student voice and student leadership team following every event	December 2020	£1000
	Holiday school. Payment for teachers delivering sessions in holidays	Provides students with additional revision sessions and opportunities to complete coursework	Monitoring of attendance registers to analyse PP attendance.	December 2020	Three holiday schools £3900.
<b>Total budgeted cost</b>					£81,217
<p><b>5) Some PP students have not had access to high quality social and cultural experiences, 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 with some Pupil Premium Students.</b></p> <p>School deprivation indicator – 0.4 (highest 20%) Bartley Green is lowest ward in the country for the percentage of people who have been to university Attendance at parents evenings is low (61% for year 7 parents evening on 8<sup>th</sup> May 2019) – evidence will include a breakdown by PP and non PP for attendance.</p>					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead and cost</b>
	Part funding of culture and ethos including careers and	Strategic overview and leadership of careers and employability work.	Termly tracking of destinations data.	December 2020	£11,581

	partnerships.		Impact reports annually.		
	Part-funding Careers	Gatsby principles include having named Head of Careers.	Fortnightly line management meetings between ELS and IHN  Termly tracking of destinations data.	December 2020	£5872
	Careers events on the academic calendar as per Careers bid:  <ul style="list-style-type: none"> <li>• Forward Thinking Programme</li> <li>• Transport to post-16 uni. events</li> </ul> BITC Service level agreement (provider of free events throughout the year from KPMG)	Recommendations from other EACT academies and outside agencies suggest this approach is successful. Feedback from April 2019 event.	Monitoring and feedback after each individual event. Half termly pupil voice.	December 2020	£650  £280  £650
	Arts Provision for PP students to encourage increased participation in music, drama and dance. This will include work with CBSO, The REP, RDC Youth, Birmingham Music Services  (EEF +2)	Develops softer skills e.g. confidence, motivation, resilience. Providing additional extracurricular activities for students and opportunities to develop social and cultural capital.	Tracking and monitoring. Impact reports. Audit of extra-curricular provision (May 2019 IHN) Full registration to be taken at all extra-curricular events. Half termly attendance audit to be mapped on provision tracker (IHN)	December 2020	£4981  £3900  £10081
	Part funding of Sport	Extra-curricular sports provision for PP students including full range of sports	Tracking extra-curricular sports participation by PP students (IHN)	December 2020	£5628
	Part funding of Performing and creative arts	Extra-curricular arts provision for PP students including dance, drama, music	Tracking extra-curricular sports participation by	December 2020	£4485

		and art.	PP students		
	Uniform subsidy		100% uniform compliance. Linked to SAP student hardship reviews and authorised by DAE.	December 2020	£2500
	Subsidy of trips and hardship fund to ensure wider cultural exposure.	Without spare money take up for extra-curricular is often very low.	All students have same opportunities with no barriers. Form tutors knowledge of students-at a-glance booklet.	December 2020	£6000
	Part funding of Strategic oversight of PP plan, spend and impact evaluation.	Evidence from SSAT research demonstrates the importance of having a named SLT member as having overall responsibility for Pupil Premium funding.	Fortnightly line management meetings. Half termly RABs. Achievement, attendance and behaviour data analysed at each half termly data input. Fortnightly achievement and progress team meetings.	December 2020	£34,064
	Part funding of Progress Year 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.	Half termly update meetings. Fortnightly line management meetings with JAD	December 2020	£125,677
	Part funding of track progress of PP students and to lead on strategic implementation of actions to raise attainment (Sir John Dunford Point 1)	SAHT leads of monitoring of progress of PP students so that effective intervention can take place.	Half termly data overview analysis. Fortnightly achievement meetings.	December 2020	£17234
<b>Total budgeted cost</b>					<b>£233,584</b>

**Overall Total Budgeted Cost** £586,848

**Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

