

Pupil Premium Impact Assessment

2019-2020

MELIOR COMMUNITY ACADEMY

The context of the Academy

Melior Community Academy draws directly from the local community with the majority of pupils living within walking distance. The vast majority of its intake comes from its four main feeder primary schools. As the performance of the school continues to improve, the student population is growing. There are 54 more students in the current Year 7 than left Year 11 in 2019. This has continued to improve further in 2019 in light of the fantastic progress made by the Academy taking the number of students on role from 667 to 715

The 2017 and 2018 outcomes were transformational compared to historic outcomes at the Academy. 2019 outcomes showed a small dip in progress and attainment but progress remained above national average. Headlines for Progress 8 are above national* with basics at 50% and 34%. Leaders are ambitious and have demonstrable capacity to continue to improve standards. The school is part of Delta Academies Trust. There are 715 pupils on roll. 51.5% of pupils are eligible for disadvantaged funding, 13.7% are identified as SEN support, 1.5% with an EHCP which is above the national average. There have been a number of recent changes implemented in leadership, curriculum, behaviour, T&L and English that are having a positive impact and are well supported by the trust (Delta). The schools has moved from 48 out of 55 to 13 out of 55 compared to similar schools nationally.

In April 2019, the academy received an OFSTED Section 5 Inspection and was graded as 'Good' and outstanding for Leadership and Management. The current Principal continues in her role and was appointed to Delta Associate Executive Principal in January 2018. Our primary focus has been on improving behaviour, developing leadership and securing success through improved quality first wave 1 teaching. Leadership at all levels is strong. The current profile of teaching is much improved following key appointments in Maths, English, Science and Humanities. A number of the less effective teaching and leadership staff have now left the Academy.

The trust provides effective challenge and support to the Academy. This is co-ordinated by the Director of Education working directly with the academy on improvement priorities on a regular basis. The Academy is supported by a number of subject directors in key areas.

The academy is a smaller than average school. The majority of pupils live in areas containing significant pockets of deprivation characterised by high unemployment, an inadequate employment base, low average income levels, rundown housing estates, poor health and a degraded urban environment. The proportion of pupils eligible for free school meals is above the national average at 26%. Pupils within the academy are mainly White British with the numbers of pupils who speak English as an additional language is below the national average but increasing at 6.6%.

A small number of pupils (currently 3) requiring behavioural and emotional support attend local offsite provision.

Under the leadership of both the SLT and MLT, the Academy has shown that we have the capacity to bring about significant and sustained positive change.

Demographics

Year	Pupils	Boys	Girls	Pupil Premium	Pupil Premium %	SEN Support	SEN Support %	SEN EHC Plan	SEN EHC Plan %	EAL	EAL %	Minority Ethnic	Minority Ethnic %	LAC	LAC %
7	155	61.3%	38.7%	85	54.8%	21	13.5%	1	0.6%	5	3.2%	8	5.2%	0	0.0%
8	172	56.4%	43.6%	97	56.4%	27	15.7%	2	1.2%	13	7.6%	15	8.7%	0	0.0%
9	137	49.6%	50.4%	65	47.4%	12	8.8%	4	2.9%	13	9.5%	14	10.2%	0	0.0%
10	137	47.4%	52.6%	64	46.7%	17	12.4%	2	1.5%	11	8.0%	14	10.2%	0	0.0%
11	114	48.2%	51.8%	57	50.0%	21	18.4%	2	1.8%	5	4.4%	8	7.0%	0	0.0%
Total	715	53.1%	46.9%	368	51.5%	98	13.7%	11	1.5%	47	6.6%	59	8.3%	0	0.0%

Pupil Premium Strategy Plan Statement 2019-20

Summary information					
School	Melior Community Academy				
Academic Year	19/20	Total PP budget	£295,460	Date of most recent PP Review	27/6/17
Total number of pupils	715	Number of pupils eligible for PP	368	Date for next internal review of this strategy	Sept 2020

Current attainment		
	Pupils eligible for PP	All Pupils
% achieving a pass in English / Maths (grade 4)	36%	50%
Progress 8 score average	-0.22	0.13
Attainment 8 score average	32.4	32.4
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups, which prevents them from making good progress in Year 7.	
B.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in English and Mathematics at KS4. This reduces future life choices.	
C.	Pupils who are eligible for PP in current tracking on average are making less progress than other groups in basket 3 qualifications	
D.	Low aspiration, resilience and a thirst for learning is having a detrimental effect on their academic progress.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance rates for pupils eligible for PP are lower than other groups, this reduces teacher/pupil contact time and causes them to fall behind.	

Desired outcomes		Success criteria
A.	High levels of progress in literacy for year 7 and year 8 pupils eligible for PP.	Pupils eligible for PP in Y7 make more progress by the end of the year than 'other' pupils. Evidence through NGRT testing, in school English assessment data. Accelerated reader outcomes
B.	To continue improved rates of progress at KS4 English and Mathematics for pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils in English and mathematics at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results
C.	Improved rates of progress at KS4 Basket 3 Qualifications	Pupils eligible for PP make as much progress as 'other' pupils in Basket 3 subjects at Key Stage 4. Evidence through regular RAG fed by DELTA assessments and external GCSE results
D.	Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours. Vulnerable pupils are supported academically, emotionally and socially.	Pupils identified through behaviour data and the inclusion team as causing concern or vulnerable are able to engage more positively in learning and require less interventions either via mentoring or behaviour management. Evidence RAG, behaviour data.
E.	Increase in the attendance of pupils eligible for PP	Attendance figures show that the gap between PP pupils attendance is closing and in line with 'other'. Evidence through half termly attendance data.

Planned expenditure

Academic year **2019-20**

Quality of teaching for all

Desired outcome	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?
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	Year 7 -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover, write, check -Fresh Start -Accelerated reader	Differentiated material Fresh Start success from last academic year. Demonstrate and connect activities linked to assessment will show improvement leading to all students making progress	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies (KS3 being further developed)	All teachers of KS3 are responsible for tracking student progress. Overall checks on	Termly through data discussions with SLT

	<ul style="list-style-type: none"> -Reading starters -Selecting PP students to read smaller sections of a text to build confidence in reading. -SMERT to introduce topic related vocabulary -Reading Rediscovered <p>Year 8</p> <ul style="list-style-type: none"> -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover,write, check -Fresh Start activities included in lower ability set – high proportion of PP -Accelerated reader -Reading starters -Selecting PP students to read smaller sections of a text to build confidence in reading. -SMERT to introduce topic related vocabulary -Reading Rediscovered 			<p>progress LL and DLL</p>	
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B – Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps, EEF teaching and learning toolkit sites feedback as having high impact +8 months	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies Director support regarding T&L and resources plus cross school links	Directors M&E LL M&E	Weekly RAG Meetings led by SLT
C-Improved rates of progress at KS4 Basket 3 Qualifications	Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking. Increased robustness of tracking and quality assurance	Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps, EEF teaching and learning toolkit sites feedback as having high impact +8 months	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies Director support regarding T&L and resources plus cross school links	Directors M&E LL M&E Associate SLT	Weekly RAG Meetings led by SLT
Current allocated spend					£44,200
Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

		rationale for this choice?			
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	<p>Personalised and small group provision following diagnostic testing (CATS, NGRT, VERNON, Dyslexia screening) to include literacy program that is appropriate.</p> <p>Develop links with primary schools following last previous successful pilot to increase intervention for pupils in Y6 who are coming to Melior in September.</p> <p>Pupils to receive x3 reading books via the post to encourage a love of reading. These will be age appropriate.</p>	<p>Diagnostic testing ensures that pupil's needs are identified and appropriate interventions are put in place to ensure progress. The programs used are shown to be effective and are used in other Academies within the chain. EEF Teaching and Learning toolkit sites that 121 tuition has a moderate impact +5 months. Regular feedback is included in these interventions which the EEF rate as +8 months. EEF Collaborative learning +5 months, moderate impact for very low cost. Small group tuition +4 months</p> <p>Pupils have the enjoyment of receiving post and sharing the resources at home</p>	<p>Regular monitoring of progress through data tracking</p> <p>CPD for staff delivering Fresh Start Phonics, Attack, Sounds Training etc</p> <p>Liaison with Primary Schools as appropriate</p> <p>All PP students will receive these books and what they receive will be recorded by the PP champion</p>	<p>AP Intervention and SENCO</p> <p>PP Champion</p>	Feb & July 2020

	<p>Robust reading and spelling testing, data shared across the academy and used in planning (class profiles)</p> <p>Implementation of New Reading Strategy to Ks3 students within English. Reading Reconsidered'</p>	<p>To enable all teachers to differentiate appropriately so that all pupils can access reading material. Data has shown a significant number of pupils eligible for PP have a reading age lower than their chronological age.</p> <p>To improve the Chronological Reading ages of students.</p>	QA process	AP data & interventions LL	Class profile checking LL Drop ins
B – Continued Improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	<p>Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.</p> <p>Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only</p> <p>Provide specific interventions through</p>	<p>EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months</p> <p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. EEF Collaborative learning +5, moderate impact for very low cost. EEF Extending school time +2 months.</p>	<p>Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>LL M&E</p> <p>LL M&E</p> <p>LL M&E</p>	<p>RAG meetings as per the school calendar</p> <p>Review at RAG</p> <p>Regular RAG</p>

	<p>weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations.</p> <p>Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet</p>	<p>Ensures bespoke and intensive interventions for identified pupils</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills. They complete work on Hegarty Maths.</p> <p>Pupils are given individualised feedback on Hegarty Maths from class teacher which EEF rates as a high impact strategy +8 months. Homework EEF +5 months.</p> <p>Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.</p>			
C-Improved rates of progress at KS4 Basket 3 Qualifications	Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.	EEF shows that 121 teaching has a moderate impact of +5 months. It also enables thorough and effective feedback which EEF rates as a high impact strategy +8 months	<p>Regular monitoring through RAG and other data tracking relating to PRP</p> <p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p>	LL M&E LL M&E	<p>RAG meetings as per the school calendar</p> <p>Review at RAG</p>

	<p>Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 10/11</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the courses</p> <p>GCSE POD and a space afterschool to access the internet used where appropriate</p>	<p>Enables pupils to consolidate learning and further access teaching and support. Ensures that learning takes place within the holiday period with otherwise not happen. EEF Collaborative learning +5, moderate impact for very low cost. EEF Extending school time +2 months.</p> <p>Ensures bespoke and intensive interventions for identified pupils. EEF Collaborative learning +5, moderate impact for very low cost</p> <p>Pupils use revision guides within lesson to aid pupils in revision skills.</p> <p>Pupils use exam specific resources on GCSE POD. Digital technology, +4 months moderate impact for moderate cost.</p>	<p>Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses</p> <p>Letters home to parents and register of attendance</p> <p>Improvements in assessments</p>	<p>LL M&E</p>	<p>Regular RAG</p>
Current allocated spend					<p>£29,595</p>
<p>Other approaches</p>					

Desired outcome	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?
<p>D - Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the PLC to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.</p> <p>Pupils make use of the PLC to be supported on an individualised curriculum.</p> <p>Pupils are supported emotionally through the Mental Health Champion and externally for Regulating Emotions</p> <p>Vulnerable students are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be</p>	<p>The EEF Toolkit suggests that targeted interventions matched to the needs of pupils with particular needs or behavioural needs can be effective especially for older pupils.</p> <p>Behaviour interventions +3 months, moderate impact for moderate cost. Metacognition and self-regulation +7 months. Social and Emotional learning +4 months.</p> <p>Pupils to receive regulating emotions therapy work through an external provider</p>	<p>Phase Leaders engage with parents prior to the start of an intervention.</p> <p>Behaviours are monitored for themselves but also as an impact on the RAG – discussed as per school calendar</p> <p>Phase Leaders and PLC Lead engage with parents before and during placements.</p>	<p>AP Inclusion</p>	<p>Feb 20, July 20</p>

	<p>comfortable and learn in school.</p> <p>PP pupils are provided with a free breakfast to ensure that they are warm and fuelled for the day so good learning can take place</p> <p>PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities</p> <p>PP pupils are supported within Alternative Provision to support with challenging behaviours</p>				
<p>E - Increase in the attendance of pupils eligible for PP</p>	<p>Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding needs are met and pupils are in school.</p> <p>The EWO will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.</p>	<p>A high level of attendance is key to ensuring good attainment and progress and improving the life chances of these pupils</p>	<p>Tracking of pupils' attendance on a daily basis EWO. Regular meetings attendance/inclusion identify and discuss pupils at risk of PA and those already PA</p> <p>Tracking of group attendance data on a half termly basis</p> <p>Targeted interventions are in place to improve attendance and to re-engage pupils to ensure</p>	<p>AP Inclusion EWO, PP Champion</p>	<p>Half termly data track</p>

	Attendance Reward Scheme on a 6 week programme to aid students to improve their attendance through means of motivation of a reward.	Students issued with two targets of which if an improvement in their attendance percentage has improved a reward will be given.	progress across the curriculum. These include referrals to external agencies where appropriate.		
	School Bus attendance initiative	Mini bus service provided for PA pupil premium students to increase attendance	Monitored weekly by the PP Champion and the EWO. Afternoon reward at the end of term for successful students.		

Current allocated spend £142,193

1. Review of expenditure

Previous Academic Year

2019 /2020

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated 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
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	Year 7 -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover,write, check -Fresh Start	The impact of the intervention was disrupted due to the Covid-19 lockdown. Live marking, connect marking, Accelerated Reader, Look cover write check and other strategies continued to happen whilst the pupils were in school up until March 21 st 2020. Accelerated Reader and other reading resources were made available to students through lockdown as were the free books that are routinely sent home for PP students.	It is important to continue to provide reading resources for home use and to make on line resources such as accelerated reader available for home use. This is especially evident in the current climate of an impending further national lockdown. Year 8 have not been tested using NGRT at the beginning of Year 9 so the reading tests scores are not comparable for data analysis.	Reading intervention resources, training and delivery £7700 Directors support and delivery £17000 Intervention Coordinator support £13000 Reading Champion £1500

	<ul style="list-style-type: none"> -Accelerated reader -Reading starters -Selecting PP students to read smaller sections of a text to build confidence in reading. -SMERT to introduce topic related vocabulary -Introduction of Reading Rediscovered <p>Year 8</p> <ul style="list-style-type: none"> -Tracking and monitoring at each data capture -Live marking – correction of spelling -Connect marking for spelling -Form time reading -Look, cover,write, check -Fresh Start activities included in lower ability set – high proportion of PP -Accelerated reader -Reading starters -Selecting PP students to read smaller sections of a text to build 	<p>NGRT Reading tests took place in Autumn of 2019 and again in Autumn 2020 to measure the impact of improvements.</p> <p>Year 7 Sept 2020 results ALL students Ave Progress 10.83 months, range 0-66 months PP students Ave Progress 10.64 months, range 0-48 months</p> <p>The progress made by PP students is broadly in line with that of ALL students for this cohort of pupils.</p> <p>There are still 35 students in the cohort of sitting both tests who have a reading age of under 12 years and 25 of these are under 10 years.</p>		
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	<p>confidence in reading.</p> <p>-SMERT to introduce topic related vocabulary</p> <p>-Introduction of Reading Rediscovered</p>			
B – Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP	<p>Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking</p>	<p>Pupils continue to be provided with individual feedback to allow self supported study. This takes the form of bespoke question level analysis linked to Hegarty Maths clips for pupils in KS4 Mathematics.</p> <p>Pupils are provided with revision materials and online resources to aid there progress in English.</p>	<p>Stibbington residential continues to be an appropriate setting whereby students receive a lot of support and work on key curriculum areas and also have individual support</p>	<p>Stibbington Maths – Hire, Bus, Food & Staff % - £3000 (cancelled)</p>
C-Improved rates of progress at KS4 Basket 3 Qualifications	<p>Increased differentiation, diagnostic feedback and personalised revision. Use of demonstrate and connect marking.</p> <p>Increased robustness of tracking and quality assurance</p>	<p>Languagenut being used to support learning across the Academy in French. The impact on this will be greater uptake of a modern foreign language in the years to follow.</p> <p>Year 11 and Year 10 students supported through this on-line resource to increase outcomes.</p> <p>Personalised feedback given to students and individual support as appropriate</p> <p>Other subjects continue to provide bespoke feedback in a variety of different forms and plan to close gaps using demonstrate and connect marking successfully to make sure that pupils get the best out of marking.</p>	<p>Demonstrate and connect marking ensures that there is a purpose and a response to marking therefore making it a good tool to aid progress of pupils at all levels.</p>	<p>Resources £200</p>

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated 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
A – High levels of progress in literacy for Year 7 and 8 eligible for PP	<p>Personalised and small group provision following diagnostic testing (CATS, ART, VERNON, Dyslexia screening) to include literacy program that is appropriate.</p> <p>Develop links with primary schools following last year's successful pilot to increase intervention for pupils in Y6 who are coming to Melior in September.</p>	<p>A combination of reading packages and 121 tuition has led to the increase in reading ages for identified pupil premium students. Access to Accelerated reader continued through lockdown.</p> <p>Primary links being developed with some successful visits prior to the lockdown. Class dojo used to generate interest and support for Year 6 prior to attending Melior Sept 2020. This included reading challenges</p> <p>Age appropriate books were sent to PP students autumn, spring and summer term.</p>	.	<p>Intervention staffing and resources £37700</p> <p>Appropriate testing of students CAT and NGRT £4000</p> <p>Transition costs for primaries attending school/ online resources £500</p>
B – Continued improved rates of progress at KS4 in English and Mathematics for pupils eligible for PP in intervention groups	<p>Robust reading and spelling testing, data shared across the academy and used in planning (class profiles)</p>	<p>The RAG continues to be a robust and challenging regular meeting to ensure that pupils are receiving the correct intervention which will impact on their results and future life chances. Learning Leaders are routinely challenged when this group of pupils are not making enough progress. Conversations are at pupil by pupil level.</p> <p>Attainment 8 September to July RAG English increase of 0.48 Maths increase of 0.85 Pupils achieving 5+ English and Maths increase 5.1% Pupils achieving 4+ English and Maths increase 8.5%</p>		<p>Reading books for PP pupils & postage £500</p> <p>Library books - £4000</p>

	<p>Implementation of New Reading Strategy to Ks3 students within English. Reading Reconsidered'</p> <p>Diamond Group teaching for a small group of identified year 8 students who need to close the gap on their peers in terms of literacy and other areas in a nurturing environment.</p> <ul style="list-style-type: none"> -Bespoke package of intervention based upon individual needs -Individualised software Nessy used to engage and support students -Reading catch up programs to foster an enjoyment of reading and to close gaps 	<p>Progress 8 September to July RAG</p> <p>Overall increase of 0.27</p> <p>English increase of 0.30</p> <p>Maths increase of 0.26</p> <p>Therefore, suggesting that the interventions were timely and effective.</p>		<p>Diamond Group £3960 +£2100 + £560</p> <p>Resources £550</p>
<p>C-Improved rates of progress at KS4 Basket 3 Qualifications</p>	<p>Deliver targeted interventions and revision to small groups delivered by</p>	<p>Interventions afterschool and some residential visits took place prior to lockdown.</p>	<p>Pupils accredited for one exam in Year 10 in the Open Basket and as an Academy we wouldn't do this again.</p>	<p>Student support materials eg. Revision guides</p>

	<p>121 tutors, directors, TA's, subject teachers.</p> <p>Extend the school day into P6 for identified pupils to receive targeted support via experienced members of school staff. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 11 only</p> <p>Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions</p> <p>Provide specific revision guides appropriate to the mathematics and English examinations.</p>	<p>All of the Academy has been provided GCSE Pod and Hegarty Maths resources on line.</p> <p>Year 11 were provided all of the resources needed e.g. revision pack which included stationary and all of the Revision guides for their appropriate subject course.</p> <p>Planned interventions off site had to be cancelled due to the pandemic.</p> <p>The RAG continues to be a robust and challenging regular meeting to ensure that pupils are receiving the correct intervention which will impact on their results and future life chances. Learning Leaders are routinely challenged when this group of pupils are not making enough progress. Conversations are at pupil by pupil level.</p> <p>Progress 8 September to July RAG Overall increase of 0.27 EBacc increase of 0.34 Open increase of 0.04</p> <p>Therefore, suggesting that the interventions were timely and effective.</p>		<p>equipment etc £1300</p>
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	Provide passwords to Hegarty Maths and GCSE POD and a space afterschool to access the internet			
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated 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
<p>D - Aspiration, resilience and thirst for learning are developed for individuals eligible for PP who are displaying concerning behaviours.</p> <p>Vulnerable pupils are supported academically, emotionally and socially.</p>	<p>Learning Manager support identified vulnerable pupils on a daily basis.</p> <p>Pupils make use of the PLC to ensure that their needs are met in terms of mental health and otherwise. This is individualised and can be short or long term, part time or full time.</p> <p>Pupils make use of the PLC to be supported on an individualised curriculum.</p>	<p><u>Super 7 intervention Maths and English</u> Pupils being mentored by Vice Principal is having an impact on engagement with after school sessions</p> <p><u>Mentoring intervention</u> Learning Managers meet pupils every morning on the door as they enter school. By encountering pupils first thing, we can gauge the pupil's feelings behaviour. We can then arrange to pick up for a chat or use PLC depending on pupil's individual needs. Mental health champions are available in school as are the PLC and 'The Bridge' to further support students as appropriate.</p> <p>Xmas meal intervention – approximately 80 parents came to have Christmas Lunch with their children. Positive feedback was received.</p> <p>Xmas Hampers provided for high needs families – 30 children reached by this strategy.</p> <p>Pencil cases issued to all PP students in Year 7</p>	<p>Students do not engage as well with after school interventions if they are not spoken to on an individual basis.</p> <p>Invaluable in the early identification of issues.</p> <p>Positive feedback from parents and this strategy to be used in future years</p>	<p>Parent Xmas lunches – 35 x 3.00 = £105 Xmas hampers Pp pencil cases £330</p> <p>Proportion of the staffing costs for Pastoral Support :-Learning Managers, APU, Bridge, EWO £72930 + £17700 + £ 18860+ £18695</p> <p>Intervention costs – £12500</p> <p>Regulating Emotions Costs - £310</p>

	<p>Pupils are supported emotionally through the Mental Health Champion and externally for regulating emotions</p>	<p>Prior to lockdown increased visits to FTE colleges were attended and arranged partly funded through ONGO. This was to help raise aspiration of pupils.</p> <p>Pupils continue to be supported in terms of mental health in the Academy</p> <p>Pupils to receive regulating emotions therapy work through an external provider</p>	<p>Pupils were supported through twitter advice, email and resources as well as individual conversations with families and students as appropriate in lockdown. The Academy continued to work with external professionals to get the support that students needed during this difficult time.</p>	
	<p>Vulnerable students are supported where appropriate via the hardship fund so that they fit into school and have the appropriate uniform/equipment etc to be comfortable and learn in school.</p> <p>PP pupils are provided with a free breakfast to ensure that they are warm and fuelled for the day so good learning can take place</p> <p>PP pupils are supported where appropriate so they have the same opportunities as their peers so they can experience the same activities</p>	<p>Pupils are supported through donation and from the hardship fund to ensure that they have the appropriate clothing, equipment and resources to enable them to participate in all school life. Pupils are supported in the costs of trips and visits as appropriate so that they have access to a full curriculum and wider experiences as appropriate.</p> <p>Pupils supported to attend interviews where appropriate (One pupil went as far as Bishop Burton)</p> <p>Pupils were provided a small nurturing environment in the Diamond group. They were provided with the resources appropriate to their ability level and a high level of teacher/TA contact. They received reward activities as part of the initiative.</p>	<p>Pupils have been well supported through the year including in lockdown. A limited number of vulnerable students attended the Academy with regular contact with the families of those who didn't access the provision.</p> <p>The Academy continues to have good relationships with all external professionals.</p>	<p>Hardship fund £1000</p> <p>Boxing Intervention £480</p> <p>Alternative Provision £50000</p>

	<p>Diamond Group teaching for a small group of identified year 8 students who need support and nurturing in terms of emotional literacy, dealing with conflict/feelings, raising self-esteem and aspiration.</p> <p>Introduction of Princes Trust for a bespoke number of students to raise engagement in school and aspiration.</p> <p>PP pupils are supported within Alternative Provision to support with behaviours</p>			
E - Increase in the attendance of pupils eligible for PP	Attendance team prioritise and monitor PP pupils to enable rapid follow up of unauthorised absence. Immediate phone calls and home visits made to ensure safeguarding	<p><u>Attendance interventions</u></p> <p>Robust tracking of attendance with daily EWO visits and appropriate support/challenge is in place.</p> <p>Bespoke attendance incentives are also created to encourage attendance improvements for individuals. In this scheme, the student is set both short term and long term attendance targets and receives small reward incentives at each mile stone.</p>	The EWO changed during the academic year. The new EWO has received intensive online training to empower her. She is supported by SLT to challenge attendance. Attendance procedures have been streamlined in the Academy to track more thoroughly attendance and to intervene sooner. Power-Bi has been introduced to support the manipulation of data.	<p>Breakfast costs £2660</p> <p>Hire of School Bus Costs - £1850</p>

	<p>needs are met and pupils are in school.</p> <p>The EWO will employ a variety of preventative strategies to work with families and ensure that they are aware and pupils attend school regularly.</p> <p>Attendance Reward Scheme on a 6 week programme to aid students to improve their attendance through means of motivation of a reward. 2 x group of 6.</p> <p>School Bus attendance initiative</p>	<p>Pupils have been provided with a free breakfast on attending school. This has been provided through a charity and the funding increased by the Academy to ensure appropriate staffing, food and equipment needed to make this safe and successful.</p> <p>Mini bus service provided for PA pupil premium students to increase attendance</p>		
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Additional detail
<p>The Academy engaged with 'The Brilliant Club' which is a Scholars Programme providing pupils with an experience of university-style learning through tutorials and a trip to a University. Pupils are supported through a PhD tutor, teaching supra-curricular topic based on their current research.</p> <p>Aims:</p> <ul style="list-style-type: none"> - Develop key university readiness skills, including critical thinking and meta-cognition. <p>Why:</p>

- Scholars Programme graduates are almost **twice as likely to progress** to highly-selective universities (UCAS evaluation, 2019)
- Robust **impact reports** showcasing progress towards national education targets
- Cited as an effective use of **Pupil Premium** by Ofsted

Costing £4640

The Academy engaged with The University Campus North Lincolnshire and the Hope Opportunity Trust charity for the New Perspectives programme to give the successful pupils access to scholarships at world-famous institutions such as Eton College and Rugby School following the completion of Year 11.

Aim:

-To provide students with good academic abilities along with talent in areas such as music or sport an opportunity to receive a full scholarship through the New Perspectives programme to a boarding school for further education upon completion of year 11.

Costing £2600