

Section 5



PUPIL PREMIUM STRATEGY 2020-2021

Version 7

29 September 2020

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap. We will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.”

(Sir John Dunford, National Pupil Premium Champion,
September 2013 to August 2015)

1. Summary Information					
School	Duke's Aldridge Academy				
Academic Year	2020/21	Total PP Budget	£462,220	Date of most recent PP Review	September 2020
Total Number of Students	1038	Number of students eligible for PP	453	Date for next internal review of this strategy	January 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving grade 4+ in P8	14%	
% achieving grade 5+ in English and Maths	9%	
% achieving grade 5+ in P8	6%	
Progress 8	-1.38	
Attainment 8	2.56	

3. Barriers to future attainment (for students eligible for PP including)

In-school priorities 2020-21

A	The 'gap' for PP students is wider due to lack of engagement with online teaching during the lock down (March – July 2020)
B	Disadvantaged students, as well as other students in school, have a low level of reading on entry and do not often undertake wider reading, which slows progress
C	The numeracy and literacy skills in a significant number of PP students has led to below national average progress in maths and English by the end of Key Stage 4
D	Behaviour of some PP students can have an impact on their learning. Fixed term exclusions of PP students need to be reduced.
E	To ensure that PP students at KS3 make the same progress in line with their peers
F	To ensure that PP students receive appropriate provision for their emotional well-being and mental health

External barriers *(issues which also require action outside school, such as low attendance rates)*

G	Lack of support with learning at home and lack of engagement of parents for students who are most vulnerable to underachieve
H	There is an increase in the number of social care involvement with a minority of families
I	Attendance rates for students eligible for PP are 91.38% (below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	PP student make better progress by receiving quality first teaching and learning	<ul style="list-style-type: none"> Lesson delivery is of high quality, i.e., using DDI and coaching to close the gaps CPD to support the delivery of lessons through coaching
B	PP students in English and Maths make an improved rate of progress at the end of Year 11	<ul style="list-style-type: none"> Increase the % of 5+ in Maths & English for disadvantaged students Number of PP students leaving with both English and Maths
C	<ul style="list-style-type: none"> Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA. Reduction by 50% the number of PP students whose PA is above the national average. 	<ul style="list-style-type: none"> Outcomes of PP students enhanced by improved attendance of PP students to 95%
D	To ensure that PP students at KS3 make the same progress in line with their peers	<ul style="list-style-type: none"> AP cycle demonstrates progress being made across all subjects for PP students
E	<ul style="list-style-type: none"> Enhance cultural capital of PP students by enabling participation 	<ul style="list-style-type: none"> Mapping of Duke's 101 experiences and attendance at ECA programme events shows increased take-up by PP students Each student Years 7-10 participates in a workshop regarding EWB and MH Year 11 students' participation in 'Humanutopia' workshop
F	<ul style="list-style-type: none"> To ensure that PP students receive appropriate provision for their mental health and emotional well-being 	<ul style="list-style-type: none"> All students including PP can articulate the impact of the workshop on their self-esteem and mental well-being.

5. Planned Expenditure

Academic Year

2020/21

The three headings below enable schools to demonstrate how they are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support to support whole school strategies.

i. 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?	When will you review implementation?
<p>A. PP student make better progress by receiving quality first teaching and learning.</p> <p>B. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>C. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p>	<p>Professional Learning Community established to support first quality teaching, i.e., coaching programme</p> <p>Monday staff briefings to share best practice</p> <p>Implementation of DDI training to develop all teachers how to effectively track and implement effective strategies to address under-performance and further develop student's performance</p>	<p>We want to offer high quality teaching to all pupils to improve student's progress and improve school overall results.</p> <p>Teacher leadership training and CPD sessions helps with the improvement in teacher's best practice. An improvement in teacher's best practice will contribute to the continuous improvement in student's progress</p>	<p>Lesson observation and learning walk</p> <p>Regular Book Looks carried out both within the learning communities and whole school, i.e., Immersion Week</p> <p>Progress data collection and thorough and detailed analysis of data</p>	<p>January 2021</p>

Quality of teaching for all (cont'd)				
Desired outcome	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?
D. Enhance cultural capital of PP students by enabling participation	High quality training and CPD for all staff to develop effective pedagogy, effective AFL strategies, useful and challenging, marking and feedback Google classroom to support students in taking responsibility for their learning inside and outside of the classroom	High quality feedback is a way to improve attainment and this an effective approach that needs to be embedded across the school. Evaluating the effectiveness of homework to ensure it helps pupils to make good or better progress	HoD's to review homework policy, the quality and quantity of homework given.	January 2021
			Mastery Programme	£13,000
			CPD & other training	£10,000
			Maths Programmes - MyMaths - Maths Watch	£2,000
			Quality First Teaching	£40,735
			Total budgeted cost	£65,735

ii. Targeted support				
Desired outcome	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?
<p>A. PP student make better progress by receiving quality first teaching and learning.</p> <p>B. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>C. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p> <p>D. Enhance cultural capital of PP students by enabling participation</p>	<p>Literacy - 1-1 (Ruth Miskin) and small group work for students with difficulties in reading for understanding, delivered by LSA and SEND support</p> <p>English and Maths Mastery Year 7 and 8</p> <p>Targeted Year 11 period 0 and 6 for all subjects</p> <p>Secure the improvement in the learning of maths to ensure students make progress using MyMaths and Century as a resource for intervention and homework.</p> <p>Targeted Year 11 intervention group taught by Academic Mentor, i.e., Maths, English, Science</p> <p>Students to have targeted support from external agencies, providing intervention to ensure progress</p>	<p>KS4 initiative to build confidence in creative writing through poetry and Oracy amongst specifically PP students to create growth in their self-esteem, confidence and communication skills</p> <p>Extended reading has been proven on numerous occasions that it makes a substantial impact and pupil's reading and attitude</p> <p>Some pupils need targeted literacy support to catch up.</p> <p>Targeted interventions, ensuring the right students are going to the right sessions, targeting specific needs</p> <p>High quality resources help to develop effective strategies and useful interventions to address underperformance as well as to challenges learners</p>	<p>Evaluation of the sessions Monitoring and tracking of student's progress</p> <p>1-1 student interviews</p> <p>Termly progress data collection and analysis</p> <p>"Century" training and dissemination to staff</p> <p>Improve the quality of numeracy across the school</p> <p>Tracking and analysing of student's progress</p> <p>Sharing best practice Tracking and analysing of student's progress</p> <p>Regular monitoring and tracking of student's progress</p>	<p>January 2021</p>

Targeted support (cont'd)				
Desired outcome	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?
<p>A. PP student make better progress by receiving quality first teaching and learning.</p> <p>B. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>C. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p> <p>D. Enhance cultural capital of PP students by enabling participation</p>		<p>Data indicates that that HAP PP students are performing at the same level from the same starting point as the non-HAP PP peers.</p> <p>Poor attendance and behaviour of students and the lack of parental engagement in some cases leads to slow and poor progress in school</p> <p>Support students in overcoming barriers and to help breakdown the social, emotional and behavioural barriers to learning that they are experiencing SSP forum and SWS provision</p> <p>A safe space with experienced support to support vulnerable students going through difficult circumstances.</p>	<p>RAP meetings with Trust subject leads and HOFs</p> <p>Records kept of meetings and attendance tracking support and intervention, i.e., using SOL attendance tracker</p> <p>Parents attendance to meetings including Progress meetings</p> <p>Case studies of student support, i.e., SEN and LAC</p>	<p>January 2021</p>

Literacy programme & SEN support & Accelerated Reader	£45,000
SOL Attendance Tracker	£800
Other intervention and support - Counsellor - Pastoral Staffing - Cover Supervisor	£60,000
Alternative Provision	£14,000
Additional Staffing – Maths & English	£70,000
Further Curriculum Support at Key Stage 3	£65,000
Further Curriculum Support at Key Stage 4	£120,000
Total budgeted cost	£374,800 (approx.)

iii. Other approaches				
Desired outcome	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?
<p>A. PP student make better progress by receiving quality first teaching and learning.</p> <p>B. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>C. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p> <p>D. Enhance cultural capital of PP students by enabling participation</p>	<p>Free breakfast club sessions</p> <p>Resource room</p> <p>ICT equipment</p> <p>Revision aids</p> <p>Teaching material for D&T Food</p> <p>Careers interviews, career meeting, workshops and work experience</p> <p>Targeted intervention for identified students, including 1:1 support from behaviour manager</p> <p>Trips, enrichment and other opportunities to enhance learning outside of the classroom</p>	<p>Students who are in school early are less likely to be late, more prepared for their day and have a greater amount of time with positive role models.</p> <p>Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour.</p> <p>PP students will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11</p> <p>Revision guides and appropriate texts are provided free of charge to student premium students.</p>	<p>Registers taken and tracked Evaluation of sessions</p> <p>Tracking of student's progress All requests approved and monitored to ensure value for money.</p> <p>Participation in D&T food lessons</p> <p>Records of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact</p> <p>Use behaviour data to ensure appropriate pupils are identified to receive intervention</p> <p>SSP Year 11 to engage parents before, during and after intervention</p>	<p>January 2021</p>

Other approaches (cont'd)				
Desired outcome	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?
<p>E. PP student make better progress by receiving quality first teaching and learning.</p> <p>F. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>G. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p> <p>D. Enhance cultural capital of PP students by enabling participation</p>	<p>Hit My Target</p> <p>Uniform allowance to support those in need</p> <p>More able projects and trips to raise aspirations for academic success</p> <p>Motivational seminars and acknowledging and celebrating and rewarding students' success when targets are met</p> <p>Academic and Peer mentoring</p>	<p>PP students often times attend lessons without ingredients for cooking class which impacts on their learning</p> <p>All students receive careers guidance through wellbeing lessons in all year and an interview with a Career Advisor.</p> <p>KS3 PP students will also receive career guidance through 1 to 1 sessions and workshops</p> <p>Year 10 students experience 1 week of work experience</p> <p>EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective</p> <p>Educational visits help to engage students in their learning to positively impact on their progress and build on their cultural capital.</p>	<p>Monitor behaviour improvements in behaviour against students' attainment/progress</p> <p>Termly behaviour analysis. Trip and activities are organised by various trip organisers to support the learning</p> <p>Student survey Attendance register behaviour/ attainment logs to show student progress</p> <p>Records are kept of interventions</p> <p>Tracking of student's progress</p> <p>Student identified and support and guidance provided through 1- 1 meetings</p> <p>Records are kept Tracking of student's progress</p> <p>Celebration of Achievement in Assemblies and CoA Events</p>	<p>January 2021</p>

Other approaches (cont'd)				
Desired outcome	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?
<p>A. PP student make better progress by receiving quality first teaching and learning.</p> <p>B. PP students in English and Maths make an improved rate of progress at the end of Year 11</p> <p>C. Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA.</p> <p>Reduction by 50% the number of PP students whose PA is above the national average.</p> <p>D. Enhance cultural capital of PP students by enabling participation</p>		<p>Educational visits help to engage students in their learning to positively impact on their progress and build on their cultural capital and raise aspirations</p> <p>Essential support is important for families to access subsidised uniforms when required due to challenging circumstances HAP PP students' needs to make more progress in line with students nationally.</p> <p>Opportunities to raise aspirations such as visits to universities in particular Russell Group ones such as Cambridge, Imperial London.</p> <p>Being involved in special projects with external bodies needs to be created to promote academic excellence in the school.</p> <p>Students responds well to external motivational speakers and specific praise</p>	<p>Tracking of student's progress</p> <p>Records are kept</p> <p>Reward assemblies</p> <p>Monitoring and tracking of</p>	January 2021

Other approaches (cont'd)

Desired outcome	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?
		Combatting the barrier to learning that PP students face of lacking academic organisations Guidance for students to prepare for lessons		
CAEIG – Interview Skills Day/I Step Booklet/Work Experience				£15,000
CoA Rewards				£1,000
Trips & Enrichment				
Breakfast Club				£5,890
Textbooks & Additional Resource				£500
Uniform				£5,500
Total budgeted cost				£27,890
Grand Total				£468,425 (approx.)