

Pupil premium strategy 2019-20

1. Summary information					
School	Granville Academy				
Academic Year	2019-2020	Total PP budget	£199,155	Date of most recent PP Review	Aug 2019
Total number of students	763	Number of students eligible for PP	241 (31.6%)	Date for next internal review of this strategy	Jan 2020
3-year plan number	1/3				

2. Current attainment									
	2017	2018	2019	Nat. 2018	Gap 2017	Gap 2018	Gap 2019	Students not eligible for PP (national average) 2018 (no 2019 data as yet)	Gap (national average)
Basics 4+	43%	44%	50%	44.5%	37.3%	28.5%	22.8%	71.5%	57%
Basics 5+	14%	20%	28.1%	24.9%	38.0%	31.0%	14.8%	50.1%	26.1%
Progress 8 score average	-0.24	-0.569	-0.424	-0.44		0.300	0.309	0.13	0.57
Attainment 8 score average	36	32.33	37.84	36.7		14.12	6.49	50.1	13.4

2019 results are higher than official 2018 National Disadvantaged figures* from revised National Characteristics tables

3. Barriers to future attainment (for students eligible for PP)	
	Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)
A.	Progress, attainment and gaps between PP and non-PP in all areas and measures esp. those that are More Able, SEND and the very low ability students (e.g. those with low literacy skills) (P1,2,3,8)
B.	Barriers to accessing the curriculum esp. due to low literacy levels and behavioural challenges (levels and proportion of students who are excluded) (P3,7)

C.	Experience of, access to and participation in Culture Capital opportunities including low aspirations (Curriculum intent and implementation, Gatsby benchmarks) (P4,10)		
4.	Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance levels of PP students is lower than non-PP, and high levels of PA students (P5)		
E.	Parental engagement with the Academy – to Academy events, communication with the Academy, and applications for FSM or support for uniform and kit (P9)		
5.	Intended outcomes (specific outcomes and how they will be measured) – Year 1 intended outcomes (see 3-year plan)		Success criteria
A.	<p>Progress, attainment and gaps between PP and non-PP in all areas and measures esp. those that are More Able, SEND and the very low ability students (e.g. those with low literacy skills)</p>	<p>Interventions are timely and measured including one to one, small group and external providers. Strong foundation in English and Maths are key areas for employability and overcoming social disadvantage (link to B).</p> <p>External providers/visits used to raise the profile, aspirations and attainment of students – focus on More Able (Link to C)</p> <p>First Quality teaching challenges <u>all</u> students to achieve.</p> <p>Spreadsheet of PP students created; includes academy foci and level of need. Includes interventions for each student (as appropriate)</p> <p>For Y11 - Spreadsheet to be updated to include KS4 basics current and prediction for the individual (not just summary) and all buckets – after each data point – to monitor progress.</p> <hr/> <p>Introduction of gap tracking for Y11 on FPM documents with standing item of actions taken, and they are reviewed for success.</p> <p>Data reports clearly identify students with largest gaps – interventions planned (recorded on Profile sheets)</p> <p>Close tracking of students, identifies students who require intervention (subject level) – mirrored in FPM</p> <hr/> <p>Mentoring/monitoring of student work, and challenge quality of work for PP students with the lowest Attitude to learning scores</p> <p>Where setting takes place, reports on the number of students positively discriminated are kept.</p>	<p>All interventions impact positively on progress and attainment</p> <p>Continued increase in percentage of PP students achieving basics4+, 5+ (gap reduces to 10% for 4+, and 18% for 5+)</p> <p>Average attainment 8 is 40 and p8 closer to 0.</p> <p>Reduction in PP students who are NEET.</p> <p>Gaps overtime for individual PP students, and the cohort over time closes. Current (working level) and predictions begin to move towards meeting target.</p> <p>Quality of work improves (Pride in work) Attitude to learning scores improve.</p> <p>Cross Academy strategy of PP students not moving “down” groups. Number of PP students in all groups is approximately similar.</p> <p>% of teaching consistently good improves</p> <p>Increasing % of disadvantaged students accessing level 3 courses post 16</p>

<p>B.</p>	<p>Barriers to accessing the curriculum esp. due to low literacy levels and behavioural challenges (levels and proportion of students who are excluded)</p>	<p>Accurate assessment of reading ages of Y7-9 identify students who may struggle to access the GCSE curriculum and assessment. Interventions in place to close gaps.</p> <p>Interventions are timely and measured including one to one, small group and external providers. Real focus on English and Maths are key areas for Employability and life opportunities (link to A)</p> <p>Effective use of Behaviour Mentor – early intervention with those that are demonstrating behavioural concerns within lessons and socially</p>	<p>Staff trained in “Fresh Start” programme, Programme is timetabled for use in September 2020 (if not earlier)</p> <p>Interventions in place to boost reading ages so that these students are on track to be able to access assessments at Y11.</p> <p>Planned timetabled interventions within the timetable for 2020/2021</p> <p>Reduced % of disadvantaged students are excluded fixed term. Reduced % of disadvantaged students are internally excluded Reduced % of disadvantaged students are secluded. Reduce number of students placed on off-site alternative provision as a result of challenging behaviour.</p>
<p>C.</p>	<p>Experience of, access to and participation in Culture Capital opportunities including low aspirations (Curriculum intent and implementation, Gatsby benchmarks)</p>	<p>Increase range of enrichment activities offered across the academy.</p> <p>Database of attendance to extracurricular activities created.</p> <p>Ensure that personal invites are sent to encourage/support PP students to attend.</p> <p>Include cultural capital opportunities within FPM – include attendance/uptake by cohort and impact within curriculum</p> <p>Comprehensive Programme of impartial careers education and guidance 7-11 with targeted support for disadvantaged students</p> <p>Access to open days at university</p>	<p>Each half term, summary of proportion of PP students that attend.</p> <p>Increase in participation levels of PP students by half term</p> <p>Opportunities within the curriculum and extra curricula increase</p> <p>% of NEETs remains in line with or less than national average</p>
<p>D.</p>	<p>Attendance levels of PP students is lower than non-PP, and high levels of PA students</p>	<p>Personal invites to PP students to breakfast club.</p> <p>Link breakfast club attendance with rewards (small; e.g. equipment, lunch pass)</p> <p>After breaks/holidays send a reminder text to students with low attendance to welcome them back to the academy (with reminder of return date)</p> <p>Focus on PA PP students from last year – check student profile – daily calls made to the cohort.</p> <p>Ensure Period Poverty is being addressed</p>	<p>Raise PP student’s attendance to be within 10% of non-PP students.</p> <p>Reduce the proportion of PP students who are PA by removing barriers (see attendance, breakfast club, profiles)</p> <p>Sanitary products available in at least two areas in the Academy – monitor amount of products</p>

		<p>Review use of rewards within the Academy</p> <p>Discussions with past PA students on what helped them attend – learn from what worked with them and apply similar strategies where possible.</p> <p>Launch a foodbank appeal for key times of the year – Christmas, Easter, summer holidays</p>	<p>used, and attendance levels of female PP students for potential impact and need</p> <p>PP students are fairly represented and celebrated in all Awards</p>
E.	<p>Parental engagement with the Academy – to Academy events, communication with the Academy, and applications for FSM or support for uniform and kit</p>	<p>Create an online form for application for support (removing the issue of parents writing a letter) – advertise the link</p> <p>Create parental spreadsheet for attendance to events – follow up with calls for lack of attendance – record reasons, and look for barriers to be removed.</p> <p>Re-advertise claim form for parents of FSM – Information shared at all opportunities i.e. newsletters and parents evening</p> <p>Use information from the student profiles to gauge how to engage parents</p> <p>Develop “hard to reach” parental engagement strategy to explore and action removal of barriers for attendance to events</p>	<p>Number of parents requesting support increases</p> <p>Parents provided with alternative methods of requesting support – monitor use of</p> <p>Reduced % of disadvantaged referrals to seclusion for uniform issues</p> <p>% PP students participating in educational visits and activates increases</p> <p>Disadvantaged students are supported to participate in areas of the curriculum requiring additional spending such as Technology, Music and PE.</p> <p>Proportion of parents attending Academy events increases</p> <p>FSM advice is promoted within Academy literature</p>
	Other – cross over work	<p>All KS4 students have a personal profile including educational support required</p> <p>All Y6 ready for September 2020 students have profile completed</p> <p>Summer school offer has high take up rate for PP students</p>	<p>Profiles created and show positive impact for students in terms of outcomes and removal of barriers</p> <p>Students and parents’ feedback that students are confident about September start. Attendance for these students in term 1 is at least that of non-PP, and behaviour points is below the average of the year group.</p>

6.	7. Planned expenditure					
	Academic year	2019-2020				
	The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i.	ii. Quality of teaching for all					
	Action	Intended outcome	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, B and C	Teaching Staff supporting the curriculum to ensure provide smaller groups for lower ability students and intervention groups within the timetable £22391	Recruitment of high quality staff and reduction of non-specialist teaching First quality teaching has a clear focus on needs of PP students. Improving teaching quality impacts positively on GCSE outcomes Whole school focus on improving marking and feedback. Students respond to re-direction and improve areas of weakness. Students have a clearer sense of what they need to do to improve and how.	More rigour at key stage 3 will better prepare students for GCSE. Raising attainment of PP students is a priority for all staff	Recruitment and retention process Evidence from Quality Assurance activities including Learning Walks, Learning Scrutiny and Lesson Observations. Analysis of progress data at each data drop. Appraisal process and reviews. Evidence from Quality Assurance activities including Learning Walks, Learning Scrutiny and Lesson Observations. Appraisal reviews	DoL/SGL	Review at each data point and after each QA
	English and Maths small group and 1 to 1 tuition £18848	Small group and 1-1 tuition. Employ support tutors to focus on the attainment of the disadvantaged students within English and Math.	Sutton Trust EFA toolkit +5	Early identification of students Timetabled slots of students	DoL Eng. DoL Maths SGL CGE	GCSE results for the Y11 cohort identified. Internal assessments of non-Y11's, with gaps closing between current/prediction and target. Results from the mentors own assessments

		Study Support Programme for all students for are below target.		Half termly feedback from tutors		
	Fresh start straining x 2 staff £7040	Y7 literacy levels, access to the curriculum. These students make rapid progress towards targets and on course to achieve GCSE targets. Reading levels improve.	Sutton Trust EFA toolkit +5	Staff trained Lessons timetabled	SGL SENDCo. Lit. Coordinator	Progress reports for students (half termly) Attainment levels at data points for English
	PLC academic mentors and assistant SENCo £13362	In class support, provision of intervention for behaviour and social cohesion. Improvements in behaviour, attendance and attainment of students being supported	Tracking of behaviour data Reports to PP co-ordinator to show impact	Monitoring of student usage at social times List of students supported by PLC	SENDCo.	Termly reports on student usage Attendance, attainment and behaviour data for supported students
Removing barriers	Revision guides and workbooks for Maths and English £1400	Students are on track to achieve GCSE targets.	All students have access to quality revision resources that match their exam specifications	Students receive revision resources in timely fashion	HWE CMU	Feedback from students (after exam) Outcomes of students (Summer results)
	Review of curriculum Intent and Implementation to remove social disadvantage	Curriculum for PP students in not narrowed and they access GCSE options that address social disadvantage	% accessing EBacc % accessing level 3 study	Options process supports PP students to make informed choices	GCE FPE	Review of option choices Post 16 destinations
	Accessing the curriculum (English) for lower ability students, and refreshing materials currently used £400	Quality resources, for quality work. Outcomes of the groups – this will be a one off purchase, but will have ongoing monitoring/reporting	Impact on student engagement	Attitude to learning of groups using resources Attainment of groups using resources	HWA	Feedback from HWA and students (end of unit) FPM meetings with regard to this group
	Calculators – large cost for this year, to be reduced next. £800	All students have equipment required to access school curriculum.	Impact on outcomes, gaps closing between current, predicted and targets.	Ensuring that students are ready to learn/access the curriculum	SHE	Monitoring of take up (by end of term 1)

	Technology subs for materials for PP students to allow them to access the curriculum (all year groups) £1500					
Technology access	IPad access for all £5000 funding support					
	Department bids £1500	To allow DoL to find alternative ways to support/engage/challenge PP students in their area, or develop the curriculum to enhance the learning experience. Impact on attainment including outcomes and/or engagement		Clear bidding process and impact report timelines	SHE JKI DoL	At the end of the year
	Total budgeted cost					£72,741
iii.	iv. Targeted support					
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Targeted intervention for Most Able (potential) students across year groups The Brilliant club and Talent Ed. 1-year trial. £6695	Progress scores for these students are significantly positive (at least +1.2). Gaps between prediction and target reduce. Attitude to learning scores increase. Behaviour points compared to previous year decreases.	Sutton Trust EFA toolkit +3 Additional challenge offered by these courses to challenge the Most Able students to think and learn differently	Programmes trailed	SHE	Student and parental feedback at the end of the course

	Behaviour mentor £23473	Reduction in IEX/Exc. Improvement in attitude to learning average score (or subject area of issue), behaviour points reduce over period of time and/or compared to last year. Attendance improves	Sutton Trust EFA Toolkit + 3	Termly report of students in IEX Number of students being mentored Monitoring of	DJA	Termly report and analysis of impact on behaviour for those students being mentored
Improving and supporting Cultural Capital	Trip and enrichment access support – ensuring that no student is unable to access or participate in cultural capital opportunities £3000	Percentage of students that participate in trips increases compared to last year, indirect impact on outcomes. Student voice.	Ensuring that all students have access to all opportunities and funding is no a barrier to those opportunities	See Financial support Monitoring of student participation Development of opportunities on offer	WRE DOL	Termly impact reports on participation levels Termly record of opportunities offered
	Attendance support, intervention and reward £3220 Supporting, addressing and challenging Period Poverty £100 Careers and aspiration coordinator £9068 (link to A, B, C, D)	Reduction in PA students that are PP, increased attendance levels Careers support, advice and aspirational challenge for PP students. Impacts on attendance, participation levels, NEETs, Alternative Curriculum. See linked areas for impact and outcomes. Programme of CEG 7-11 Disadvantaged students will be approached to attend events Careers, Work experience and Aspirations leader	Direct links to employment, careers and next level of education with attendance. (employability) Encouragement of students to attend Raising the profile of a “Welcoming school” Aspirations of all are raised by access of visitors and planned trips/experiences (esp. the Most Able and PP)	Programme of events Record of students invited and attended (ensure that all have access/opportunity) Links to and development of Attendance policy	DJA FSE WRE	Termly reports on attendance levels Termly impact reports on participation levels and programme of events

	Alternative curriculum provision £35000	Personalised curriculum to support most vulnerable students to succeed. Attendance levels are good. All gain qualifications to enable them to move on to next level of education	Bespoke curriculum for those students who struggle with mainstream, with the view to reintegrate back in to Academy life as soon as possible.	Close monitoring of provision and outcomes of this cohort Attendance of the cohort	DJA FSE	Each data point Termly reviews from providers on progress Visits to ensure quality of education and support being offered
	Total budgeted cost					£80,556
v.	vi. Other approaches					
	Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Breakfast club £2000 (link to B)	Increase of student uptake of breakfast club (target 10% of PP students to use on a regular basis), attendance levels of these students increase compared to last year. A reduction in those that hit PA status.	Provide a breakfast, support and motivation for students to attend school through a positive support breakfast. PP students need a positive start to the day to check uniform, emotional support etc.	Creation of termly impact on attendance – compare to past attendance	SHE JKI	Initially after “QA” of Breakfast club (Autumn half term), then review after each termly report
	Financial support requests from parents – uniform, kit etc £6000	Increase in parental uptake of support on offer. Parent communication logs. Feedback from parents – parental voice.	No student needs stays away from school due to fear of being “different”	Monitor parental requests Raise profile of how to request support Feedback from parents	SHE	Termly
	Summer School £3000	Transition of PP students eased, students attendance		Summer school targets PP students Parents are encouraged to take up offer	SHE	Student and parental voice Attendance levels during term 1 of these students

	Food bank trail £100	Supporting families	No food back in the area, want to assess the level of need	Trial of a foodbank to assess level of need	SHE JKI	After each food bank appeal
	Total budgeted cost					£11,100

8. Additional detail

