

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	The Elizabethan Academy
Pupils in school	1043 (957 – in Y7-11)
Proportion of disadvantaged pupils	23.78%
Pupil premium allocation this academic year	£209,145
Academic year or years covered by statement	2021-2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	Chris d'Albuquerque
Pupil premium lead	Alison Clark & Sarah Withall
Governor lead	Derek Cheatham

Disadvantaged pupil performance overview for last academic year

Progress 8	Not available
Ebacc entry	27.5% (whole school 27.5%)
Attainment 8	3.9 (whole school 4.7)
Percentage of Grade 5+ in English and maths	37.5% (whole school 48%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	In-line with or better than non-disadvantaged pupils	September 2022
Attainment 8	In-line with or better than non-disadvantaged pupils	September 2022
Percentage of Grade 5+ in English and maths	25.7%	September 2022
Attendance	Attendance in-line with or better than national average	September 2022
Ebacc entry	In-line with or better than national average Ebacc entry	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Closing the Covid learning gap
Priority 2	Developing independent learning skills
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Missed learning due to isolation/illness/school closure • Gaps in knowledge/skills/understanding affecting exams/attainment/progress • Inability or unwillingness to access online learning/streamed lessons • Ineffective remote learning • Poor independent study skills • Poor literacy/reading skills
Projected spending	£178,967

Targeted academic support for current academic year

Measure	Activity
Priority 1	Closing the Covid learning gap
Priority 2	Core subject catch-up
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Missed learning due to isolation/illness/school closure • Gaps in knowledge/skills/understanding affecting exams/attainment/progress • Failure to achieve expected standard in core subjects • Inability to progress to the next stage of their education or training • Inability or unwillingness to access online learning/streamed lessons • Ineffective remote learning • Poor independent study skills • Poor literacy and numeracy skills
Projected spending	£22,250

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing parental involvement
Priority 2	Developing cultural capital

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Low aspirations, often linked to lack of employment in the household and lack of role models • Lack of cultural knowledge and wider experiences • Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc • Lack of parental support/involvement in child's education • Poor parental understanding of how best to support progress and learning • Poor attendance • Poor essential life skills including employability skills <p>Click or tap here to enter text.</p>
<p>Projected spending</p>	<p>£7,928</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Teachers are aware of individual PP students' needs, weaknesses and areas for development as well as their strengths • Teachers are confident addressing and supporting PP students' needs to enable them to make excellent progress • Progress is in line with or better than peers 	<ul style="list-style-type: none"> • Regular QA – Lesson Focus Visits, book-looks, drop-ins, patrol • Half-termly Disadvantaged Focus Interviews with Y11 students • Assessment Point Data • CSI meetings • Standardisation and moderation of work in Faculties • Staff training and development
Targeted support	<ul style="list-style-type: none"> • Students are confident working independently both in school and at home • Students have access to all resources needed for their learning and progress • Students understand how to self-regulate and are motivated learners • Students are responsible and resilient learners who know how to solve problems 	<ul style="list-style-type: none"> • Weekly reports on attendance and attitude provided by tutors • Regular parental contact and involvement • Parent training sessions • QA of academic mentor support in school for small group/1:1/in-class intervention • QA of Sixth Form Tutors in school

		<ul style="list-style-type: none"> • Student and parental feedback • Half-termly Disadvantaged Focus Interviews with Y11 students • Pastoral data – behaviour/attitude
Wider strategies	<ul style="list-style-type: none"> • Form Tutors are proactive in supporting PP students and contacting parents • Parents are confident in how they can support their child both at home and in school • A strong community spirit is developed between the school and parents in ensuring PP students fulfil their potential and become happy, healthy and successful individuals • Improved student attendance following strategy meetings and home visits • Students are confident, articulate and knowledgeable • Students have participated in a range of extra-curricular activities designed to promote their “cultural capital” • High percentage of PP students attend Summer School • No disadvantaged students are NEET • Students develop a range of employability skills 	<ul style="list-style-type: none"> • Attendance data • Parental attendance figures for after school events e.g. parents’ evenings, training sessions • Parental feedback • Student feedback • Engagement in extra-curricular activities • NEETs and destinations data • Line Management and Performance Management meetings

Review: last year’s aims and outcomes

Aim	Outcome
Improve the quality of teaching and learning including implementing quality first teaching and quality first learning	Achieved
Improve the attendance of the disadvantaged cohort and reduce the number of persistent absentees	In line with NA but needs to be a continued focus to be in line with non-PP

Support and challenge the disadvantaged cohort to achieve outcomes in line with or better than their peers	In some measures: EM 5+ gap has narrowed; Attainment 8 gap has increased.
Raise aspirations and cultural capital of the disadvantaged cohort	Achieved