

PUPIL PREMIUM ACTION PLAN 2022-2023

Schools week report – October 2022

- The attainment gap between disadvantaged secondary school pupils and their better-off peers has widened to its largest level in 10 years.
- Provisional key stage 4 performance data published shows the disadvantage attainment gap now stands at 3.84.
- This is the widest it has been since 2011-12, when it was 3.89.
- Sir Peter Lampl, founder of the Sutton Trust, said the results show the pandemic “has reversed a decade of progress” and paints a “worrying picture”.
- He said it adds to the overwhelming case “that there has to be a step change in what is done to enable young people to recover from the pandemic”, adding: “The government needs to step up to the challenge immediately. There is no time to lose.”
- The gap was already widening before the pandemic – rising from 3.66 to 3.7 between 2017 and 2019.
- But it narrowed in 2020 when centre assessed grades were used, before widening again in 2021 to 3.79.

Fair education alliance

Key findings and implications

- School closures have reversed progress made to narrow the gap in the last decade. Current projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The Fair Education Alliance has stated that “the pandemic created a barrier to progress being made to narrow the attainment gap, with the cost-of-living crisis now risking making the situation even worse. The report found the divide between disadvantaged pupils and their peers has widened in maths, writing and reading at primary school due to disruption caused by the Covid pandemic, and was now at its widest point since 2012. Similarly, the attainment gap at GCSE was at its highest point in the past decade”.

1. Barriers to Learning for PP pupils

Unlike other student groups (SEND, Upper Band etc) Pupil Premium students do not have a defined set of characteristics. They may exhibit some, none or all of the following:

- Weak progress, often from the start of their schooling in Year 1 or before (according to the Joseph Rowntree Foundation, the attainment gap at age 5 is already between 10 and 12 months)
- Poor reading/literacy skills
- Poor attendance
- Poor independent study skills
- Ineffective remote learning
- Low aspirations, often linked to lack of employment in the household and lack of role models
- Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

2. Aims

- Improve the progress of disadvantaged students
- Improve the attendance of disadvantaged students
- Raise the aspirations and widen the horizons of disadvantaged students
- Improve the employability of disadvantaged students
- Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities
- Provide opportunities for students to develop essential life skills beyond their core curriculum, including access to enrichment activities and vocational experiences

3. Data and statistics

YEAR 7 Working at grade (target)	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 22-23 EA All	AP1 22-23 EA PP	AP2 22-23 EA All	AP2 22-23 EA PP	AP3 22-23 EA All	AP3 22-23 EA PP
English – WA grade (target)	n/a	n/a	1+ (1+)	1+ (1-)	1+ (2-)	1+ (1-)		
Maths – WA grade (target)	n/a	n/a	1- (1+)	Dev+ (1-)	1- (1+)	1- (1-)		
All subjects – WA grade (target)	n/a	n/a	1- (1+)	Dev+ (1-)	1- (1+)	1- (1-)		
YEAR 8 % on/above target	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 22-23 EA All	AP1 22-23 EA PP	AP2 22-23 EA All	AP2 22-23 EA PP	AP3 22-23 EA All	AP3 22-23 EA PP
English – WA grade (target)	n/a	n/a						
Maths – WA grade (target)	n/a	n/a						
All subjects – WA grade (target)	n/a	n/a						

YEAR 9	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 22-23 EA All	AP1 22-23 EA PP	AP2 22-23 EA All	AP2 22-23 EA PP	AP3 22-23 EA All	AP3 22-23 EA PP			
Grade 4+ En/Ma	n/a	n/a									
Grade 5+ En/Ma	n/a	n/a									
Attainment 8	n/a	n/a									
EBacc entry	n/a	n/a									
YEAR 10	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 22-23 EA All	AP1 22-23 EA PP	AP2 22-23 EA All	AP2 22-23 EA PP	AP3 22-23 EA All	AP3 22-23 EA PP			
Grade 4+ En/Ma	14.6%	9.6%									
Grade 5+ En/Ma	6.1%	3.8%									
Attainment 8	22	17									
EBacc entry	20.7%	11.5%									
YEAR 11	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 22-23 EA All	AP1 22-23 EA PP	AP2 22-23 EA All	AP2 22-23 EA PP	AP3 22-23 EA All	AP3 22-23 EA PP	AP3a 22-23 EA All	AP3a 22-23 EA PP	
Grade 4+ En/Ma	38.3%	20.8%	In go4schools so					52.1%	35.6%		
Grade 5+ En/Ma	16.6%	5.7%	can't be					27.1%	13.3%		
Attainment 8	33	26	compared to					38.6	31.2		
EBacc entry	20.0%	15.1%	Sisra analysis					19%	13.3%		

Attendance	All Term 1A	FSM Term 1A	All Term 1B	FSM Term 1B	All Term 2A	FSM Term 2A	All Term 2B	FSM Term 2B	All Term 3A	FSM Term 3A	All Term 3B	FSM Term 3B
% Figures	92.7%	88.5%	89.4%	84.3%	89.4%	83.7%						

Priority 1: Teaching and learning priorities

Success Criteria:

- Progress and attainment across all years is in line with or better than their peers
- Quality assurance across the year indicates an improving trend from Assessment Point 1 (AP1) to AP3
- Teachers are aware of individual PP students' educational needs, strengths and areas for development
- Teachers are confident addressing and supporting PP students' needs to enable them to make excellent progress
- AP tracking points show PP students have on average good or better attitudes to learning
- Attendance at Parents Evenings is in line with or better than non-PP students
- Teachers develop and maintain effective communication with parents of the PP students they teach
- Form Tutors are proactive in supporting PP students and contacting parents

Action/task/effect:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget	
Embed the T&L non-negotiables across the school with a focus on instructions, scaffolding, practice and feedback	EJB	Ongoing	OT			<ul style="list-style-type: none"> LFVs Patrol drop-ins Book-looks 	Staffing	£40,000	
Ensure assessment is accurate, diagnostic and supportive in moving PP students on with their learning	MTM	Ongoing	OT			<ul style="list-style-type: none"> AP data Standardisation Moderation LFVs and patrol drop-ins 	Staffing	£20,000	
Identify students falling behind and the reasons for this. Share outcomes and strategies with all staff through discussion at CSI meetings	TKW KS4	Autumn Term and ongoing	OT			<ul style="list-style-type: none"> CSI meetings AP data LM Meetings Faculty meetings Wave 1 interventions 	Staffing	£20,000	
	ESW KS3		OT						
Ensure targeted support is implemented and monitored for individual students (TAs, academic mentors)	TKW KS4 ESW KS3	Half termly post AP	OT			<ul style="list-style-type: none"> AP data Patrol drop-ins HOH feedback Faculty meetings 	Staffing	£20,000	
Equip students with strong cognitive, metacognitive and social-emotional strategies in PSHCE/PD	ESW	September - ongoing	OT			<ul style="list-style-type: none"> LFVs Patrol drop-ins Tutor drop-ins PP review 	Staffing	£5,000	
Use starters and homework tasks to practise recall and embed long-term knowledge	EJB	Autumn Term -ongoing	OT			<ul style="list-style-type: none"> Homework audits AP data LFVs Patrol drop-ins 	Resources	£1,000	
Prioritise PP students for Parent's Evening appointments where there is a concern relating to progress.	MTM	Parents Evening dates	OT			<ul style="list-style-type: none"> Parents Evening data 	Staffing	£0	
Monitor non-attendance of parents of PP students at parents' evenings and organise a follow up formal review meeting for any students who are underachieving.	HoH	Parents Evening dates	Dev			<ul style="list-style-type: none"> Parents Evening data SLT QA of review meetings 	Staffing	£2500	
FLs to deploy UPR disadvantaged champions to monitor the progress of PP students and intervene accordingly as required.	FLs	Half termly post AP	NS			<ul style="list-style-type: none"> AP data Faculty meetings CSI notes from faculties SLT LM notes 	UPR staffing	£0	
Increase attendance at Breakfast Club through promoting and developing activities	PAC	September onwards	Dev			<ul style="list-style-type: none"> Attendance data Parent and student feedback 	Staffing Resources	£750	
Total									£109,250.00

Priority 2: Targeted academic support and development of independent learning

Success Criteria:

- PP students are confident working independently both in school and at home
- PP students have access to all resources needed for their learning and progress
- PP students understand how to self-regulate and are motivated learners
- PP students are responsible and resilient learners who know how to solve problems
- Parents are confident in how they can support their child both at home and in school
- Improved student attendance following strategy meetings and home visits

Action/task/effect:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget
Ensure all PP students have access to technology: internet, appropriate device, and space to work.	PAC	Autumn Term	OT			<ul style="list-style-type: none"> ▪ Student/parent voice ▪ Parent voice feedback ▪ AP data 	Resources	£2,000
Provide free resources e.g. revision guides, textbooks, ingredients, stationery, uniform etc.	PAC	September - ongoing	OT			<ul style="list-style-type: none"> ▪ Student voice feedback ▪ Parent voice feedback ▪ AP data 	Resources	£1,500
Identify and address issues related to poor working memory and vocabulary.	EJB	Autumn Term	OT			<ul style="list-style-type: none"> ▪ LfVs ▪ PP review ▪ AP data ▪ Reading age data analysis 	Staffing Resources	£1,000
Identify and support PP students with attention, attitude and behaviour needs in the classroom	SHM	September - ongoing	OT			<ul style="list-style-type: none"> ▪ Patrol drop-ins ▪ student voice feedback ▪ Behaviour data ▪ A2L analysis 	Staffing	£13,023
Prioritise disciplinary literacy and provide targeted vocabulary instruction in every subject	ESW	November - ongoing	Dev			<ul style="list-style-type: none"> ▪ LfVs ▪ Patrol drop-ins ▪ book looks 	Staffing	£0
Encourage a culture of reading for pleasure – increased access to new library, targeted support in DEAR time	ESW	November - ongoing	Dev			<ul style="list-style-type: none"> ▪ DEAR QA ▪ Library usage statistics ▪ DEAR book analysis 	Staffing	£0
Ensure that PP students who are underachieving are prioritised for personalised timetables	TKW	Half termly post AP data	OT			<ul style="list-style-type: none"> ▪ AP data ▪ CSI Faculty meetings ▪ HoH pastoral CSI feedback 	Staffing	£0
Ensure that underachieving PP students are prioritised additional support from Academic Mentors & school led tutoring	TKW KS4 ESW KS3	Half termly post AP data	OT			<ul style="list-style-type: none"> ▪ AP data ▪ CSI Faculty meetings ▪ HoH pastoral CSI feedback 	Staffing	£0
Ensure that underachieving Sixth form PP students are prioritised additional support from 16-19 tuition fund	MLD		Dev					£2911
Expand the 6 th form instructors programme	ESW	Oct/Nov	Dev			<ul style="list-style-type: none"> ▪ Student/parent voice feedback ▪ AP data ▪ SLT Drop-ins/QA 	Staffing	£10,000
Support parents in developing their child's self-regulation, study skills and reading habits	ESW EJB	Ongoing	Dev			<ul style="list-style-type: none"> ▪ Parent voice feedback ▪ AP data ▪ Patrol Drop-ins 	Staffing	£10,000
Develop and maintain communication with parents by all teachers and tutors that is positive and built on trust	SHM	Ongoing	OT			<ul style="list-style-type: none"> ▪ Performance management ▪ SLT LM meetings with FLs ▪ SLT LM meetings with HoHs ▪ Analysis of Arbor comms log 	Staffing	£5,000
Monitor attendance of PP students weekly to ensure timely interventions; conduct home visits and attendance improvement strategy meetings	PAC	Ongoing	OT			<ul style="list-style-type: none"> ▪ Attendance data ▪ Weekly attendance officer mtg ▪ Attendance improvement plans ▪ SLT LM notes 	Vehicle	£2,295
Monitor that all students who are PP with SEND have access to support and intervention additional to and different from their peers, in line with their needs	HDA	Ongoing	OT			<ul style="list-style-type: none"> ▪ AP data ▪ Attendance data ▪ Behaviour data ▪ Termly review meetings 	Staffing	£0
Total								£47,691.00

Priority 3: Wider strategies including development of cultural capital

Success Criteria:

- PP students are confident, articulate and knowledgeable
- PP students participate in a range of extra-curricular activities designed to promote their “cultural capital”
- High percentage of PP students attend Summer School
- No PP students are NEET
- PP students develop a range of employability skills
- 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

Action/task/effect:	IC	Timescale	HT2	HT4	HT5	QA	Resource	Budget
TFTF (Think for the Future) mentoring to engage targeted PP students with developing their resilience and raising aspirations	SHM	January 2023	NS			<ul style="list-style-type: none"> ▪ A2L analysis ▪ Behaviour data analysis ▪ AP data 	SLA with TFTF	£0
Expand activities available at Idle Valley to promote engagement and a more positive attitude to learning	PAC	September - ongoing	OT			<ul style="list-style-type: none"> ▪ IV QA ▪ AP data ▪ weekly behaviour & A2L data 	Staffing	£10,000
Ensure PP students with SEND are accessing trips, enrichment activities and bespoke pathways to widen their life experiences, appropriate to their needs	HDA	Ongoing	OT			<ul style="list-style-type: none"> ▪ QA tasks ▪ Student and parent voice ▪ QA of trip and activity lists ▪ SEND review 	Resources	£500
Expand pupils’ “Cultural Capital” and target lack of prior/wider knowledge e.g. new SoL for PSHCE curriculum, enrichment afternoon, trips linked to CIMs	ESW	Spring Term	OT			<ul style="list-style-type: none"> ▪ Patrol drop-ins ▪ LFVs ▪ Student voice feedback ▪ QA of faculty CIMs 	Staffing	£2,500
Equip PP with SEND students with key transferable skills through for example unit awards, FLP, vocational opportunities.	HDA	Ongoing	OT			<ul style="list-style-type: none"> ▪ Qualifications achieved ▪ NEETs data 	Staffing	£2,500
PP students are prioritised for careers interviews, careers events etc	MLD	Ongoing	OT			<ul style="list-style-type: none"> ▪ Analysis of careers data ▪ Analysis of careers experiences by student 	Staffing	£0
Provide access and monitor uptake of an increasing range of subsidised/free trips and experiences e.g. music tuition, archery rush, boxing, cadets, extracurricular, scholars etc.	ESW	Ongoing	OT			<ul style="list-style-type: none"> ▪ Audit of attendance and take-up of activities ▪ Student voice feedback ▪ Form tutor feedback 	Resources	£2,000
Support PP students on transition from Primary to Secondary e.g. Summer School, additional transition sessions etc	ESW	March 2023	NS			<ul style="list-style-type: none"> ▪ Attendance at Summer School ▪ Attendance at extended transition activities ▪ Student and parent voice 	Staffing	£2,200
Support PP students on transition to Post -16 and Post-18 e.g. prioritised for careers interviews, encouragement to apply for grants/internships available to PP students	MLD	February 2023	OT			<ul style="list-style-type: none"> ▪ Analysis of destinations data ▪ Analysis of careers interviews ▪ Analysis of bursary funding 	Staffing	£2,200
All PP students are interviewed by a core group of SLT for their Y8 Options appointments to ensure they have high aspirations and academic pathways	TKW	March 2023	NS			<ul style="list-style-type: none"> ▪ QA of interview notes ▪ Analysis of EBacc pathways 	Staffing	£0
Total								£22,900.00

In addition to the above, expenditure on further staffing accounts for £49,172 and is reviewed annually as part of the staffing review, curriculum and included in the integrated curriculum and financial plan for the academy to ensure the above plan is facilitated