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## KEY GUIDANCE AND INFORMATION FOR ALL STAFF

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***Mission Statement:***

At Great Western Academy we are ambitious for all of our learners and work tirelessly to deliver high quality lessons, targeted support and challenge so that there is no gap in attainment and achievement between those students eligible for pupil premium funding and their peers. All students can be successful at GWA, regardless of their ability or their social or cultural background.

# OUR SCHOOL CONTEXT

FUNDING & BREAKDOWN FOR THE 2020 – 2021 COHORT



To be eligible for pupil premium the pupil must satisfy one of the following criteria:

- (LAC) - Currently looked after.
- (Post-LAC) - Adopted from care.
- (FSM)- In receipt of free school meals.
- (FSM Ever6) - Received free school meals within the last 6 years.
- (Service Child) - Parent is employed in Military



In 2020/21 we had **110** DA students on role.  
This will change each year.  
This is reflected on the school context document.



This equated to **23.9%** of the students at GWA.



The approximate funding for this is in excess of **£99,000** for the academic year.

\*This is lagged funding.



The breakdown of the DA students is shown below:

Boys: **45%**, Girls: **55%**

Percentage of year group:

Y7: **25%**, Y8: **21%**, Y9: **24%**

## NOTES:

There are initiatives to support individual pupils. For example, contributions to music lessons, school trips and uniform. A percentage of the funding will be allocated towards staffing for in class support and interventions.

# INTENT

MAKING THE MOST OF OUR PROVISION



KEY PRIORITIES: **Progress**  
**Attendance**  
**Attitude Towards Learning**

## STRANDS & INITIATIVES:

Strand	Initiatives	Lead Staff
Teaching and Learning	<ul style="list-style-type: none"><li>• Learning walks &amp; Book scrutiny</li><li>• In-class strategies</li><li>• CPD</li></ul>	<ul style="list-style-type: none"><li>• SLT HoDs</li><li>• All</li><li>• DCL</li></ul>
Curriculum Development	<ul style="list-style-type: none"><li>• Evaluation of progress data</li><li>• Curriculum planning and moderation</li><li>• Enterprise skills interweaved into curriculum</li></ul>	<ul style="list-style-type: none"><li>• HoH, SLT, NHO</li><li>• HoDs, DCL</li><li>• DCL</li></ul>
Literacy Skills	<ul style="list-style-type: none"><li>• Interventions</li><li>• Accelerated reader</li><li>• Bedrock</li><li>• Partnered Reading Support</li></ul>	<ul style="list-style-type: none"><li>• Teachers, LMs</li><li>• Tutors, HHO, CST</li><li>• English, Teachers</li><li>• Sixth Form, Tutors</li></ul>
Attitude to Self and School	<ul style="list-style-type: none"><li>• PASS survey analysis</li><li>• Interventions</li><li>• Mentoring</li></ul>	<ul style="list-style-type: none"><li>• DCL, HoH</li><li>• Tutors, LMs, PILs</li><li>• Tutors, LMs, PILs</li></ul>
Wider School Experiences	<ul style="list-style-type: none"><li>• Enrichment participation</li><li>• Trips and visits</li></ul>	<ul style="list-style-type: none"><li>• IWO</li><li>• DCL</li></ul>
Attendance	<ul style="list-style-type: none"><li>• Improve attendance figures</li><li>• Familiarity with attendance diamond</li></ul>	<ul style="list-style-type: none"><li>• KMO, All</li><li>• Tutors, HoH, PILs</li></ul>
Parental Engagement	<ul style="list-style-type: none"><li>• Promote PP to parents</li><li>• Teachers to make it part of their strategy</li><li>• Financial support for parents</li></ul>	<ul style="list-style-type: none"><li>• KHU NHO HoH</li><li>• All, HoDs</li><li>• SDU</li></ul>

### MENTORING PROGRAMME:

Every student eligible for PP funding is assigned a mentor. The *intent* of these meetings is to *break down individual barriers* to learning to support their overall progress.

This addresses attendance, progress, behaviour and attitude towards learning.

# IMPLEMENTATION

OUR **TEACHING & LEARNING** KEY PRINCIPLES



## KEY PRINCIPLES OF **TEACHING & LEARNING**:

Recall	<ul style="list-style-type: none"><li>• Can you identify your PP students? (bromcom and seating plans)</li><li>• Can you identify any gaps in performance in your cohort? (DIPs/ PIPs)</li></ul>
Targets	<ul style="list-style-type: none"><li>• <b>If pupils have identified your subjected in their ILP, are you aware of their targets?</b></li><li>• <b>What support is required?</b></li><li>• <b>Should they be setting targets in your subject?</b></li></ul>
Progress	<ul style="list-style-type: none"><li>• Is there an attainment gap?</li><li>• What interventions are in place to support underachievers?</li></ul>
Curriculum development	<ul style="list-style-type: none"><li>• Differentiation- Are you planning activities with appropriate challenge for all levels of pupils?</li><li>• DIPs and PIPs should identify and address any gaps in attainment for PP Students.</li><li>• Access to resources- Do all pupils have fair access to the learning resources?</li></ul>
CPD	<ul style="list-style-type: none"><li>• Have you identified any training requirements to support students?</li><li>• Have you spoken to your line manager about any needs?</li><li>• Are you aware of the broader national picture? E.g. EEF</li></ul>
Student Voice	<ul style="list-style-type: none"><li>• Are you enquiring with students that their learning needs are being met?</li></ul>
Sharing best practice	<ul style="list-style-type: none"><li>• Where success is identified, what are you doing to share that with the rest of the school?</li></ul>

# IMPACT

HOW WILL INTERVENTIONS HELP OUR STUDENTS?



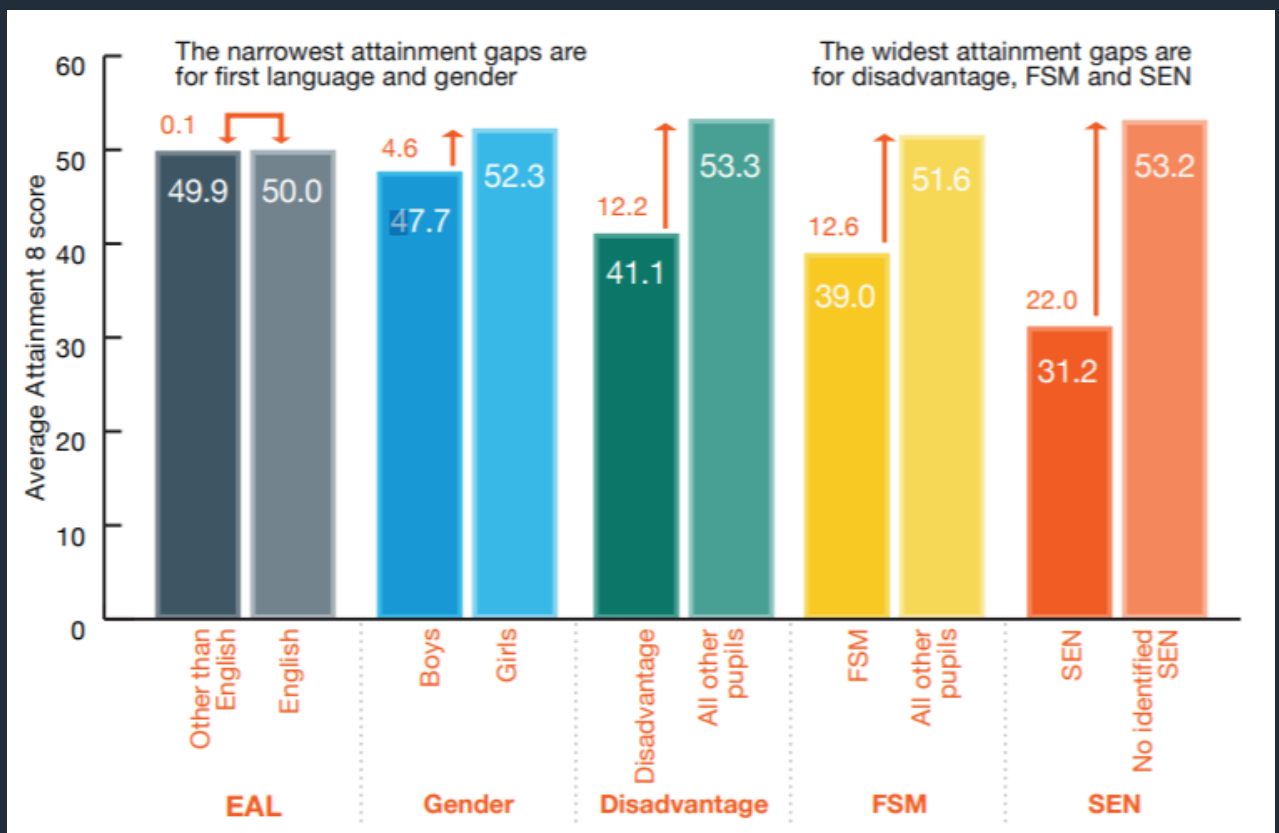
## Closing the gap

Research from the **EEF** states that:

The **attainment gap** is largest for children and young people eligible for free school meals and those assessed with special educational needs.

The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to **19.3 months, by the end of secondary school.**

This shows the importance of **intervening early** and then of continuing to attend to the needs of disadvantaged pupils



# IMPACT

HOW DID THE INTERVENTIONS HELP OUR STUDENTS?



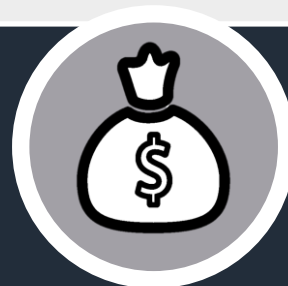
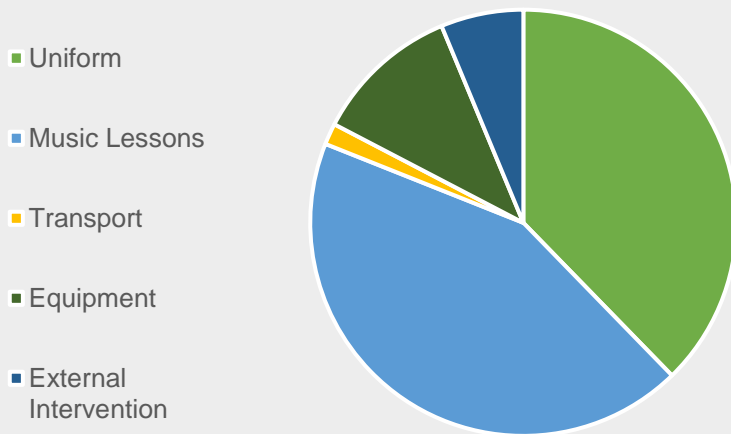
## Spending Review

Below graph to show the expenditure of our PP funding for 20/21, minus our staffing contributions:

*n.b. The funding review is based on the expenditure of our income for the financial year, and funding is lagged. Therefore, some of this academic year's funding may be included in next year's spending review document.*

Total income	82761.12
Uniform	1925.51
Music lessons	2211.60
Transport	82.20
Equipment	565.97
External Intervention	320.00

Non- Staffing Expenditure



# IMPACT

HOW DID THE **INTERVENTIONS** HELP OUR STUDENTS?



## Internal Data Analysis

Below is a table of data from our subject reports from our Summer Assessment window, reporting estimated P8 scores based upon progress of our learners.

Category	Year 7	Year 8	Year 9
All	0.60	0.50	0.53
PP	0.57	-0.52	-0.51
Non PP	0.61	0.51	0.55

Progress data shows a very minimal progress gap between PP and Non-PP. An average P8 score for our PP students is **-0.02** below non PP across all pupils in school. This gap is very minimal and demonstrates the excellent progress made by our Students relative to their peers.

Quality assurance systems reveal a clear review of Special Interest Groups such as Pupil Premium in data analysis and Department Improvement Plans. This reveals clear ongoing strategic focus on progress of PP students, where appropriate.

Students able to cope and thrive in mainstream lessons in line with school behaviour and attendance policies.

# IMPACT

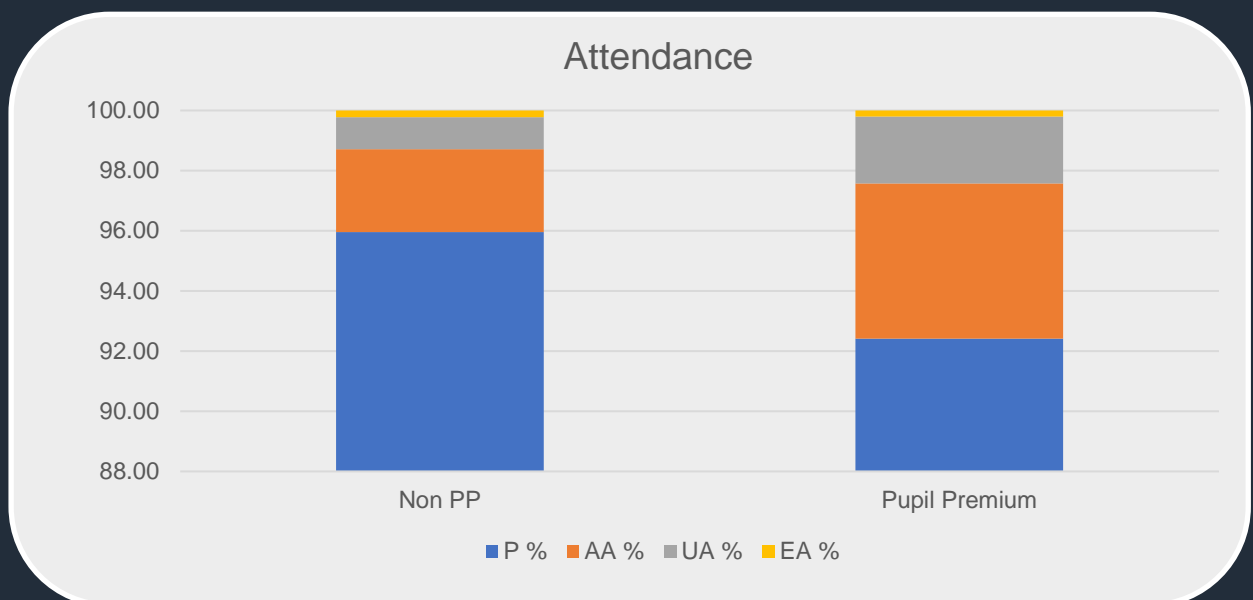
HOW DID THE INTERVENTIONS HELP OUR STUDENTS?



## Attendance Analysis

Below is a graph to show the attendance data for Pupil Premium vs Non Pupil Premium students for 2020/21.

The Percentage of attendance (P), Authorised Absence (A), Unauthorised Absence (UA) and Educational Activities (EA).



The data shows that there is an attendance gap between the groups, with Pupil Premium students having a lower attendance, (92.4% compared to 95.96%.)

Despite attendance figures being impacted by Covid-19, this does not account for the gap, even including authorised absences, Pupil Premium students still fall short by around 1%.

A large impact of this is a small number of students with persistent absence, and part-time timetables. A number of interventions are already in place to support these students during the next academic year (2021/22), however further improvement can be made to these figures with targeted interventions, support and regular data analysis from our Tutors, Heads of Houses and Pastoral Intervention Leaders.



# IMPACT

## HOW DID THE INTERVENTIONS HELP OUR STUDENTS?



Staffing budget has allowed the allocation of Learning Mentor and Pastoral Support. Learning Mentors have had a significant impact in lessons and putting in interventions for individuals' needs. Pastoral support has supported in dealing with behaviour incidents and supporting wellbeing. Overview of attendance allowed for a triangulation of data and quick interventions when required.

Regular mentoring of pupils and liaison with external agencies have also been used for several disadvantaged students to aide their progress and engagement with school. The main impact of this has been ensuring regular attendance, which in turn will increase progress and close attainment gaps.

Review of Accelerated Reader Data from Spring to Summer 2021, shows that our Pupil Premium Students in Year 8 and 9 made more progress in their reading ages, compared to Non- PP students, as shown in the table below:

	Year 8	Year 9
Non PP	0.53	0.79
PP	1.03	1.29

Correct uniform is an expectation. A 50% contribution to the uniform for disadvantaged pupils is important to ensure that pupils feel safe and prepared in attending school.

The mentoring system initiated in 2020 was impacted greatly by absence due to Covid-19. However, in term 1 every single pupil premium student had a meeting with their House Team in order to create a Challenge and Support Plan. This outlines their strengths, perceived weaknesses and methods to help them make progress. These were shared with all teaching staff and some pupils were able to have mentoring sessions, with regular target setting with a mentor. This is due to be relaunched in 2021/22 on a wider scale.

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# IMPACT

HOW DID THE **INTERVENTIONS** HELP OUR STUDENTS?

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## **Trips and Visits:**

We provisionally set aside a large proportion of our Pupil Premium funding in 20/21 for planned trips and visits. Most notably the trips to Barcelona to support the Modern Foreign Languages students, and the trip to the Battlefields to support the History curriculum.

Due to Covid-19, these trips have unfortunately been unable to run. We have maintained regular contact with parents regarding refunds and rearranging the trip for the next suitable opportunity.

Internal visits from theatre companies have still been facilitated during this time frame. Pupil premium funding has also been utilised to support extra-curricular activities in and out of school, such as allowing pupils to attend a Boxing Club. Opportunities to widen our students' experiences and educate holistically will be further developed in 21/22, as opportunities start to reopen.

## **National Tutoring Programme:**

A significant proportions of our students were signed up to the National Tutoring Programme in 2020/21 as part of a nationwide effort to reduce the impact of Covid 19.

**Wave 1:** Students deemed most in need of Maths and English support following lockdown, working in partnership with the Brilliant club. 44 students. 15x1hr sessions after school each week. Maximum 1:3 ratio, led by PhD students employed by The Brilliant Club (approved DfE provider). 70% of students signed up were Pupil Premium.

**Wave 2:** Students deemed most in need of Maths, English and Science support following internal assessment, this time working with TES Vision as the NTP partners (all qualified teachers). 31 students. 28% of students signed up were Pupil Premium.

Of the Year 8 and 9 Pupils involved in the National Tutoring Programme, that had regular involvement and participation made on average 1.26 sub levels of progress from Spring to Summer. This is compared to a whole school average of 0.54 in the same time period, using the same data points. Analysis of self-efficacy survey from the Brilliant Club showed that 81% of pupils felt that they had learnt new strategies to tackle problems, 82% understood topics they had previously struggled with, and 71% felt more confident in the given subject.

# IMPACT

HOW DID THE **INTERVENTIONS** HELP OUR STUDENTS?



A number of studies, have evidenced that students who participate in formal music education have higher academic achievement scores than students who do not participate in music education. Providing after school enrichment but also music classes for individuals have enabled a much greater participation with this funding, which also builds motor skills and confidence

In 2020-21 the music department ran a session each week with a group of students and we covered activities such as creating a rap, learning their favourite melodies on the keyboard, using music software, DJ-ing using keyboards, ukuleles and drumming. We discussed organisational skills and how we can show ACE values every day. Some students were also given the chance to learn an instrument of their choice (such as drums or piano) with our external peripatetic music tutors.

The impact of these sessions can be seen in the number of reward points and sanctions, comparing the first 12 weeks of Term, before any interventions were in place, and the final 12 weeks of the year.

	Positive Reward Points (ACEs)	Negative Sanction Events (Levels)
First 12 Weeks	161	81
Final 12 Weeks	248	56

The Year 7 students involved were selected utilising data from the data entered by teachers. Identified by

This is due to feed into 2021/22, where an increased number of pupils will be involved I these musical interventions, with a wider array of external music lessons (violin), and also with phases of internal interventions with our Music teacher.



The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.

- Education Endowment Foundation



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**INTENT**

**IMPLEMENTATION**

**IMPACT**