



## KEY GUIDANCE AND INFORMATION FOR ALL STAFF



**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 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



We currently have **110** DA students on role.  
This will change each year.  
This is reflected on the school context document.



This equates 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



*“The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including **improving the quality of teaching.**”*

- EEF (Education Endowment Foundation)

### KEY PRINCIPLES OF TEACHING & LEARNING:

Recall	<ul style="list-style-type: none"><li>• Can you identify your PP students?</li><li>• Can you identify any gaps in performance in your cohort?</li><li>• Do you have access to the CSPs for these students?</li></ul>
Targets	<ul style="list-style-type: none"><li>• CSP for pupils of need are created</li><li>• If pupils have identified your subjected in their ILP, are you aware of their targets?</li><li>• What support is required?</li><li>• Should they be setting targets in your subject?</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 boarder 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>

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# IMPLEMENTATION

## MENTORING OUR PUPIL PREMIUM STUDENTS

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### YOUR ROLE AS A MENTOR:

- Your main role is to identify and overcome barriers to learning, inside and outside the classroom.
- Act as the “go to” member of staff for your mentee. You will be the first point of call if they have any concerns in school.
- Help organise your mentee and manage their time. Use Bromcom to help to organise homework tasks.
- Discuss your mentee’s progress after each report. Communicate with subject teachers when required.
- Set termly targets for your mentee to help them progress in and out of school. Review previous targets.
- Praise your mentee where possible, this acts as a motivator. Contact home when required & communicate with parents.



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### CAUSE FOR CONCERNS:

1. Below 95% attendance
2. High number of behaviour points
3. Punctuality
4. Progress reports display a lack of progress
5. Uniform issues/ attitude to learning



# IMPLEMENTATION

## DETAILS ON THE MENTORING PROGRAMME



- Mentoring meetings can happen during assembly/ reading time to avoid missing learning.
- You can take your tutor group to assembly first, and then meet with your mentee.
- Initial meetings will involve completing the CSP profile.
- Subsequent meetings will involve setting and reviewing targets.

### Half term 1

- MEET WITH MENTEE
- Profile with Challenge and support plan

### Half term 2

- Reviewing ILP Targets
- Review bookmarks using mentoring booklet.

### Further terms

- FOLLOW UP MEETINGS
- Review progress towards ILP Targets using mentoring booklet.

Meetings should last no longer than 10 minutes. Communicate targets with all staff involved. Use of praise is key to the programme.

## REPEATING THE CYCLE:

The mentoring programme is an iterative process; regularly meeting your mentee throughout the year to discuss progress, review targets & set new targets.



# IMPLEMENTATION

HOW DO WE **SUPPORT** OUR STUDENTS?



BELOW OUTLINES OUR TIERED **INTERVENTION** STRATEGIES:

## WAVE 1 (Form Tutor)

- Pupil profile created and shared
- Personal mentor support
- Priority for ALL staff
- Regular contact home
- Regular progress and support meetings

## WAVE 2 (Subject Support)

- Contact made with home
- Discussion with student (learning barriers)
- Access and use of pupil profile
- ILP targets reviewed
- Scaffolding/differentiation of work

## WAVE 3 (PIL)

- Contact made with home
- Meet with student (every 2 weeks), updates made to home
- Clear/explicit targets set & monitored
- Drop-ins made available for student
- Internal interventions- counselling, anger management etc.

## WAVE 4 (HoH)

- Contact made with home/Parental meeting held
- Meet with student (every 2 weeks), updates made to home
- Round-robin collected to support the process
- Directed after school/lunch interventions
- Support from House Lead

## WAVE 5 (HoH and SLT)

- Parental meeting held
- Attendance incentive
- Behaviour interventions
- External agency support

## WAVE 6 (SLT)

- Parental meeting held/ Support plan initialised
- SLT/SENCO support
- Personalised timetables
- Alternative education placements
- External agency support

### NOTES:

The intervention programme for disadvantaged students is overseen by the pastoral team and the PP champion (NHO). All interventions are recorded on the centralised intervention list.



# 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

## Internal Data Analysis

Below is a table of data from our subject reports from our February 2020 Assessments, reporting estimated P8 scores based upon progress of our learners.

Cohort	Year 7	Year 8
All	+0.05	0.00
Pupil Premium	+0.07	+0.01
Non Pupil Premium	+0.04	0.00





“

*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*

- Education Endowment Foundation

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INTENT

IMPLEMENTATION

IMPACT