

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 **71** DA students on role.
This will change each year.
This is reflected on the school context document.



This equates to **23%** of the students at GWA.



The approximate funding for this is in excess of **£71,000** for the academic year.

*This is lagged funding.



The breakdown of the DA students is shown below:

Boys: **43%**, Girls: **57%**

Percentage of year group:

Y7: **20%**, Y8: **26%**

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

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

IMPACT

HOW WILL INTERVENTIONS HELP OUR STUDENTS?



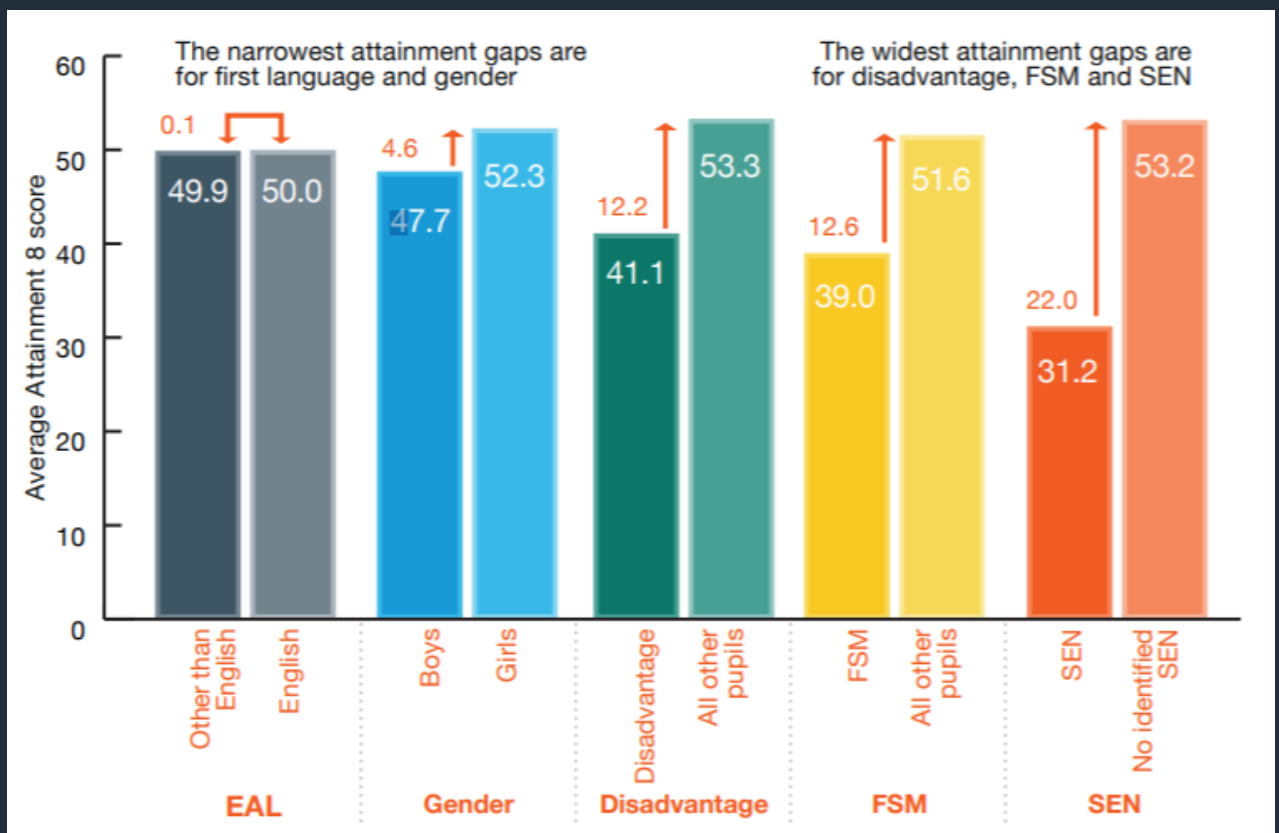
Closing the gap

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?



Internal Data Analysis

Below is a table of data from our subject reports from our February 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

Progress data shows no gap between PP/Non PP students (both within GWA and against other schools).

Quality assurance systems show no discernible difference in performance of PP vs Non-PP students.

Quality assurance systems reveal clear focus on planning for PP students through 'PP Priority'.

Review of Departmental Impact Plans reveal clear ongoing strategic focus on progress of PP students, where appropriate.

Behaviour issues for PP students not significantly different in type or number than Non PP students.

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

AR and Bedrock vocabulary data shows rapid improvement in literacy of those PP students who arrive with low prior attainment.

IMPACT

HOW DID THE INTERVENTIONS HELP OUR STUDENTS?



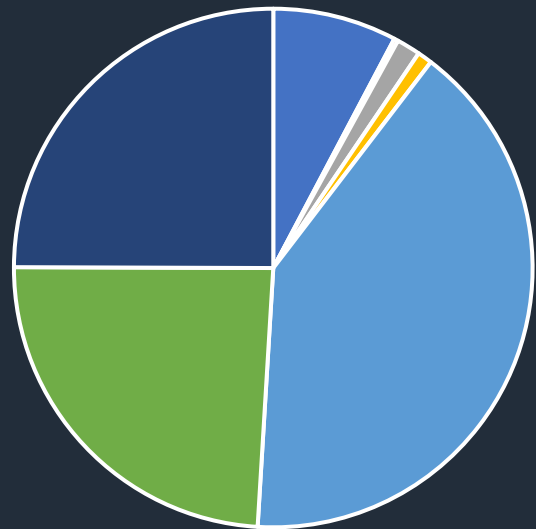
Spending Review

Below graph to show the expenditure of our PP funding for 19/20, 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	51667.08
Trips, visits and enrichment	1303.34
Uniform	616.13
Music lessons	638.00
Staffing Contributions	49109.61

- Christmas Carol
- Football Enrichment
- Netball Enrichment
- We Will Rock You
- Battlefields Trip
- Uniform
- Music lessons



IMPACT

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



Spending Review

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.

Regular review of Accelerated Reader and Bedrock data has also been enabled, which in collaboration with mentoring, will impact on literacy of disadvantaged pupils.

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.

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 impact of contributions to trips and events was that many of our disadvantaged pupils had a greater access, which complement the curriculum. Not only with this improve engagements with school life, but also potentially increase progress within subjects.

“

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

- Education Endowment Foundation

”



INTENT

IMPLEMENTATION

IMPACT