

GREAT WESTERN ACADEMY PUPIL PREMIUM STRATEGY

Review 2018-19

September 2019
Review: July 2020



CONTEXT

Based on 2018-19 numbers (FSM6: £935, LAC & post LAC: £1,900, Service Children: £300)

1. Summary information					
School	Great Western Academy				
Academic Year	2018 / 2019	Total PP budget	Main Stream PP £32,655 LAC PP £5,700	Date of most recent PP Review	21/09/19
Total number of pupils	149 Year 7	Number of pupils eligible for PP	37 are pupil Premium in year 7	Date for next internal review of this strategy	01/07/20

NB: As of September 2019, only £28,848.75 of the funding has been received, which has been allocated as per the 'spending review' section of this report.

2. Current attainment (NB: No GCSE cohort)		
	Spring Assessments	Summer Assessments
All Pupils P8 Score	0.54	0.51
PP P8 Score	0.5	0.52
Non PP P8 Score	0.56	0.51
3. Potential barriers to future attainment (for pupils eligible for PP)		

Potential In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Consistently good teaching to promote the progress of PP students.
B.	High levels of challenge for all students including PP students.
C.	Low levels of literacy and oracy particlulaly in the lower year groups
Potential External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent absence for certain PP students Student and parental attitudes towards learning Poor parental engagement with some families in the community Some disadvantaged students do not have the space, correct environment or attitude to work at home
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	
Success criteria	
A.	Provide consistently high quality teaching and learning experiences in lessons for all PP students
	<p>Progress data shows no gap between PP/Non PP students (both within GWA and against other schools).</p> <p>Positive pupil feedback on the impact of Successful lives curriculum on enterprise skills and aspirations for the future.</p> <p>Quality assurance systems show no discernible difference in performance of PP vs Non-PP students.</p> <p>Quality assurance systems reveal clear focus on planning for PP students through 'PP Priority'.</p> <p>Meeting minutes reveal clear ongoing strategic focus on progress of PP students.</p> <p>Behaviour issues for PP students not significantly different in type or number than Non PP students.</p> <p>All students able to cope and thrive in mainstream lessons in line with school behaviour and attendance policies.</p>
B.	Ensure an appropriate curriculum that provides aspirational future opportunities for all PP students (including alternative provision where necessary)
	<p>Progress data (including Enterprise skills) shows no gap between PP/Non PP students (both within GWA and against other schools).</p> <p>Progress data shows rapid improvement for students engaged in bespoke curriculum.</p>

C.	Where needed, support PP students to improve their literacy skills, learning skills, social/emotional intelligence	<p>Progress data shows no achievement gap between PP/Non PP students.</p> <p>AR and Bedrock vocabulary data shows rapid improvement in literacy of those PP students who arrive with low prior attainment.</p> <p>Enterprise skills data shows no achievement gap between PP/Non PP students.</p>
D.	Where needed, support PP students to improve their attitude to school and self	<p>Numerous interventions targeting learners form different special interest groups, including PP. No discernible difference in attitude between PP and non-PP students</p>
E.	Encourage PP students to be fully involved in the wider life of the Academy	<p>Progress data shows no gap between PP/Non PP students.</p> <p>No significant gap exists between PP/Non PP pupils accessing extracurricular/enrichment opportunities.</p> <p>ACE reward records show no gap (or a positive gap) between PP Non-PP students in relation to staff issuing ACE rewards.</p>
F.	Rigorously apply Attendance Policy, prioritising PP students	<p>Attendance figures show no gap between PP vs Non PP students.</p>
G.	Build strong partnerships with parents of PP students	<p>All PP parents to attend at least one face to face meeting to discuss the progress of their child during the year.</p> <p>Attendance rates at parents evenings and parents information evenings show no gap between PP vs Non PP parents.</p>

The spending review

Expenditure:

Staffing- £25,628

Impact:

Contributions to the staffing budget has allowed the allocation of Learning Mentors. This has allowed a period of observation of pupils to identify needs across subjects, collating feedback from staff. Learning Mentors have had a significant impact in lessons and putting in interventions for individuals' needs.

Contributions to the staffing budget has also enabled greater capacity to hire the correct staff at an appropriate pay grade especially at a time of rapid growth to the staff team. This has also allowed the creating of a bespoke curriculum.

Pastoral support is also within the staffing budget. This has supported in dealing with behaviour incidents to ensure that behaviour issues are not significantly different, and that pupils are able to cope and thrive within mainstream lessons in line with school behaviour and attendance policies. Overview of attendance allowed for a triangulation of data and quick intervention 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.

This is supported by the regular review of data which evidences PP students making a P8 score of 0.02 in the summer assessments, in comparison to the non PP pupils P8 score of 0.01.

Music Fees- £1599.75

Impact:

A number of studies (Babo, 2001; Cardarelli, 2003; Cobb, 1997) 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. Although there are some contradictory research, providing a wider range of opportunities for disadvantaged pupils will not only improve progress within music lessons, but offers a holistic education and an opportunity to build fine motor skills, confidence and potentially improve academic progress across subjects.

50% contribution to school uniform- £1386.99

Impact:

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. Attendance at GWA in 2018-19 was in line with the 95% average.

50% contribution to school trips- £234

Impact:

School trips to Warwick Castle in support of the History curriculum, to Shakespeare's Globe Theatre to support the English curriculum, to Warner Bros. studios to support development of Creativity and to RIAT to support futures in STEM careers were all attended by PP students, supported by PP funding.

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

Actions:

As the school cohort grows, the level of funding will increase. Alongside higher levels of staffing, this will enable a greater level of ability to provide quality interventions. Continued mentoring, extra-curricular activities, attendance review and use of AR and Bedrock will continue.

A 'Pupil Premium Champion' will review and plan further spending and lead with future strategies at Great Western Academy in association with School Leadership.