

HORBURY ACADEMY PUPIL PREMIUM STRATEGY

2020-2021

Horbury Academy Strategic Priorities

Key Priority 1	Key Priority 2	Key Priority 3	Key Priority 4	Key Priority 5	Key Priority 6
<p>Leading Success</p> <p>Leaders at all levels demonstrate a relentless focus on securing the best possible outcomes</p> <p>for young people across the academy.</p>	<p>Achieving Success</p> <p>All students (including identified groups) across all key stages secure at least good outcomes in relation to their starting points</p>	<p>Securing Success</p> <p>Teaching, learning and assessment are all highly developed across all subjects and lead to excellent outcomes and progress for all students across all key stages.</p>	<p>Developing Success</p> <p>All colleagues are supported to develop their practice and pedagogy through continuous and collaborative high quality professional development and partnerships.</p>	<p>Standards for Success</p> <p>All students maintain the highest standards for success across all aspects of academy life.</p>	<p>Supporting Success</p> <p>All students are supported to live balanced, healthy lives that are rich with both academic and extra-curricular opportunities.</p>

Having reviewed the impact of our 2019-20 Pupil Premium spending, the Educational Endowment Foundation Pupil Premium Toolkit (EEF), the National Foundation of Educational Research (NFER) 'seven building blocks for success' and our Horbury Academy vision and six key priorities; these have been used to underpin our Pupil Premium strategy for 2019-20 and to inform effective use of premium funding.

1. Summary information

School	Horbury Academy				
Academic Year	2020-2021	Total PP budget	£256,935	Date of most recent PP Review	10/2020
Total number of pupils	1043	Number of pupils eligible for PP	262	Date for next internal review of this strategy	01/2021

Year	PP overall number	PP Male	PP Female
7	56	26	30
8	65	34	31
9	44	24	20
10	49	26	23
11	48	31	17

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Teaching and Learning: Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help students learn.
B.	Homework/Revision/Organisation: The in-school gap between Pupil Premium and Non-Pupil Premium students indicate they need extra support with homework and revision for examinations.
C.	Numeracy: A higher proportion of students in the Pupil Premium group arrive with below average maths skills.
D.	Literacy Reading Ages: A higher proportion of students in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some students eligible for the Pupil Premium have reading ages significantly below their chronological reading age

Additional barriers	
D.	Pastoral: Many students have EBD, social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.
E.	Alternative Provision: an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
F.	Attendance: An attendance gap exists between Pupil Premium students and Non Pupil Premium students, (in particular PA students).
G.	Enrichment and Aspirations: Many of our Pupil Premium students have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students e.g. enrichment activities, school trips, sports teams and student leadership groups.

3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	To close the gap by providing additional supplementary literacy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE.
B.	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those students.	Gap between PP and national others decreases at GCSE.
C.	Disadvantaged students do not feel 'disadvantaged' and are supported to achieve.	PP students better equipped to navigate Academy life and beyond.
D.	High quality wave one teaching for all students. Effective data driven intervention which supports students learning. Disadvantaged students feel supported, behave well and complete homework and revision.	Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged students are in line or lower than national others.
E.	Disadvantaged students access a variety of alternative provision tailored to their individual needs.	Gap between PP and national others decreases at GCSE. Reduced NEET figures. Reduced rates of internal and external exclusion.
F.	To improve and secure attendance that is at or above national others for disadvantaged students, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
G.	Disadvantaged students experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

4. Strategies to overcome barriers

Academic year	2020-21
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i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Application of Disadvantaged First strategy across the Academy at all levels	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils.	<p>- EEF Guide, June 2019 – <i>‘When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.’</i></p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % PYLs salary to relentlessly focus on Disadvantaged First agenda every day within the Academy • Marketing costs for publicity materials re: Disadvantaged First strategy 	<p>- Assistant principal lead on Disadvantaged First.</p> <p>-Vice principal with strategic focus on Disadvantaged.</p> <p>- Disadvantaged leads appointed in CORE.</p> <p>- ‘Disadvantaged Champions’ staff group.</p> <p>-Disadvantaged ‘One pagers’ covering 5 main barriers to future attainment to drive Disadvantaged agenda at all level.</p>	SC	<p>Monthly via Accord Disadvantaged group</p> <p>Through regular line management meetings between AP and VP.</p> <p>Subject and Student AIM meetings.</p> <p>SLT quality assurance</p>
‘Disadvantaged First’ <i>Quality First Teaching</i> initiative (‘One Pager’)	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils	EEF Pupil Premium Guide – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve	<p>-SLT learning walks and work scrutiny.</p> <p>-Regular pupil voice to be taken and acted upon.</p>	SC	<p>Weekly via agenda item at SLT meeting.</p> <p>Half termly work scrutiny at SLT.</p>

	through relentless focus on quality first teaching by all staff.	<p>teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % Lead Teacher salary in English and Maths to lead on development of initiative within curriculum areas 	<p>-CTL learning walks, work scrutiny and pupil voice.</p> <p>-QA through SLT meetings and SLT to keep this a high priority through link meetings with PYLs</p> <p>-Strategy to be QA'd by SLT link.</p>		<p>Monthly via Accord Disadvantaged group.</p> <p>Through regular line management meetings between AP and VP.</p>
Development of Staff 'Disadvantaged Champions' Group	To trial and develop whole academy Disadvantaged strategies	<p>Staff group began in academic year and have trialled successfully two ideas (Disadvantaged Pastoral Champions and Year 7 Passport of Experience) that are being rolled out across the Academy for 2020-2021.</p> <p>Staff members to drive Disadvantaged agenda in their curriculum areas</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % of One Wakefield programme to look at the development of metacognition CPD 	<p>-Group overseen by AP in charge of Disadvantaged First with regular meetings that review actions</p> <p>-Link into 'One Wakefield' programme</p>	SC	Half termly via meetings

Disadvantaged First remote learning development	To ensure that disadvantaged pupils are accessing and engaging within remote learning	-Evidence from EEF (April 2020) identified increasing Gaps in pupil achievement during lockdown The premium will be used to fund: <ul style="list-style-type: none"> ICT and software for disadvantaged pupils to be able to access remote learning 	-Give disadvantaged pupils access to laptops where needed as a trust -Track pupil engagement within remote learning -Support pupils in need for assistance in accessing remote learning -Communicate with parents and ensure that they understand the process and strategy around remote learning	NA/CC	Ongoing review of engagement. Pupil / parent feedback on HT basis
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Cost £23,992.20

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Application of Disadvantaged First strategy through subject and student AIMS	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through amending and developing the Accord AIM interventions to proactively meet the needs of our disadvantaged learners.	-This proved a valuable tool during the enforced closure and enabled a firm understanding of the barriers outside of school for some learners. -Moving forwards this evidence set needs to be kept up-to-date with all the information needed to make timely and strategic interventions. -Core and Subject AIMS to tackle underperformance	-Student AIMS to be QA'd and challenged where necessary -Trust wide guidance on ensuring consistency in all meetings -All Student AIMS to be held between PYL and relevant SLT link -Targeted academic mentors for year 11 disadvantaged pupils in Core subjects	BG – subejct AIMS SLT and PYLs – student AIMS	As per the academy calendar

	<p>To enable the tailoring of intervention to specific subject areas and barriers.</p> <p>To raise awareness of disadvantaged pupil barriers and share good practice.</p>	<p>academically and ensure a Disadvantaged first focus.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % of PYLs salary to lead the AIM process and follow up intervention • % of academic mentor salary to focus on intervention in Core subjects 			
Year 11 mentoring programme	<p>Ensure high quality support provided for those pupils identified as having a 'barrier' to performance via mentoring with a high-profile member of staff with good prior relationship with pupil.</p>	<p>-Last years impact showed that 75% of pupils with an academic mentor improved their P8 score between data collections.</p> <p>-Several EEF studies show that academic mentoring has an impact on attendance and attainment.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % of One Wakefield programme to look at the development of metacognition 	<p>-Pupils identified by pastoral and academic leaders.</p> <p>-QA of mentors to ensure good placement between mentee and mentor.</p> <p>-Earlier intervention -i.e. September to build positive and meaningful engagement in the scheme.</p> <p>-Elimination of paperwork to ensure that the interactions are purposeful.</p>	SC	<p>At each DP, review and measure impact. Make changes where necessary or where the relationship has broken down</p>
Remote learning support for Disadvantaged First	<p>Ensure all pupils know how to access Teams through high quality CPD delivered through form tutors.</p>	<p>-Evidence from EEF (April 2020) identified increasing Gaps in pupil achievement during lockdown</p>	<p>-Pupils identified through whole school questionnaire about ICT access</p> <p>-Teaching staff identify pupils who are not completing remote</p>	NA/CC	<p>Review at DP as part of AIM strategy for each year group.</p> <p>Review CPD and re-visit where appropriate</p>

	<p>All teaching staff to share how to access subject work for pupils to complete.</p> <p>Promote provision of homework club after school for key pupils identified as not having provision at home. These pupils have first refusal for access in the Academy.</p> <p>Ensure disadvantaged pupils understand what they are required to do with regard to homework and revision.</p>	<p>-All year 11 disadvantaged pupils have been provided with core revision material to access and use during remote learning</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • Laptop provision for identified disadvantaged pupils who do not have access • Revision guides for identified disadvantaged pupils 	<p>learning activities in preparation for AIM meetings</p>		<p>with further focus on Disadvantaged pupils.</p>
<p>Literacy support – KS3</p>	<p>To close the literacy gap between disadvantaged pupils and non-disadvantaged pupils at KS3.</p> <p>Ensure that teachers of all subjects have the awareness, skills and pedagogy to take every available opportunity to develop disadvantaged pupils' literacy skills.</p>	<p>EEF Disadvantaged National Study shows disadvantaged pupils literacy skills are not as developed as non-disadvantaged pupils' literacy skills.</p> <p>Clear evidence from data at KS2 that at Horbury literacy is a barrier to success.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % Lead Teacher salary in English to lead on the 	<p>- Implementation of Phase 1 ('Think It') & Phase 2 ('Say It') of Academy's Literacy Action Plan.</p> <p>- Planned bespoke CPD for teachers.</p> <p>- Literacy Champion designation in every Faculty area.</p> <p>- Specific work scrutinies and QA mechanisms to look at DA provision.</p>	<p>Director of English</p>	<p>(Timeline discussed with Principals.)</p> <p>Review of each Department's Literacy practice once the CPD has been delivered.</p> <p>The Action Plan will be reviewed after each phase has been implemented.</p>

		<p>development of literacy programs</p> <ul style="list-style-type: none"> • Literacy programs (e.g., Literacy Matters programme) • Literacy resources (e.g., books for book swap shop) • Literacy drop-down days 	<p>- Scheduled Reading, Spelling and Comprehension Age Testing of DA students.</p> <p>-Year 7 and Year 8 using the Reading Matters programme.</p> <p>-Year 7 and Year 8 book swap shop.</p> <p>-Year7, 8 and 9 PP groups - bespoke and personalised reading curriculum.</p> <p>-PP student Literacy booster programme on Teams.</p> <p>-National Literacy Trust program</p> <p>-Drop-down days using immersive learning strategies to build on writing skills through oracy.</p> <p>-Introduction of Premier League reading stars</p>		
Numeracy support – KS3	To close the P8 gap in maths between disadvantaged pupils and their more advantaged counterparts.	A higher proportion of disadvantaged students arrive at the Academy with below average scores for maths in comparison to their peers. This trend continues throughout the Academy with the gap still seen at the end of KS4 when the average P8 score for maths for disadvantaged students is compared to their peers.	<p>-Regular line management meetings with CTL's where these will form part of the agenda.</p> <p>-PP pupils will not more down sets without evidence of in/out of class intervention.</p> <p>-An updated curriculum for pupils with a structure and</p>	Director of Maths	At each data entry point.

		<p>Research shows that “for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning” [Supporting the attainment of disadvantaged pupils Briefing for school leaders DFE 2015]. It is for this reason to improve the progress and outcomes of our most disadvantaged students we need to prioritise firstly improving the quality of the curriculum and its delivery in maths of all students.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % Lead Teacher salary in Maths to lead on the development of numeracy programs • Numeracy programs and resources (e.g. TT Rockstars) 	<p>resources provided to support the teacher.</p> <p>-Monitoring of pupils’ data at DE points.</p> <p>-QA of lesson quality through regular learning walks.</p> <p>-Hegarty Maths used to provide pupils additional opportunities for independent work</p> <p>-TT Rockstars provided to pupils to cement knowledge of timetables.</p> <p>-Intervention strategies with Primary colleagues (as advised by Government Catch Up Funding Paper) to support pupils with low numeracy.</p> <p>-Priority for intervention will be given to disadvantaged pupils.</p>		
Homework and revision support	<p>Disadvantaged First are targeted for HTHYCAT in year 11</p> <p>Teaching staff use retrieval practice strategies routinely in lesson and check DF students work first.</p>	<p>-Pupils value homework when it has a direct link to learning in lesson. Various research identifies this as a strategy to increase engagement with home learning.</p> <p>Revision materials to be built up alongside lessons so resources are quality checked by teaching</p>	<p>-Pupil voice review of home learning to gain feedback on attitude to home learning</p> <p>-Review of homework completion</p> <p>-Active pre-intervention before parental engagement evenings</p>	CC/NA	<p>Review at AIM meetings</p> <p>Review at subject scrutiny</p> <p>Review and department health checks</p>

	Use of pupil page on share point to showcase good practice of pupil's homework and revision cards	<p>staff. Disadvantaged pupils work checked first.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • Laptop provision for identified disadvantaged pupils who do not have access • Revision guides for identified disadvantaged pupils • Parental engagement evening literature and resources 	with parents/carers to ensure high attendance		
Transition support	One-to-one support for disadvantaged pupils through the transition process from primary school to Horbury Academy to ensure that pupils are prepared for their move to Horbury Academy and parents/carers are engaged with the Academy.	<p>EEF evidence suggests that 'transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.'</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • No Wasted Weeks transition programme resources • % salary of EWO to target disadvantaged families in year 6 	<p>-Focused liaison with primary schools</p> <p>-One to one transition meetings for Disadvantaged Pupils and parents/carers</p> <p>-No Wasted Weeks KS2-KS3 transition programme</p> <p>-Extra transition taster visit</p> <p>-Literacy and numeracy support as part of Catch Up Strategy.</p> <p>-EWO to target PA disadvantaged families in year 6 for support</p>	SC	<p>-At start of transition process to identify pupils to work with</p> <p>-At Accord 'Transition Group' meetings</p> <p>-September 2021 following transition</p>

		<ul style="list-style-type: none"> • % of Lead Teacher in English and maths to lead on the development of the No Wasted Weeks programme • Literacy and numeracy programmes 			
<p>Catch Up funding initiative</p> <p>See Horbury Academy Catch Up Strategy 2020-2021 for more detail</p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through developing interventions to proactively meet the needs of our disadvantaged learners.</p>	<p>EEF Covid 19 Support Guide for Schools states that <i>'Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response.'</i></p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • Academic mentors • Revision materials • Diagnostic programmes • Laptops • Parental engagement evenings • Literacy and numeracy catch up programmes • Holiday intervention • Drop down days <p>Note – Cost for this area is included separately in the</p>	<ul style="list-style-type: none"> -Focused period 7 intervention -Focused period 0 intervention -Year 11 1-2-1 academic mentoring programme -Year 11 Period 1 intervention focused on Core subjects -Focused holiday intervention for year 11 -National Tutoring Programme -Use of overstaffing to provide focused catch up in Core for years 7-10 -Revision materials for Disadvantaged Pupils -Laptops for Disadvantaged Pupils -Parental support evenings with focus on Disadvantaged Pupils and Parents/Carers -Year 7 Literacy and Numeracy catch up -Professional mentors for Early Career Teachers 	BG/SC	<p>At each DP, review and measure impact.</p> <p>Monthly via Accord Disadvantaged group</p> <p>Through regular line management meetings between AP and VP.</p>

		Horbury Catch Up Strategy 2020-2021	-Transition support			
					Cost	£93,168
iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
'Disadvantaged First' Attendance initiative ('One Pager')	To ensure an improved attendance of the disadvantaged cohort. This improved attendance should lead to an improvement in attainment.	<p>These are proven attendance strategies. By making sure disadvantaged students are targeted first this should have an impact on disadvantaged attendance.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • Attendance office salary to ensure a relentless daily focus on disadvantaged attendance • % of EWO salary to intervene with key disadvantaged pupils and their families who are 'persistently absent' • % of PYLs salary to intervene with identified disadvantaged pupils 	<p>-QA of disadvantaged first attendance strategy by EWO and SLT for attendance.</p> <p>- Re launch the strategy with the attendance team at the start of the year.</p> <p>- Disadvantaged PA strategy to be re launched with SLT, PYL's and pastoral links, this will allow for 15 students in each year group to be targeted.</p> <p>- QA through SLT meetings and SLT to keep this a high priority through link meetings with PYLs.</p>	CS	<p>-Daily item at SLT briefing -SLT/PYL monitoring of overall PP attendance in year group through Student AIM</p> <p>-Fortnightly by CS</p>	

		and their families who have poor attendance			
'Disadvantaged First' Pastoral initiative ('One Pager')	<p>To use the student aims to identify and remove barriers for individual students.</p> <p>To assess the impact of interventions and change them where necessary.</p>	<p>By sharing information through student aims subjects should be able to put appropriate interventions in place to have an impact with individual students.</p> <p>By monitoring the impact of interventions, effectiveness can be judged, and only appropriate interventions used and continued.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> • % of HUB and California Drive staffs' salaries to run a range of interventions for identified disadvantaged pupils • % of mental health practitioner salary to run interventions with identified disadvantaged pupils • % of PYLs salary to lead on day-to-day pastoral intervention • Parental engagement events • Curriculum resources (e.g., DT resources) 	<p>-PYLs to update the AIM sheets with barriers and strategies.</p> <p>-Impact of strategies to be monitored by the inclusion team and reviewed at regular intervals.</p> <p>-Regular student and parent voice to be taken.</p> <p>-Strategy to be QA'd by SLT link.</p>	CS	<p>-Review of interventions via Student AIM after each data point – PYL and SLT link.</p> <p>-Half termly review by CS of interventions (e.g. California Drive/Hubs)</p>

		<ul style="list-style-type: none"> Uniform provided to identified disadvantaged pupils 			
'Disadvantaged First Aspirations initiative ('One Pager')	<p>To prevent pupils becoming NEET post 16.</p> <p>To ensure all Disadvantaged Pupils are making the right option choices at Year 10.</p> <p>To raise aspirations of Disadvantaged Pupils at KS3.</p>	<p>EEF evidence on aspiration – <i>'Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'</i></p> <p>We have seen that focused work raising aspirations has reduced number of NEETs significantly.</p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> Careers support through dedicated careers advisor Marketing costs of literature Alternative provision 	<p>-Disadvantaged pupils targeted and given priority appointments with DG.</p> <p>-All year 11 Disadvantaged Pupils have opportunity for one to one Careers Guidance Support and additional support to complete their Post 16 Applications to support their transition.</p> <p>-Priority options appointments for Disadvantaged Pupils</p> <p>-Year 7 Passport of Experiences focus for Disadvantaged Pupils</p>	SC/DG	<p>-Review throughout the academic year 2020-21 by DG</p> <p>- Through regular line management meetings between AP and VP.</p> <p>-Termly analysis of impact by AP.</p>
Pupil Premium Plus strategy	Use of PP+ money to improve the academic progress and social and emotional well-	This money is allocated for use with CiC and where appropriate should be used to help these students progress.	-PP+ funding to be used to implement targeted strategies to improve the progress, attainment and attendance of CiC.	CS	-Progress of pupils at data points

	being of Children in Care (CiC).	<p>The premium will be used to fund:</p> <ul style="list-style-type: none"> Curriculum resources for CiC (e.g., Personal tuition) 	-Impact to be monitored by SLT link.		-Half-termly via internal inclusion and attendance data.	
Parental engagement strategy	Increased parental engagement for our disadvantaged pupils through proactive and supportive strategy for Years 7-11 including involvement in 'One Wakefield' collaborative partnership programme	<p>EEF evidence on behaviour interventions – <i>'Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.'</i></p> <p>The premium will be used to fund:</p> <ul style="list-style-type: none"> Parental engagement events literature and resources Online learning platforms – Curriculum resources % of One Wakefield programme to focus on development of 'Working with Parents to support Children's Learning' unit 	<p>- Subject specific presentations to parents with strategies to support pupils at home.</p> <p>-Individual calls to Disadvantaged parents/carers in advance of parent evenings/meetings</p> <p>-Questionnaires at parent evenings</p> <p>- Online learning platforms launched – Hegarty Maths, EduCake and GCSEPod</p> <p>- Y11 Disadvantaged mentors contact with parents/carers</p>	SC	<p>At each DP, review and measure impact.</p> <p>Review after each parent evening/meeting as per Academy calendar</p>	
					Cost	£231,401.80

Overall cost

£348,562

iv. Covid 19 Contingency Plans for pupil premium

The following three areas below form the contingency plans for pupil premium pupils that would be put in to place depending on level of the situation regarding Covid 19.

Situation	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils have to isolate while academy remains open	All disadvantaged pupils are able to access their normal curriculum and there is a continued delivery of high-quality education Increase engagement in remote learning by disadvantaged pupils	The DfE asks that schools meet the following key expectation: <i>Develop remote education so that it is integrated into school curriculum planning.</i> During Covid lockdown 1 engagement with remote learning from disadvantaged pupils was not as high as that from non-disadvantaged pupils. This needs to be addressed and this gap narrowed. Additional funding would be needed for:	-Staff and pupils receive CPD around functionality of Teams -Class and year group Teams set up -Teams CPD provided to staff and disadvantaged pupils for different scenarios -Guidance provided to pupils and parents on disadvantaged pupils on what will be expected in each scenario - all teaching staff to ensure that lesson materials and resources are posted onto relevant class teams each lesson and are provided CPD on this -all teaching staff ensure that homework is set via <i>Teams Assignment</i> function and are provided CPD on this -development of 'live lessons' via teams and/or Stream/Loom	SC/NA	On a daily basis depending on current situation Each month at the Quality of Education Accord group

		<p>Laptops and internet access depending on need</p>	<p>-disadvantaged pupils are the first that teachers 'check in' with during live learning sessions on Teams</p> <p>-disadvantaged pupils are contacted every two days by PYLs to ensure pupils feel supported in their learning and are engaging in their remote learning</p> <p>-Senior leader 'drop ins' to live learning sessions to ensure quality</p> <p>-Curriculum team leader QA of work being set on Teams and provide exemplar 'remote learning' lessons as part of curriculum CPD</p>		
Tier 2 closure	<p>All disadvantaged pupils are able to access the curriculum remotely when they are not at school as part of the rota system</p> <p>Increase engagement in remote learning by disadvantaged pupils</p>	<p>The DfE asks that schools meet the following key expectation: <i>Develop remote education so that it is integrated into school curriculum planning.</i></p> <p>The DfE states that all disadvantaged children of critical workers and vulnerable children and young people will be expected to be able to access full-time on-site provision during a Tier 2 closure</p>	<p>-Previous audit of laptop and internet need of disadvantaged pupils allows those without remote learning facilities to have these during a Tier 2 closure</p> <p>--Staff and pupils receive CPD around functionality of Teams</p> <p>-Class and year group Teams set up</p> <p>-Teams CPD provided to staff and disadvantaged pupils for a Tier 2 closure</p> <p>-Guidance provided to pupils and parents on disadvantaged pupils on what will be expected in Tier 2 closure</p> <p>-Specific key stage 3 literacy and numeracy booster groups set up on Teams</p>	SC/NA	<p>Ongoing depending on current situation</p> <p>Weekly analysis of remote learning engagement</p> <p>Each month at the Quality of Education Accord group</p>

		<p>Funding would be needed for:</p> <p>Laptops and internet access depending on need</p> <p>Relevant literacy and numeracy resources</p>	<p>-disadvantaged pupils are the first that teachers 'check in' with during live learning sessions on Teams</p> <p>-disadvantaged pupils work is the first work to be marked/checked by staff on Teams</p> <p>-disadvantaged pupils are contacted every two days by PYL's to ensure pupils feel supported in their learning and are engaging in their remote learning</p> <p>-Senior leader 'drop ins' to live learning sessions to ensure quality</p> <p>- Weekly analysis of remote learning engagement of disadvantaged pupils by SLT year link and subsequent liaison with PYL to ensure contact is made with parents/carers</p> <p>-Curriculum team leader QA of work being set on Teams</p> <p>-Emergency care pupils (including those who have been identified as not having access to IT remotely) will be located within an IT space and follow the same curriculum as their peers who are working remotely.</p>		
Lockdown of academy (Tier 3 or 4)	All disadvantaged pupils are able to access the curriculum remotely as part of a full lockdown of the academy	The DfE asks that schools meet the following key expectation: <i>Develop remote education so that it is integrated into school curriculum planning.</i>	<p>-Previous audit of laptop and internet need of disadvantaged pupils allows those without remote learning facilities to have these during a Tier 3 or 4 closure</p> <p>--Staff and pupils receive CPD around functionality of Teams</p>	NA/CS/SC	<p>Ongoing depending on current situation</p> <p>Weekly analysis of remote learning engagement</p> <p>Weekly analysis of pastoral and</p>

	<p>Increase engagement in remote learning by disadvantaged pupils</p> <p>Ensure that disadvantaged pupils are healthy (mentally and physically) and safe</p>	<p>As part of the Covid 19 Contain Framework (August 2020) then it is stated that in case of a Tier 3 or 4 lockdown then <i>'apart from vulnerable children and the children of critical workers...Remote education to be provided for all other pupils.'</i></p> <p>Funding would be needed for:</p> <p>Food parcels based on need</p> <p>Laptops and internet access depending on need</p> <p>Relevant literacy and numeracy resources</p>	<ul style="list-style-type: none"> -Class and year group Teams set up -Teams CPD provided to staff and disadvantaged pupils for a Tier 3/4 closure -Guidance provided to pupils and parents on disadvantaged pupils on what will be expected in Tier 3/4 closure -Specific key stage 3 literacy and numeracy booster groups set up on Teams -disadvantaged pupils are the first that teachers 'check in' with during live learning sessions on Teams -disadvantaged pupils work is the first work to be marked/checked by staff on Teams -disadvantaged pupils are contacted weekly by PYL's to ensure pupils feel supported in their learning and are engaging in their remote learning -Senior leader 'drop ins' to live learning sessions to ensure quality - Weekly analysis of remote learning engagement of disadvantaged pupils by SLT year link and subsequent liaison with PYL to ensure contact is made with parents/carers -Curriculum team leader QA of work being set on Teams 		<p>safeguarding information</p> <p>Each month at the Quality of Education Accord and Disadvantaged Accord group</p>
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			<p>-RAG via Student AIM the level of support for disadvantaged pupils in each year group. Focus on well-being, safety and engagement.</p> <ul style="list-style-type: none">• Red= x2 contacts per week via PYL• Orange=x1 contact a week via year group link• Green=x1 contact per fortnight via form tutor <p>-For those disadvantaged pupils who are to attend school during lockdown because they are vulnerable or ECP follow same RAG process as above. Also have key pastoral contact in school.</p> <p>-Emergency care pupils (including those who have been identified as not having access to IT remotely) will be located within an IT space and follow the same curriculum as their peers who are working remotely.</p> <p>-Home visits from a member of pastoral staff for those families that do not engage in calls above</p> <p>-Ensure that food vouchers/parcels are delivered to disadvantaged families during lockdown where appropriate</p>		
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