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Horbury Academy
Pupil Premium Impact Statement
2020-2021 and Covid-19 Revisions

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Horbury Academy

Having reviewed the impact of our 2019-20 Pupil Premium (PP) 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 drivers; these have been used to underpin our Pupil Premium strategy for 2020-21 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	06/2021
Total number of pupils	1043	Number of pupils eligible for PP	262	Date for next internal review of this strategy	01/2022

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 pupils learn.
B.	**Homework/Revision/Organisation:** The in-school gap between Pupil Premium and Non-Pupil Premium pupils indicate they need extra support with homework and revision for examinations.
C.	**Numeracy:** A higher proportion of pupils in the Pupil Premium group arrive with below average maths skills.
D.	**Literacy Reading Ages:** A higher proportion of pupils 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 pupils eligible for the Pupil Premium have reading ages significantly below their chronological reading age

Additional barriers

E.	**Pastoral**: Many pupils have emotional and behavioural disorders (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.
F.	**Alternative Provision:** an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
G.	**Attendance:** An attendance gap exists between Pupil Premium pupils and non-Pupil Premium pupils, (in particular Persistent Absence pupils).
H.	**Enrichment and Aspirations:** Many of our Pupil Premium pupils have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium pupils e.g. enrichment activities, school trips, sports teams and pupil leadership groups.

3. Intended outcomes *(specific outcomes and how they will be measured)*	Success criteria
A. To close the gap by providing additional supplementary literacy support thereby raising the attainment of those pupils.	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 pupils.	Gap between PP and national others decreases at GCSE.
C. Disadvantaged pupils do not feel 'disadvantaged' and are supported to achieve.	PP pupils better equipped to navigate Academy life and beyond.
D. High quality wave one teaching for all pupils. Effective data driven intervention which supports pupils learning. Disadvantaged pupils 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 pupils are in line or lower than national others.
E. Disadvantaged pupils 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 pupils, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
G. Disadvantaged pupils 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**				
i. Quality of teaching for all					
Action	**Intended outcome and *evidence and rationale for this choice?***	**Lessons learned**	**Impact**	**Staff lead**	**To be continued 2021-2022.**
Application of Disadvantaged First strategy across the Academy at all levels	To work towards closing the Progress 8 (P8) gap between disadvantaged pupils and non-disadvantaged pupils. *EEF Guide, June 2019 – '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.'*	From review of 2019-2020 key lessons learned of regular and constant reference needed to Disadvantaged First Strategy at all levels of school was acted on. Raised awareness occurred through professional development (CPD), increased learning walks with Disadvantaged focus, Staff Disadvantaged Champions Group and 'One-Pagers' focusing on 5 key areas of strategy and a clear focus on Disadvantaged Pupils through Covid. For 2021-2022 the relentlessness of approach to the Disadvantaged agenda needs to continue at all levels of the academy with a continued focus on measurable impact at all levels of the strategy.	Gap between Pupil Premium (PP) and non-PP has closed between Centre Assessed Grade (CAG) overall Progress 8 (P8) in 2020 of 1.15 to Teacher Assessed Grades (TAG) overall P8 in 2021 of 1.01. Overall P8 for PP pupils improved from data point 2 of -0.62 to final overall TAGs for the Academy of -0.52. Increase in number achieving 4+ in English and Maths from 42.37% (2020) to 54.35% (2021). Raised awareness of Disadvantaged First Strategy at all levels of the Academy. For 2021-2022 there is a clear focus within the Teaching and Learning Development Groups on Disadvantaged First agenda that will be disseminated across the Academy.	SC	Yes

'Disadvantaged First' *Quality First Teaching* initiative ('One Pager')	To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff. *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 teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium."*	Regular focus on Disadvantaged First Quality First Teaching agenda in all CPD (e.g., 'Think It, Say It' literacy initiative). Specific Disadvantaged CPD provided to raise awareness of Pupil Premium Pupils (e.g., Fab 40 Year 10 pupil focus group). Leadership Disadvantaged lesson visits, book looks and pupils voice, with follow up reinforcement with individual members of staff have demonstrated increasing consistency of approach to Quality First Teaching to PP Pupils. For 2021-2022 there is a clear focus within the Teaching and Learning Development Groups on Disadvantaged First agenda that will be disseminated across the Academy.	Curriculum reviews and regular lesson visits demonstrate evidence of impact of quality first teaching and learning: Majority of Pupil Premium pupils were being regularly targeted for questioning by teachers. Pupil Premium pupils are becoming increasingly confident in articulating what they are learning and why and how these fits into their learning journey. Knowledge of Pupil Premium pupils by staff is strong. Pupil Premium pupils, through pupil voice, believe they are making good progress and that the Academy has high expectations of them. Where there were issues with Quality First Teaching, subsequent visits following 1-2-1 work with staff showed clear improvement.	SC	Yes
Development of Staff 'Disadvantaged Champions' Group	To trial and develop whole academy Disadvantaged strategies.	Key focus for the group has been around Year 10 'Fab Forty' Pupil Premium cohort and departmental actions around the group.	Year 7 Passport to Achievement successfully rolled out with high uptake from Pupil Premium pupils compared to non-Pupil Premium pupils (see 'Aspirations' section).	SC	Yes, with link into the Teaching and Learning Development Groups

	Staff group began in academic year and have trialled successfully two ideas (Disadvantaged Pastoral Champions and Year 7 Passport to Achievement) that are being rolled out across the Academy for 2020-2021. Staff members to drive Disadvantaged agenda in their curriculum areas.	Group has greater impact when individuals drive the Disadvantaged First agenda within their curriculum areas and Academy-wide. Shown through Passport to Achievement, STEAM Pupil Premium work and Year 10 (2020-21) Fab Forty English interventions.	STEAM work with Pupil Premium pupils shows increased Scientific knowledge. Dissemination of English approach towards Pupil Premium pupils ('Fab Forty') adopted and adapted by other curriculum areas.		
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*	Moving on from this year, if we were to enter a remote learning set up again, our disadvantaged cohort would need to be once again closely tracked and monitored. MCAS parent/carer messages and regular contact home is a must. Supplying PP pupils within the necessary ICT is also vital to accessing lessons – engagement levels still also need to be closely tracked.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown.	NA/CC	Yes TEAMs will now be integrated into the academy policy around homework and further home learning strategies
				Spent	£20,003.20

ii. Targeted support					
Action	**Intended outcome and *evidence and rationale for this choice?***	**Lessons learned**	**Impact**	**Staff lead**	**To be continued 2021-2022.**
Application of Disadvantaged First strategy through subject and pupil 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. To enable the tailoring of intervention to specific subject areas and barriers. To raise awareness of disadvantaged pupil barriers and share good practice.	The pupil AIMs are becoming an increasingly powerful tool to both identify and intervene with the PP pupils. Curriculum Team Leaders (CTLs) have become better at identifying which pupils need intervention and when and understand that actions need following up on, as the impacts of these will be measured at the next AIM meeting. This is a further improvement from last year. Pastoral Year Leaders (PYLs) have become clearer around identifying different interventions needed for different cohorts of Pupil Premium pupils based on barriers to achievement.	Overall P8 for PP pupils improved from data point 2 of -0.62 to final overall TAGs for the Academy of -0.52. Despite a forecasted national widening of the disadvantaged/PP gap, we have closed the attainment gap from 2020 to 2021 across the suite of subjects. <table><tr><td></td><td>2020 Actual CAG</td><td>2021 TAG</td></tr><tr><td>Disadvantaged P8 gap</td><td>1.15</td><td>1.01</td></tr></table> Basics have increased for disadvantaged pupils by 1% for 4+ and 4% for 5+ improving life chances. Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown.	BG – subject AIMs SLT and PYLs – pupil AIMs	Yes – this is a key strategy.

			All AIM meetings held had a disadvantaged first focus. Records of meetings show that these pupils were targeted for interventions both at Core AIM, within Subject AIMs and through Pupil AIMs. PP pupils were regularly attending Period 7 interventions.		
	-This proved a valuable tool during the enforced closure and enabled a firm understanding of the barriers outside of school for some learners.				
Year 11 mentoring programme	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. *-Last year's impact showed that 75% of pupils with an academic mentor improved their P8 score between data collections.* *-Several EEF studies show that academic mentoring has an impact on attendance and attainment.*	Early launch of programme allowed for more meaningful mentoring. Heavy involvement of Year 11 PYL and subsequent sharing of knowledge of pupils involved lead to more focused mentoring from mentors around revision, attendance, TAGs and post 16 applications. Roll out to year 10 (2020-21) 'Fab Forty' pupils in last half term of academic year will enable the programme to move seamlessly into academic year 2021-2022. Increased structure provided to mentors for this group of pupils to allow increasingly meaningful and focused meetings.	92% of mentees improved their P8 score from Data Point 1 and their final TAG, improving their P8 score by 0.93 on average. 96% of mentees had completed their Post 16 Application by the end of the academic year.	SC	Yes

Remote learning support for Disadvantaged First	Ensure all pupils know how to access Teams through high quality CPD delivered through form tutors. All teaching staff to share how to access subject work for pupils to complete. 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. Ensure disadvantaged pupils understand what they are required to do with regard to homework and revision. *-Evidence from EEF (April 2020) identified increasing Gaps in pupil achievement during lockdown.*	A swap from Show My Homework to Microsoft Teams was supported with a variety of staff CPD and pupil support through form tutors and subject teachers. This led to Microsoft Teams already being used by pupils before lockdown in Term Two. Regular contact with pupils and the short CPD / masterclasses did help pupils to access lessons and learning within a remote setting. Pupil feedback from the remote learning provision and pupil voice ensured that information has given pupils targeted information and support in key areas.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown.	NA/CC	Yes TEAMs will now be integrated into the academy policy around homework and further home learning strategies

	-All year 11 disadvantaged pupils have been provided with core revision material to access and use during remote learning.				
Literacy support – KS3	To close the literacy gap between disadvantaged pupils and non-disadvantaged pupils at KS3. Ensure that teachers of all subjects have the awareness, skills and pedagogy to take every available opportunity to develop disadvantaged pupils' literacy skills. *EEF Disadvantaged National Study shows disadvantaged pupils literacy skills are not as developed as non-disadvantaged pupils' literacy skills.* *Clear evidence from data at KS2 that at Horbury literacy is a barrier to success.*	Following the Wakefield One training and developed awareness of EEF literacy approaches – key focus was placed on developing oracy. The need for formal monitoring of 'Think It Say It', across departments to ensure the practice is underpinning the quality first teaching. Literacy drop-down days (Immersive Learning) are useful in boosting key skills in reading and specifically writing and provide physical evidence of progress in a short period. Literacy Boosters – works well in small groups and 1:1 where the support can be provided specific to the individual child. Covid stopped Reading Matters programme and National Literacy Trust programme.	Immersive days – x15 y7 pupils identified and there is a clear impact between the two immersive days <table><tr><td></td><td>Below expected progress</td><td>At or above expected progress</td></tr><tr><td>Day 1</td><td>87%</td><td>13%</td></tr><tr><td>Day 2</td><td>20%</td><td>80%</td></tr></table> Reduced numbers at Key Stage 3 identified as catch-up cohort in literacy as pupils are performing more in line with their starting points. Evidence from lessons shows increased levels of formality during class discussions and increased confidence in writing and reading by pupils due to the scaffolded approach provided by Literacy Boosters. Through the inclusion of 'Think It, Say It' literacy initiative, more pupils can respond first time as they have an allocated period to compose and digest their thoughts.	Director of English	Yes, including reintroduction of Reading Matters and National Literacy Programme

Numeracy support – KS3	To close the P8 gap in maths between disadvantaged pupils and their more advantaged counterparts. *A higher proportion of disadvantaged pupils 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 pupils is compared to their peers.*	Pupils have not dropped down group when PP. Resetting for next year also factors this in. Impact of this strategy will likely be long term. Lesson have provided a minimum standard for the quality of lessons, improving the quality of delivery. Further work needs to be done to ensure they are being adapted by all staff to meet the needs of all pupils. QA of lessons has shown improvements from previous years. Disruption from COVID has resulted certain elements of the curriculum taking longer to embed than others, particularly feedback. This is a priority for next year and something, with a particular focus on the feedback and response for our PP pupils. Consistent and rigorous approach to Numeracy Ninjas has had positive impact. This approach needs to be implemented with TT Rockstars on 2021-2022.	Higher expectations of PP pupils as they have not been cascaded down the maths setting system. Numeracy Ninja intervention programme with academic tutors showed that each cohort of pupils made significant progress from their starting point on the programme. 6% increase in PP pupils achieving, or exceeding expectations based on last data point entry following numeracy support.	Director of Maths	Yes, with focus on use of TT Rockstars in period 1

Cohort	Percentage Increase
Yr7 all	86.9%
Yr7 Disadvantaged	91.7%
Yr8 all	178.9%
Yr8 Disadvantage	213.5%

		Disadvantaged KS3 pupils with low numeracy on intervention were prioritised for Academic tutor intervention. Initial conversations with Primary Colleagues guided these discussions before deciding on the Numeracy Ninja's package.			
Homework and revision support	Disadvantaged First are targeted for HTHYCS in year 11 Teaching staff use retrieval practice strategies routinely in lesson and check DF pupils work first. Use of pupil page on SharePoint to showcase good practice of pupils' homework and revision cards. *-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.*	Review pupil planners of key pupils recording homework. Homework club needs to be relaunched in the LRC from September as a provision for Pupil Premium pupils - promote home learning. Due to Covid restrictions, homework club was unable to run regularly in 2020-21. Teaching and learning development group key to disseminating ideas to support revision. Increased use of pupil SharePoint, screens in Atrium and WOW Wednesday to showcase quality pieces of homework needs to continue into 2021-2022 as these strategies have begun to create a pupil success culture.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown Increase in positive MCAS messages from 45 per week to 500 per week on average to Pupil Premium pupils across lockdown. Retrieval practice activities developed and used regularly in a range of subjects across the curriculum (e.g., Science, Geography, History, Maths). Revision pages in pupil planner developed.	CC/NA	Yes Revision support for PPEs to be continued. To look at general homework and revision support differently.

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. *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.'*	Virtual support provided due to Covid restrictions stopping face-to-face transition support. E.g., virtual meetings with feeder primary schools to discuss key Pupil Premium pupils. Key focus on pupil premium information in transfer forms allow for early interventions in year 7 and increased information on new year 7 Pupil AIM. 1-2-1 phone calls with all Pupil Premium pupils' parents/carers important in gathering information to support focused/early intervention and involvement in summer school programme.	All Pupil Premium parents/carers contacted and met with virtually, and Year 7 Pupil AIM populated with key information for use by internal staff (e.g., EWO, PYL, SENCo, HUB manager). 28 PP pupils involved in summer school. Pupil Voice figures via Year 7 Induction Survey sent out to pupils in July 2021 shows that 100% of pupils said that induction at Horbury was ok, good or excellent. 98% of pupils said that they were helped to settle in during their induction week.	SC	Yes, with face-to-face/in-school transition as key

| Catch Up funding initiative

See Horbury Academy Catch Up Strategy 2020-2021 for more detail | To work towards closing the P8 gap between disadvantaged and non-disadvantaged pupils through developing interventions to proactively meet the needs of our disadvantaged learners.

EEF Covid 19 Support Guide for Schools states that *'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.'* | Baseline assessments in English and Maths are vital for timely and focused intervention.

The pupil and subject AIMs are becoming an increasingly powerful tool to both identify and intervene with Pupil Premium pupils.

Use of academic tutors has impact when there is a clear focus of who to work with and how.

Investment in laptops can increase the engagement of Pupil Premium pupils in their learning.

See Catch-Up review 2020-2021 for further lessons learned. | Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown.

PP pupils involved in literacy year 7 Catch-Up with academic tutors and literacy immersive days showed significant progress from the starting point of the programme.

Numeracy intervention programme with academic tutors showed that each cohort of pupils made significant progress from their starting point on the programme.

See Catch-Up review 2020-2021 for further impact. | BG/SC | Yes |
|---|---|---|---|---|---|
| | | | | Spent | £57,500.80 |

iii. Other approaches					
Action	**Intended outcome and *evidence and rationale for this choice?***	**Lessons learned**	**Impact**	**Staff lead**	**To be continued 2021-2022.**
'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. *These are proven attendance strategies. By making sure disadvantaged pupils are targeted first this should have an impact on disadvantaged attendance.*	The strategy works better with the use of the attendance card trackers which are given out to each individual pupil at the start of a new week. Mentioning the strategy in daily briefings keeps it high on the agenda. A new attendance Co Ordinator was appointed in May and has been working with a targeted group of PA pupils, using the disadvantaged first approach. This includes mentoring, phone calls and home visits.	Over a 3-week period 83% of the 30 pupils who were being mentored by SLT or PYL's either improved their attendance or it stayed the same. During the brief period since starting the role the Attendance co-ordinator has completed group and individual work with 24 PA PP pupils.17 (70.8% of the cohort) have improved attendance 9 no longer PA. She has continued to work with 7 PP Y9 pupils in a mentoring capacity all of whom are PA. Attendance with this cohort has improved by 57.1%. More home visits have been made to PP pupils resulting in less days of absence	CS	Yes
'Disadvantaged First' *Pastoral* initiative ('One Pager')	To use the Pupil AIMs to identify and remove barriers for individual pupils. To assess the impact of interventions and change them where necessary.	Aim sheets have been updated through meetings with SCa. California Drive has been impacted by Covid. We attempted to reintegrate one year 10 pupil back into the academy with limited success.	9 pupils from Horbury currently on roll at CD. 5 of these are PP. The medium-term aim is to transitions3 or 4 of the PP pupils back into the academy. 1 will be offered a managed move.	CS	Yes

	By sharing information through pupil aims subjects should be able to put appropriate interventions in place to have an impact with individual pupils.	Currently attempting a reintegration with a year 8 PP pupil to start back in September. This should be more successful. Mental health practitioner has been successful working with a range of PP pupils. Unfortunately, she won't be with us next year, so we need to appoint someone new to the role in September. Provision mapping and intervention tracker now being used to track interventions and impact.	Evidence of positive impact of work in HUB and SEN area with PP Pupils with improved attendance (e.g., work 1-2-1 with SEN, home contact, attendance co-ordinator) and improved behaviour (e.g., reduction in C4s and C5s) evident in report – pen portrait to tailor staff approach, intervention on key skills like spelling and numeracy, mental health officer and specific group work e.g., yr7 boys working with CAHMS exercise). Fixed term exclusions (FTE) and repeat FTE exclusions have shown a decrease in 2020-2021.	

Indicator	2018/2019	2019/2020	2020/ 2021
Overall FTE (pupils)	9.51% (102)	8.20% (89)	7.86% (85)
Repeat FTE (pupils)	5.03% (54)	4.24% (46)	3.05% (33)
PP (pupils) FTE	4.38% (47)	4.97% (54)	4.35% (47)
PP Repeat FTE (pupils)	2.52% (27)	2.85% (31)	1.86% (20)

Increase in positive MCAS messages from 45 per week to 500 per week on average to Pupil Premium pupils across lockdown.

'Disadvantaged First' *Aspirations* initiative ('One Pager')	To prevent pupils becoming NEET post 16. To ensure all Disadvantaged Pupils are making the right option choices at Year 10. To raise aspirations of Disadvantaged Pupils at KS3. EEF evidence on aspiration – *'Most young people have high aspirations for themselves. Ensuring that pupils have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'*	All year 11 Pupil Premium pupils targeted as a priority for one-to-one Information, Advice and Guidance. Personalised one-to-one meetings with Pupil Premium pupils moving into year 10 is crucial to enable them to make right career choices. Passport to Achievement needs to be launched as soon as possible in Autumn term for maximum engagement from Pupil Premium pupils. Shape Your Future programme engaged Pupil Premium pupils but absences due to Covid bubbles hindered year 10 engagement. York University programme unable to run – need to relaunch for 2021-2022. Home visits carried out to all PP pupils in 2020-21 who hadn't completed a Post 16 application by end of March 2021.	Improved number of young people completing a Post 16 Application overall (including PP): • 99.54% completion rate for Year 10 (2020-21) PP pupils of Post 16 Application • 60.1% of Year 10 PP pupils have already had one IAG appointment • 100% of Year 10 PP pupils have accessed Labour Market Information assemblies, encounters with further education providers and apprenticeship/employers to increase their awareness Post 16 opportunities. 90% of pupils involved in the Jamie Peacock 'Shape Your Future' programme were Pupil Premium. 20% higher completion of Passport to Achievement for Pupil Premium pupils compared to non-PP pupils with positive comments from PP pupils on Passport activities in end of year Forms survey. STEAM focus on Premium Pupils had positive impact on confidence in applying subject knowledge in lessons compared to non-PP pupils. Pupil surveys showed high levels of engagement in each of the programmes and subsequent attitude to learning has improved in lessons.	SC/DG	Yes

		Targeted support through was particularly important during Covid Pandemic to ensure the Disadvantage First Cohort are supported more intensively to ensure engagement including extra home visits to ensure they make Post 16 applications.			
Parental engagement strategy	Increased parental engagement for our disadvantaged pupils through proactive and supportive strategy for Years 7-11 including involvement in 'One Wakefield' partnership programme.

EEF evidence on behaviour interventions – *'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.'* | One Wakefield collaborative partnership programme with focus on parental engagement did not run 2020-2021. This will run in 2021-2022 so will be renewed focus for the upcoming academic year.

Disadvantaged First priority phone calls had positive impact at parental evenings but for 2021-2022 need to review engagement in virtual parents' evenings as this was variable in attendance. Due to Covid had to change to virtual parents' evenings.

Parental engagements high with mentoring scheme which needs to continue in 2020-2021. | Year 7 Meet the Form Tutor evening has much higher attendance for Pupil Premium parents/carers than in previous year; 83% in 2020 compared to 45% in 2019.

PP attendance at other parents' evenings (years 8-11) lower than Year 7 Meet the Form Tutor evening despite priority phone calls. Between 45-55%.

Parental survey of Parents' Evenings showed that 100% of parents/carers found the virtual parents' evenings useful.

Positive impact of parental contact for year 11 mentor programme with 100% of mentees completing Post 16 Applications and improvement in P8 score for mentees by 0.93. | SC | Yes |
| | | | | Spent | £199,977 |
| | | | | Overall spend | £277,481 |

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.

Action	Intended outcome and *evidence and rationale for this choice?*	Lessons learned	Impact	Staff lead	To be continued 2021-2022
Disadvantaged pupils have to isolate while academy remains open	All disadvantaged pupils can 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: Develop remote education so that it is integrated into school curriculum planning.* *During Covid lockdown 1 engagement with remote learning from disadvantaged pupils was not as high as that from non-disadvantaged pupils.*	PYL follow up phone calls to check access to remote learning and well-being. Lesson learned is that this needs to be linked to Pupil AIM to monitor communication and impact. CPD for staff and pupils enabled understanding of how to upload and access assignments. Use of Pupil and Year Group Teams channel benefitted pupils because they had easier access to support. Parental engagement evenings for each year group on remote learning, well-being, literacy and numeracy. Whole staff CPD on live learning disadvantaged first agenda followed up by CTLs and SLT in virtual lesson pop-ins.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown. Increase in positive MCAS messages from 45 per week to 500 per week on average to Pupil Premium pupils across lockdown. Virtual lesson pop-ins have shown clear focus on PP Pupils. Parents evening feedback positive and over 400 parents attended live events.	SC/NA	In the event of another lockdown the same strategy will be applied.

	This needs to be addressed and this gap narrowed.	Use of Pupil SharePoint to celebrate pupil success, highlight key information around careers, literacy and numeracy and promote well-being and mental initiatives.			
Tier 2 closure	All disadvantaged pupils can access the curriculum remotely when they are not at school as part of the rota system Increase engagement in remote learning by disadvantaged pupils *The DfE asks that schools meet the following key expectation: Develop remote education so that it is integrated into school curriculum planning.* *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*	PYL follow up phone calls to check access to remote learning and well-being. Lesson learned is that this needs to be linked to Pupil AIM to monitor communication and impact. CPD for staff and pupils enabled understanding of how to upload and access assignments. Use of Pupil and Year Group Teams channel benefitted pupils because they had easier access to support. Parental engagement evenings for each year group on remote learning, well-being, literacy and numeracy. Whole staff CPD on live learning disadvantaged first agenda followed up by CTLs and SLT in virtual lesson pop-ins.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown. Increase in positive MCAS messages from 45 per week to 500 per week on average to Pupil Premium pupils across lockdown. Virtual lesson pop-ins have shown clear focus on PP Pupils. Parents evening feedback positive and over 400 parents attended live events.	SC/NA	

		Use of Pupil SharePoint to celebrate pupil success, highlight key information around careers, literacy and numeracy and promote well-being and mental initiatives.			
Lockdown of academy (Tier 3 or 4)	All disadvantaged pupils can access the curriculum remotely as part of a full lockdown of the academy Increase engagement in remote learning by disadvantaged pupils Ensure that disadvantaged pupils are healthy (mentally and physically) and safe *The DfE asks that schools meet the following key expectation: Develop remote education so that it is integrated into school curriculum planning.*	PYL follow up phone calls to check access to remote learning and well-being. Lesson learned is that this needs to be linked to Pupil AIM to monitor communication and impact. CPD for staff and pupils enabled understanding of how to upload and access assignments. Use of Pupil and Year Group Teams channel benefitted pupils because they had easier access to support. Parental engagement evenings for each year group on remote learning, well-being, literacy and numeracy. Whole staff CPD on live learning disadvantaged first agenda followed up by CTLs and SLT in virtual lesson pop-ins.	Early identification via the pupil AIM of pupils who did not have access to IT equipment resulted in 118 pupils being provided with laptops to allow them to access remote learning and an increase in remote learning attendance of 10% across lockdown. Increase in positive MCAS messages from 45 per week to 500 per week on average to Pupil Premium pupils across lockdown. Virtual lesson pop-ins have shown clear focus on PP Pupils. Parents evening feedback positive and over 400 parents attended live events. Any safeguarding concerns were followed through using the correct procedures and communicated with appropriate agencies. PP Pupils who needed equipment or food were provided for in a timely manner. Increase in attendance to the ECP provision over the lockdown.	NA/CS/SC	

	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 'apart from vulnerable children and the children of critical workers…Remote education to be provided for all other pupils.'	Use of Pupil SharePoint to celebrate pupil success, highlight key information around careers, literacy and numeracy and promote well-being and mental initiatives. RAG strategy worked well, and safeguarding procedures were followed throughout the lockdown. Close communication within the trust and with the local authority during this time. Laptops, food parcels and resources were delivered to pupils or collected from school where needed. PP Pupils attending the ECP were regularly monitored, and more pupils were invited in over time due to safeguarding reasons or lack of engagement.	PP Pupils who were regularly not attending online learning were contacted on a graduated response, eventually being invited into the academy.		