

## Pupil premium strategy / self- evaluation

1. Summary information					
School	Padgate Academy				
Academic Year	2020-21	Total PP budget	£219,061	Date of most recent PP Review	Nov 19
Total number of pupils	506	Number of pupils eligible for PP	197	Date for next internal review of this strategy	TBC

2. Current attainment		
	Pupils eligible for PP (your school) Using 2019 SISRA calculation	Pupils not eligible for PP (national average) Using 2019 SISRA calculation
Progress 8 score average	-0.32	+0.12
Progress 8 score low prior attainers	-0.405	-0.22
Progress 8 score middle prior attainers	-0.874	-0.18
Progress 8 score high prior attainers	-0.391	-0.24
Attainment 8 score average	34.28	48.01

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	In-School attainment gaps on entry in English and mathematics
B.	Disadvantaged students often start at Padgate with lower aspirations than other students in the school
C.	Disadvantaged students often have lower literacy and numeracy levels on entry compared to other students
D.	Positive learning habits are not fully embedded, including home learning habits
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of disadvantaged students does not match that of other students in the school
E.	Parent support, expectations and engagement can be a barrier for a significant proportion of disadvantaged students
F.	Disadvantaged students at Padgate often have poor self-esteem and confidence

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Progress of pupil premium students to closely match rest of cohort in as many subjects as possible.	The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally
<b>B.</b>	Literacy and numeracy levels of PP are at least in line with non-PP students	The actual reading age of disadvantaged students, at least, meets or exceeds their expected reading age
<b>C.</b>	PP attendance to improve and become closer to non-PP cohort and others nationally	The attendance of disadvantaged students, at least, is improving towards, or matches other students nationally
<b>D.</b>	PP students' behaviour incidents improves and matches or is better than non-PP students	There is no significant difference between the number of 'L3' sanctions for disadvantaged students and others within the Academy –

## 5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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? (Using EEF guide to implementation)	Staff lead	When will you review implementation?
Design and implement a bespoke CPD programme underpinned by development of all staff in the Academy to ensure Quality First Teaching	<p>Quality of teaching and learning across the Academy and within departments improves.</p> <p>The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally</p>	<p>Improving the quality of teaching for all students has a particularly positive effect on Pupil Premium students (EEF Guide to Pupil Premium. Strands included within the CPD programme include metacognition (+7 months) and is focussed around Direct Instruction which has been shown to be the most effect teaching approach, particularly for disadvantaged students (Project Follow Through 1997)</p>	<ul style="list-style-type: none"> <li>• CPD programme has been created following our key principles of Quality Teaching, Student Support and Enrichment.</li> <li>• Specific aspects of practice to improve and change have been identified</li> <li>• Scaled up priority action plan has been formulated</li> <li>• Short/medium/long term outcomes have been set to ensure implementation</li> </ul>	ISY	Spring 2021
Further embed assessment, feedback and response procedures to close gaps immediately for all students.	<p>Quality of teaching and learning across the Academy and within departments improves.</p> <p>The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally</p>	<p>The procedures identified draw on the following findings from the EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Feedback (+8 months)</li> <li>• Metacognition (+7 months)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and feedback is a key priority on all departmental action plans.</li> <li>• Time given to departments to develop clear marking procedures for all classes</li> <li>• Departments given time to standardise marking.</li> </ul>	ISY	Spring 2021

Costing:	£78,717
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Heads of Learning to provide targeted support students at risk of underachieving. Support includes; mentoring, self-study sessions, in-class support, homework support, parental engagement, self-esteem and aspiration work.</p>	<p>The Progress 8 score / Attainment 8 score for disadvantaged students, at least, matches or is improving towards that for other students nationally</p> <p>There is no significant difference between the number of 'L3' sanctions for disadvantaged students and others within the Academy</p> <p>Attendance for disadvantaged students, at least, matches or is improving towards 95%</p>	<p>The support provided draws on many of the findings from the EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Homework (+5 months)</li> <li>• Metacognition (+7 months)</li> <li>• Parental engagement (+3 months)</li> <li>• Small group work (+4 months)</li> </ul>	<p>Targeted intervention groups have been identified using in school data and an action plan has been formulated. Short/medium- and long-term outcomes are measured and reviewed through regular mentoring meetings</p>	<p>DVI</p>	<p>Spring 2021 / summer 2021</p>

<p>Literacy / Reading</p> <ul style="list-style-type: none"> <li>• Fresh Start Literacy intervention programme run and delivered to Year 7 students to close the gap with non-disadvantaged</li> <li>• Word Poverty</li> <li>• CATs Testing</li> <li>• Lexonic / IDL</li> <li>• Yipiyap Tutor</li> </ul>	<p>The actual reading age of disadvantaged students, at least, meets or exceeds their expected reading age</p>	<p>The programme delivered (Lexonic) draws on findings from the EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Small group tuition (+4 months)</li> <li>• Reading comprehension strategies (+6 months)</li> <li>• Oral language interventions (+5 months)</li> </ul> <p>There is a focus on vocabulary as a particular focus on developing students' vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to the level of disadvantage.</p>	<p>Students have been targeted for the intervention based a pre-assessment (not simply all disadvantaged). Training has been provided with staff, with the plan formulated before being rolled out. Every 6 weeks the impact will be reviewed for each cohort of students.</p>	<p>JHA</p>	<p>Every 6 weeks</p>
<p>Numeracy/mathematics small group for targeted students.</p> <ul style="list-style-type: none"> <li>• Yipiyap tutor</li> <li>• Small group tuition for students at risk of underachieving in mathematics in Year 11 – additional period 6</li> <li>• Subject specialist targeted support in class, in addition to class teacher</li> </ul>	<p>Progress in mathematics for disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.</p> <p>The Progress 8 score / Attainment 8 score in mathematics for disadvantaged students, at least, matches or is improving towards that for other students nationally</p>	<p>Small group tuition has been shown to have an impact of +4 months.</p> <p>The rationale for this approach is to close the numeracy gaps within year 7, and also ensure Year 11 students receive targeted tuition.</p>	<p>Students for the intervention have been identified through their current attainment, and not solely simply being PP. Every 6 weeks the impact will be reviewed. Topics delivered will be informed by class teachers to ensure it addresses specific areas that need support.</p>	<p>JHA</p>	<p>Every 6 weeks</p>
<p>Costing:</p>		<p>£48,665</p>			
<p><b>iii. Other approaches</b></p>					
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

<p>Rowing programme &amp; Duke of Edinburgh run for targeted PP students</p>	<p>Improve aspiration, self-esteem, and build cultural capital</p>	<p>Many of our PP students do not have access to quality sports provision outside of the school community. Furthermore, this draws on findings from the EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Sports participation (+2 months)</li> <li>• Outdoor adventure learning (+4 months)</li> </ul>	<p>Students are identified for the programme through the following indicators:</p> <ul style="list-style-type: none"> <li>• Low self esteem</li> <li>• Poor attendance</li> <li>• Lack of sports facilities</li> </ul>	<p>MTA / NPA / ASC</p>	<p>Spring 2021 / summer 2021</p>
<p>Weekly analysis of attendance of PP students with identified actions tracked. Additional rewards programmes for PP students</p>	<p>The attendance of disadvantaged students, at least, is improving towards, or matches other students nationally</p> <p>There is no discernible gap between our PP and Non-PP cohorts.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step to ensuring student progress. If pupils are missing school, they simply cannot make sufficient progress. This will remain a top priority every year. Our PP students currently have significantly poorer attendance than non-PP</p>	<p>In addition to whole school attendance procedures, learning coaches review attendance and offer reward programme, and attendance for PP students is analysed weekly by SLT PP lead</p>	<p>Heads of Learning</p>	<p>Spring 2021 / summer 2021</p>
<p>Homework strategy to ensure that all homework and revision is completed to the same standard and expectation as Non-PP students</p> <ul style="list-style-type: none"> <li>• 15 minute per subject per day</li> <li>• Revision technique sessions &amp; assemblies</li> <li>• Study spaces for students</li> <li>• All students have access to IT</li> </ul>	<p>All homework and revision are completed to the same standard and expectation as Non-PP students</p>	<p>Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD's PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmates.</p> <p>From EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Homework (+5 months)</li> <li>• Metacognition (+7 months)</li> </ul>	<p>Homework to be recorded in planners and on SIMS. Form tutors and SLT will check these on a weekly basis and encourage our disadvantaged students. Failure to complete homework will be recorded by class teachers so early interventions can take place. All staff reminded regularly about the importance of setting meaningful homework to support learning in the classroom.</p>	<p>ISY</p>	<p>Spring 2021 / summer 2021</p>

<p>Audit of ICT provision to ensure that PP students are not disadvantaged with home learning through lack of access to reliable Wifi or working computer /tablet.</p>	<p>All students have access to online work so that studies can continue outside of school.</p>	<p>PP students will often not have the technology needed to access online learning.</p> <p>Homework is set online by teachers. In addition, if students need to self-isolate or if year groups are told to work from home, disadvantaged students should not be discriminated against due to lack of proper equipment.</p> <p>From EEF toolkit:</p> <ul style="list-style-type: none"> <li>• Homework (+5 months)</li> </ul>	<p>Audit to ensure all students have correct IT provision.</p>	<p>SLE</p>	<p>December 2020</p>
<p>Costing:</p>		<p>£30,000</p>			

## 6. Additional detail - Additional uses of the Pupil Premium funding are:

Middle leader responsible for transition from KS2 to KS3 to support a smooth and successful transition. Includes outreach work. As transition between key stages is a risk point for vulnerable students.

(50% of salary)

The PP strategy has been formulated with reference to the EEF Guide to The Pupil Premium. As such, the strategy outlines the key priorities within each category (quality teaching, targeted academic support and removing barriers to progress). Therefore, this strategy does not outline all the work and actions to improve the Quality of Education for all disadvantaged students, rather the areas identified that will have the most impact.