

Pupil Premium Funding – Q3 Academy Great Barr

Academic Year: 2020-21	Total number of students: 1019	Number eligible for PP: 232 (22.8%)	Total PP Budget: £221,560
KS4 Outcomes 2019 (Cohort of 40):			
Average KS2 Attainment: 4.83		Average Attainment 8 Grade: 4.15	
Achieving 9-5 Eng and Maths: 32.5%		Achieving 9-4 Eng and Maths: 60%	
Achieving 5 Standard Passes including Eng and Maths: 50%		Achieving 5 Strong Passes Including Eng and Maths: 32.5%	

Areas of Focus, Strategies and Measures 2020-21:

NB: This is subject to any Coronavirus restrictions in place which may mean the plan needs to be adapted to suit home-learning and additional support.

Area of Focus	Specific Strategies	Owner	Estimated Cost**	Success Criteria
An ethos of attainment for all students – high aspirations for all, particularly those identified eligible for the Pupil Premium Funding.	<ul style="list-style-type: none"> Additional teaching hours across the Academy to provide support and encouragement in lessons, particularly those for students identified as Pupil Premium. Discounted instrumental lessons. Resources provided in practical lessons (i.e. food technology and the visual arts). Sixth Form mentoring of students identified as Pupil Premium. Early target of Pupil Premium students for intervention sessions with specialists ahead of students not receiving funding. Provide all students with Tassomai (Eng. and Sci.), Hegarty Maths (and Duo lingo) in Year 11 to support additional revision. RAP meetings to focus on outcomes of Pupil Premium Students. Use of the Government Tutoring Programme to target disadvantaged students, in addition to the use of the Catch-up funding. 	LPE JGG	£40,000	<ul style="list-style-type: none"> Student voice: disadvantaged students are positive about their learning and have clear future aspirations. Work Scrutiny: Students' work demonstrates a pride in their learning. Year 11 students are fully prepared for summer examinations and this is reflected in outcomes level with Non-Pupil Premium in Summer 2021.
A continued focus on high-quality teaching.	<ul style="list-style-type: none"> Targeted quality assurance of Pupil Premium cohort. Department specific CPD, using examination analysis and student feedback to identify further areas for development. Development of 'Live Marking' within lessons with a focus on staff providing initial feedback to students identified as Pupil Premium. In the event of home learning, Google Classroom monitored to produce high-quality resource to support all students. Particular focus on the completion of this work by Pupil Premium students, which is then followed up as necessary. Support for Pupil Premium students is provided for home-learning to ensure they have access to required work. 	MHS	£41,000	<ul style="list-style-type: none"> Lesson visits/observations: indicate that all students are consistently receiving expected or leading practice with clear role-modelling and deliberate practice to support their learning. Google Classroom: demonstrates that independent learning is being set which is of a sufficient challenge and suitable for excellent progress. Staff Voice: indicates that they are supported in developing their practice to meet the needs of their PP students. All students have access to home learning.

Complete, 100% buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged students.	<ul style="list-style-type: none"> • All staff to know which students are eligible for the PP funding. • Additional events are in place to promote opportunities to students, particularly those identified as disadvantaged. • Senior Leadership monitoring of the Pupil Premium cohort divided into further focus groups. • 'Pupil Premium Champion' development roles created. • Opportunity for early careers and progression support, including University visits. • Early careers mentoring within the Academy. 	ASK	£25,560	<ul style="list-style-type: none"> • Learning walks/observation: staff are able to identify their PP students and understand specific needs. • Staff Voice: speaks positively about the work taking place for those students identified as PP. • Lessons Walk/Observation: indicates consistent practice across all lessons. • Students have early aspiration meetings and goals for future.
Improve the quality of feedback for all students – particularly those identified as disadvantaged.	<ul style="list-style-type: none"> • Targeted quality assurance of Pupil Premium cohort. • Teaching and Learning training opportunities focusing on the improvement of feedback to students. • Focus of appropriate target setting and expected Review and Reflection (R&R) from students. 	MHS	£5,000	<ul style="list-style-type: none"> • Work Scrutiny: indicates purposeful feedback which students make use of to make further improvements. • Student Voice: describes how marking is purposeful and supports learning, particularly for those students identified as disadvantaged.
Develop opportunities for the learning of metacognition skills for all students.	<ul style="list-style-type: none"> • Improve social and emotional health for some students identified as Pupil Premium. 	RBK	£15,000	<ul style="list-style-type: none"> • 'Learning to Learn' is built into the RSHE, Careers and PSHEE programme to support
Develop opportunity for reading comprehension for all students, particularly those identified as disadvantaged.	<ul style="list-style-type: none"> • Reading books are available for students to take home and read in their own time. • Minimum 20 minutes daily Reading is embedded as a key feature of the curriculum along with hour-long KS3 reading lessons. • Reading intervention within Year 10: reading with selected students who are identified as Pupil Premium. 	PST	£7,000	<ul style="list-style-type: none"> • Reading age data: indicates that students identified as disadvantaged are reading in line with peers using the STAR reading test analysis. • Student Voice: suggests a love of reading.
Improve attendance of disadvantaged students to achieve at least 97% for the year.	<ul style="list-style-type: none"> • Employment of an Attendance Administrator to track attendance daily. • 2nd Day home visits and 1st Day calls for all students, particularly those identified as Pupil Premium. • Development of additional engagement opportunities to encourage high levels of attendance. • Identify alternatives to FTE, specifically with PP students in order to reduce impact on outcomes (through attendance). 	SCN	£15,000	<ul style="list-style-type: none"> • Attendance data: identifies that Pupil Premium students achieve a minimum of 97% sessions present. • Records/logs are provided which describe interventions as required.
Develop excellent collection, analysis and use of data relating to individual students and groups.	<ul style="list-style-type: none"> • Frequent monitoring of the progress of every Pupil Premium-eligible student, reviewed at Senior Level. • Tutor time intervention to provided targeted, specific support to students by specialist staff. • Early review of attendance at Parents' Evening to facilitate meetings. 	LPE JGG	£30,000	<ul style="list-style-type: none"> • Regular attainment data: demonstrates the progress of students, particularly those identified as Pupil Premium.

Improve engagement with families.	<ul style="list-style-type: none"> Employment of a Family Liaison Officer to support families, particularly with transition from Primary phase to Secondary phase. Employment of counsellor to support students, particularly on the return following reopening in September 2020. Provide opportunities for students to work with parents in additional sessions. Check appointments booked by Pupil Premium students for events, such as Consultation Evening and Information Evening. Introduction of 'getting to know you' events specifically aimed at parents/carers of Pupil Premium students in order to reduce the fear of working with the Academy. In the event of School Closure, prioritise the calling of disadvantaged families to check welfare. Push on use of remote learning opportunities, particularly around disadvantaged students. 	SCN	£40,000	<ul style="list-style-type: none"> Attendance at Consultation Evening, for students identified as Pupil Premium, in line with those not identified as Pupil Premium. Parent Voice: identifies positivity about their experiences with Q3 Great Barr and the Academy works with parents when this is not the case. Parents are supportive of the Academy's interventions and advice.
Improve Behaviour and Attitudes for Learning	<ul style="list-style-type: none"> Development of the behaviour system to identify where students are at risk by exploring repeated sanctions early. Dedicated mentoring to support students at risk of failing in education due to behaviour concerns through inclusion department. 	RBK SCN	£3,000	<ul style="list-style-type: none"> Attendance measures > 97% as a result of reduced Fixed Term Exclusions of students identified as Pupil Premium. Percentage of removals/parking representative for Pupil Premium students vs. Non-Pupil Premium. Percentage of students in sanctions representative for Pupil Premium students vs. Non-Pupil Premium.

****Note costs are representative of approximate proportion to be spent in each area.**

Comment on the Evaluation of Areas of Focus, Strategies and Measures 2019-20:

With the lockdown of schools from March 2020 until September 2020, the areas of focus remain from 2019-20 for 2020-21 with the addition of points to reflect the changes in circumstance. As a result, there is no full evaluation of strategies for 2019-20. The strategies will be continually reviewed during 2020-21 and a full review will be completed earlier to reflect this. The lockdown has seen regression in some students' learning, despite provision to address this at the time and so the focus is primarily around supporting disadvantaged students to close the gaps.

Evaluation of Areas of Focus, Strategies and Measures 2018-19:

Evaluation based on Year 11 Pupil Premium Cohort (40 students, 172 total): Summer 2019 Average KS2 Attainment (whole cohort): 4.83 (4.91)															
Area of Focus	Specific Strategies	Owner	Pupil Premium Outcome (vs whole cohort)												
Improve Outcomes in Science	<ul style="list-style-type: none"> Purchase of Tassomai for Year 11 students in order to promote independent learning and relevant Academy competitions set up and funded. High focus of staff to examination groups to encourage students and support staff. Use of Trust Lead Practitioners to provide additional sessions to support Pupil Premium students in Science. 	RBK	<ul style="list-style-type: none"> % Achieving 99-44 in Combined Science: 55.9% (71.4%) % Achieving 99-55 in Combined Science: 38.2% (49.3%) % Achieving 99-77 in Combined Science: 5.9% (7.1%) % Achieving at least 2 Sciences at Standard Pass: 61.5% (76.6%) % Achieving at least 2 Sciences at Strong Pass: 37.5% (58.5%) <p style="text-align: center;">MAINTAIN AND DEVELOP FURTHER</p>												
Improve Outcomes in MFL	<ul style="list-style-type: none"> Additional senior leader staffing in GCSE Spanish to support students' progress. Additional sessions run to provide additional support to students. 	LPE	<ul style="list-style-type: none"> % Achieving language at Standard Pass: 46.2% (58.7%) % Achieving language at Strong Pass: 23.1% (44.0%) <p style="text-align: center;">IMPROVE</p>												
Improve Outcomes in Mathematics	<ul style="list-style-type: none"> Purchase of MathsBuster for Year 11 students in order to promote independent learning. Use of Trust Lead Practitioners to provide additional sessions to support Pupil Premium students in Maths. Creation of additional groups, taught by senior leaders, to improve outcomes at KS4. 	JGG	<ul style="list-style-type: none"> % Achieving Standard Pass: 65.0% (74.4%) % Achieving Strong Pass: 37.5% (52.3%) Average Attainment Grade: 4.35 (4.78) <p style="text-align: center;">MAINTAIN AND DEVELOP FURTHER</p>												
Provide opportunities for early careers aspirations	<ul style="list-style-type: none"> Raise awareness of careers through networking and enterprise workshops, with external agencies. One to one support provided to assist with Post-16 progression and work experience placement. Use of assembly time for guest speakers and networks. 	CMH	<ul style="list-style-type: none"> 0% NEET from Year 11 (2018-19) Careers programme in place for all students, including opportunities and exposure to external agencies. <p style="text-align: center;">MAINTAIN AND DEVELOP FURTHER</p>												
An ethos of attainment for all students – high aspirations for all, particularly those identified eligible for the Pupil Premium Funding.	<ul style="list-style-type: none"> Engage students in additional activities (i.e. Hairspray and other extracurricular activities to raise aspirations). Produce model of excellent behaviours to role-model to students. Provide additional CPD to staff to raise awareness of Pupil Premium and strategies which can support their positive behaviours. Employ the use of City Year to support the progress of Pupil Premium students from Key Stage 3. Senior Leaders mentor small groups of Pupil Premium students to promote positive outcomes. Identification of a priority group for the focus of the PLDs. Sixth Form mentoring during Tutor Time for peer support during examination periods. Provide funding to support opportunities (trips and musical instrument lessons). 	JGG, RBK, CYB	<ul style="list-style-type: none"> Average A8 Grade: 4.15 (4.87) Average Estimated A8: 47.63 (49.16) 5 Standard Pass including Eng and Ma: 50% (62.2%) 5 Strong Pass including Eng and Ma: 32.5% (44.2%) <p>MAF and Chinese exchange events carried out with higher than representative PP engagement with Years 7 and 8 (targeted).</p> <p>FTE Information:</p> <table border="1"> <thead> <tr> <th></th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>15.8%</td> </tr> <tr> <td>NPP</td> <td>6.9%</td> </tr> </tbody> </table> <p>Q-Point Rewards Information:</p> <table border="1"> <thead> <tr> <th></th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>584</td> </tr> <tr> <td>NPP</td> <td>611</td> </tr> </tbody> </table> <p style="text-align: center;">IMPROVE</p>		Percentage	PP	15.8%	NPP	6.9%		Average	PP	584	NPP	611
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Develop opportunity for reading comprehension for all students, particularly those identified as disadvantaged.	<ul style="list-style-type: none"> Purchase of Accelerated Reading programme for all students; monitor reading ages as part of the interim analysis. One to one reading support for selected students. Purchase of additional book supply to engage students in reading. 	MHS	<p>STAR Reading analysis:</p> <table border="1" data-bbox="1336 119 2032 246"> <thead> <tr> <th></th><th>Average Reading Age (Sept 2018)</th><th>Average Reading Age (July 2019)</th></tr> </thead> <tbody> <tr> <td>PP</td><td>11 years, 4 months</td><td>11 years, 11 months</td></tr> <tr> <td>NPP</td><td>11 years, 9 months</td><td>12 years, 4 months</td></tr> </tbody> </table> <p style="text-align: center;">IMPROVE</p>		Average Reading Age (Sept 2018)	Average Reading Age (July 2019)	PP	11 years, 4 months	11 years, 11 months	NPP	11 years, 9 months	12 years, 4 months
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Improve attendance of disadvantaged students to achieve at least 97% for the year.	<ul style="list-style-type: none"> Second day home visits and first day calling. Identify alternatives to FTE, specifically with PP students in order to reduce impact on outcomes (through attendance). 	RBK and PLDs	<p style="text-align: center;">PP 93.84%; Whole Cohort 96.3%</p> <p style="text-align: center;">IMPROVE</p>									
Improve engagement with families.	<ul style="list-style-type: none"> Early target of KS3 parents/carers for Showcase events. Introduction of coffee/cake mornings for hard to reach parents to give an incentive to visit the Academy. Development of the use of ClassCharts application to record Homework and encourage more regular communication about work being set. Appointments at Consultation Evenings booked for Pupil Premium students by Administration staff to ensure availability. 	All	<p>PP vs. (Whole Cohort)</p> <p>Parents' Consultation Evening Attendance</p> <ul style="list-style-type: none"> Year 7: 75.0% (1 or more events); (85.8%) Year 8: 50.0% (70.0%) Year 9: 51.9% (72.7%) Year 10: 53.3% (62.2%) Year 11: 54.7% (73.8%) <p>Horizon event attendance</p> <ul style="list-style-type: none"> Event 1: 17.3% (31.9%) Event 2: 21.2% (34.8%) Event 3: 13.5% (16.2%) <p>ClassCharts uptake</p> <ul style="list-style-type: none"> 68% (81%) <p style="text-align: center;">IMPROVE</p>									