

## ARK CHARTER ACADEMY- Pupil Premium Strategy Statement 2020-21

1. Summary Information					
School	Ark Charter Academy				
Academic Year	2020/21	Total PP budget	£390,130	Date of most recent PP review	Sept 2020
Total Number of students	773	Number of students eligible for PP	461 (60%)	Date for next internal review of this strategy	March 2021

2. Current Attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 9-4 incl. EM (based on 2018/19 results due to impact of Covid-19)	39%	49%
% achieving 9-5 incl. EM (based on 2018/19 results due to impact of Covid-19)	30%	49%
Progress 8 score average (based on 2018/19) *2020 not included due to Covid-19 impact on the 2019/20 examinations)	-0.96	-0.12
Attainment 8 score average (based on 2018/19) *2020 not included due to Covid19 impact on the 2019/20 examinations)	3.5	4.6

It is important to note that at the formation of this 2020-21 Pupil Premium Strategy Statement many of the actions set in the previous academic year either will not have been met or are not possible to evidence given the impact of Covid-19 and the national lockdown (commencing 20/03/20)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
1	63% of year 7 students are eligible for PP. 34% of these students are on the SEND register and therefore have additional needs, which need to be met effectively to avoid becoming a barrier.
2	64% of year 11 students are eligible for PP. 21% of these students are on the SEND register and therefore have additional needs, which need to be met effectively to avoid becoming a barrier.



3	4% of the students in year 7 eligible for PP also have an EHCP and therefore additional needs, which need to be met effectively to avoid becoming a barrier.	
4	There is a language deficit (both a gap in vocabulary and a lack of ability to manipulate language for effect) which makes it more challenging for students to access the curriculum and make good progress.	
5	Literacy skills entering year 7 have historically been lower for pupils eligible for PP than for other students which makes it more challenging for them to access the curriculum and make good progress.	
6	Numeracy skills entering year 7 have historically been lower for pupils eligible for PP than for other students which makes it more challenging for them to access the curriculum and make good progress.	
7	20% of students in year 10 eligible for PP are also on the SEND register and therefore have additional needs, which need to be met effectively to avoid becoming a barrier to achievement.	
8	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across both Key Stage 3 and Key Stage 4. This prevents sustained high achievement through KS4.	
9	A significant proportion of students have limited cultural capital and enrichment. The lack of experiences limits language and understanding	
10	Exclusions for PP students are significantly higher than for non-PP students, leading to loss of learning time. 2019/20 exclusions % PP= 10.5% students have had 1 or more exclusion (7-11) 2019/20 exclusions %Non-PP= 4.7% students have had 1 or more exclusion (7-11)	
11	PP students are disproportionately represented in the number of students leaving the academy at risk of NEET.	
<b>External barriers</b> ( <i>issues which also require action outside of school, such as low attendance rates</i> )		
12	Attendance of PP students across all year groups was significantly lower than non-PP students.	
13	27% of persistent absentees are eligible for PP across all year groups which severely hinders progress (128 students)	
14	Higher mobility-overcoming some of these barriers is a long process. When pupils, who may already have additional barriers to learning, join the school late in their secondary career, the impact of the school is lessened due to the lack of time.	
<b>4. Outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>



<b>A</b>	<p>Provide sufficient stretch and challenge for our mid and high attaining pupils through the following teaching and learning foci:</p> <ul style="list-style-type: none"><li>• secure climate for learning in all classrooms (continued from 2019-20)</li><li>• secure 100% in all classrooms (continued from 2019-20) □ develop planning (I/we/you)</li><li>• improve think ratio in classrooms.</li></ul>	<p>All groups make nationally expected progress (+1.00) by the end of the year which will be monitored closely in all year groups but with a key focus in year 11 where first formal mock examinations will take place in November and then January. Students did not complete end of year 10 assessments in 2019/20 due to lockdown.</p>
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	<p>Additional signature strategies identified by the teaching and learning lead include:</p> <ul style="list-style-type: none"><li>• Cold calling</li><li>• 'What to do'</li><li>• 'Do it again'</li><li>• 'Positive framing' □ 'Strong voice'</li></ul> <p>In a wide range of subjects, including maths and English, the progress of disadvantaged pupils is close to or is improving towards that of other pupils with the same starting points.</p>	<p>The progress of PP mid and high attainers is in line with non PP mid and high attainers in KS3 and that this continues to improve.</p> <p>The staff body demonstrates mastery of the key signature strategies such that additional strategies can be introduced at each half term.</p> <p>Progress and attainment in KS3 English improves so is more in line with Ark average. (No end of year assessments were conducted in 2019/20 and only diagnostic assessments were used to form the autumn 2 assessments therefore the data below represents data collected in 2018/19):</p> <ul style="list-style-type: none"><li>• <b>Y7</b> – 18/19 P8: -0.87 Ark P8 average/Benchmark: -0.69</li><li>□ <b>Y8</b> – 18/19 P8 -1.33 Ark P8 average/Benchmark: -0.58</li><li>• <b>Y9</b> – 18/19 P8: -1.24 Ark P8 average/Benchmark: -0.36</li></ul> <p>Progress and attainment in KS3 maths improves so is more in line with Ark average. (No end of year assessments were conducted in 2019/20 and only diagnostic assessments were used to form the autumn 2 assessments therefore the data below represents data collected in 2018/19):</p> <ul style="list-style-type: none"><li>• <b>Y7</b> – 18/19 P8: -0.87 Ark P8 average/Benchmark: -0.69</li><li>□ <b>Y8</b> – 18/19 P8 -0.25 Ark P8 average/Benchmark: -0.38</li><li>• <b>Y9</b> – 18/19 P8: -0.27 Ark P8 average/Benchmark: -0.34</li></ul>
<b>B</b>	Improve the quality of teaching and learning so that 70% of the lessons are effective.	Learning walks to demonstrate high ratio activities

		<p>Marking and feedback that stretches and challenges mid and high attaining pupils.</p> <p>Next steps that are implemented to meet the needs of target pupils and close the gaps and improve progress. Improved quality of co - planning.</p>
<b>C</b>	Ensure the curriculum provision meets the needs of all pupils, particularly SEND and low prior attaining.	<p>To evaluate the impact of the academy reading strategy in addressing the language deficit.</p> <p>To evaluate the impact of the nurture group, Fresh Start, Catch-Up Reading, Y7 Numeracy Programme, Catch-Up Numeracy and adapted KS4 curriculum.</p>
<b>D</b>	Attendance of our PP pupils improves to be in line with non PP and remaining above national average during Covid-19 pandemic.	<p>Attendance of PP pupils to be above the national average during the Covid-19 pandemic. PA to be less than 20%.</p> <p>Tracked closely through the weekly pastoral reviews.</p> <p>Evaluate impact of interventions at termly pastoral reviews.</p> <p>To continue to work closely with PJ and PCC attendance service.</p>
<b>E</b>	Improve behaviour of our PP pupils resulting in a fall in exclusions and detentions.	<p>Exclusions for our PP pupils to be less than 12%. Weekly pastoral data reviews track closely the behaviour of PP pupils.</p> <p>Termly pastoral reviews process tracks the interventions for our PP pupils.</p> <p>Evaluate impact of intervention strategies-behaviour mentor, art therapy, MABS support.</p>
<b>F</b>	Raise aspirations and ensure all PP pupils have the right guidance for post16, university and career options through the raising aspiration and enrichment programme.	<p>All pupils in year 7-10 to have had one meaningful encounter with a university and had guest speaker in assembly.</p> <p>For a minimum of 97% of our Year 11 pupils to go to a good or better post 16 provider.</p>

		All Year 11 pupils to have had a one to one career interview with PCC careers advisor.
<b>G</b>	Support PP pupils to develop the habits of success and feel positive about school through engagement in a range of enrichment activities.	All PP pupils participate in at least 1 enrichment activity for 6 weeks each over the course of the academic year in addition to enrichment activities offered during DDD. Impact on motivation and therefore achievement (PP pupils make expected or above expected progress across all subject areas in each academic year. There is no gap between PP and non PP academic progress across the subject range). Track and monitor the attendance to enrichment activities.

<b>5. Planned Expenditure</b>					
<b>Academic Year</b>	2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</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>
To ensure all groups make nationally	High quality CPD:	Please see PP data review- not all groups are making expected progress- in	Through department analysis sheets, class next steps sheets,	ZM/GD/FC	Whole school data analysis after each assessment point.



	<input type="checkbox"/> Staff training				
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expected progress by the end of the year	<ul style="list-style-type: none"><li>• Friday bitesize</li><li>• MLT dev't workshops</li><li>• SLT dev't workshops</li><li>• ITT/NQT programme</li><li>• Co-planning</li><li>• Mentoring and coaching</li></ul> <p><b>£144,111 staff salaries (all teaching staff)</b></p>	particular the high and mid attaining PP pupils in KS3.	learning walk feedback, PA observations, rigorous LM. SLT data lead quality assuring data driven dialogue when departments review data collected.		Department data reviews to be tracked and impact to be seen after each assessment point (3 times a year) with ZM/GD.
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<p>Improve the quality of teaching and learning so that at least 70% of the lessons are effective.</p>	<p>Increasing the number of trained instructional coaches to support trainee teachers and other identified staff to make rapid progress</p> <p>High quality teaching and learning CPD weekly.</p>	<p>Years of research point to <b>teacher effectiveness</b> as being <b>the most important driver for student success</b>. The difference in learning associated with assigned a top quartile teacher rather than a bottom quartile teacher is <b>more than seven months of learning in a single academic year</b>. <i>Measures of Effective Teaching, 2010</i></p> <p>“Having a high-quality teacher throughout elementary school</p>	<p>Training, learning walks, formal observations, book-looks, rigorous LM. Opportunity for staff to feedback after every CPD session.</p>	<p>GD/EM</p>	<p>Termly through teaching and learning data reviews.</p>
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		<p>can substantially <b>offset or even eliminate the disadvantage of low socioeconomic background.</b>" <i>Rivkin, Hanushek and Kain, 2002</i></p> <p>There are a significant number of trainees and staff early on in their teaching careers. Research has demonstrated that instructional coaching has large positive effects on teachers' practice and also supports rapid progress.</p>			
To address the language deficit of students	Devise academy reading strategy which will feature introduction of group reading for all students and CPD on reading groups developing questioning	"On average, reading comprehension approaches deliver an additional six months' progress." EEF Toolkit	Learning walks of reading lessons and tutor time group reading sessions. Tracking data from Accelerated Reader (AR) programme.	JH	Termly through AR data review and reading age data for students in Y7-10



	<p>techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language (see AIP documents)</p> <p><b>£1322.75 Library resources</b></p>		<p>Students assessed formally at least twice a year.</p> <p>Baseline NGRT reading assessments in year groups 7-10.</p>		
<p>To improve the progress of students in KS3 English to be in line with national expectations.</p>	<p>English mastery (staff training &amp; development)</p> <p>Students in KS3 to follow a course of Expressive Writing.</p> <p>121 and small group provision of Read Write Inc.</p>	<p>“Mastery learning appears to be a promising strategy for narrowing the gap” EEF Toolkit</p> <p>Students in the lower sets will follow the prescribed course on E.W to improve reading, literacy and writing skills.</p> <p>Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Through rigorous tracking of the department data review action plan, tracking of key target pupils on class next steps, book looks, learning walks, assessment point data.</p>	<p>CD/SENCO/CTO/JH</p>	<p>After each assessment point - whole school data review, department data review and impact review from class next steps sheets.</p>



	<p>Employment of a graduate teaching assistant.</p> <p>Use of TA's for daily, intensive literacy interventions</p> <p><b>£2,400 English Mastery (English team- all dept)</b> <b>£10000 Catch up Literacy programme</b> <b>Graduate teaching assistant: £23,225</b></p>	<p>Students with reading ages below 9 will have daily interventions including, phonics, reading and a literacy programme and smart talk.</p> <p>Research has shown that small group tuition is effective to support low-attaining students to catch up with their peers. EEF Toolkit</p>			
<p>To improve the progress of students in KS3 Maths to be in line with national expectations.</p>	<p>Maths mastery (staff development &amp; training) - all teaching staff in dept.</p> <p>Small group intervention using the Mastery catch-up programme</p>	<p>“Mastery learning appears to be a promising strategy for narrowing the gap” EEF Toolkit</p> <p>Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically</p>	<p>Through rigorous tracking of the department data review action plan, tracking of key target pupils on class next steps, book looks, learning walks, assessment point data.</p>	<p>AW/SENCO/RAI/JT</p>	<p>After each assessment point - whole school data review, department data review and impact review from class next steps sheets.</p>



	<p>Implementation of numeracy catch-up programme (for students significantly below expectations on entry)</p> <p><b>£2,400 Mathematics Mastery</b></p>	<p>developing learners.</p> <p>Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy. LSAs supporting sets with EHCP students and where possible sets which high numbers of students with low numeracy skills.</p>			
<p>To ensure that progress, particularly in Maths and English, is expected or above expected.</p>	<p>Maths and English interventions in KS4. Use of DDD and Inset days to create opportunities for focused re-teach. Year 11 target group <b>£10000 interventions All maths and English team.</b></p>	<p>Progress in all subjects requires pupils to have good numeracy and literacy skills. Some pupils will have additional English and Maths in small groups in order to develop a secure footing in these foundation skills.</p>	<p>Through rigorous tracking of the department data review action plan, tracking of key target pupils on class next steps, booklooks, learning walks, assessment point data.</p>	<p>JT/JH/IW/ZM FC/ZM</p>	<p>After each assessment point - whole school data review, department data review and impact review from class next steps sheets.</p>



<p>To stretch our mid and high attaining PP pupils in KS3&amp;4 by providing study skill sessions, revision skill sessions and motivation workshops.</p>	<p>Week of revision skill assemblies three weeks prior to each assessment point. 30 minute workshops for target pupils on revision skills and motivation two weeks prior to each assessment point. All pupils taught how to create a successful revision timetable and given the materials in order to do so.</p>	<p>Mid and high prior attaining pupils still remain as a whole school priority (please see data review)</p>	<p>Through progress and attainment data after each assessment point. Through pupil feedback on assemblies and workshops. Through attendance to assemblies and workshops.</p>	<p><b>Y11 tutor team /OR / IW/ ZM/ FC</b></p>	<p>ZM/OR to track the impact of all pupils in KS3&amp;4 target groups through progress data review after 3 assessment points.</p>
<p>To ensure that our PP pupils have all the revision materials, books and equipment they require to enable their progress.</p> <p>To ensure all PP pupils have access to Tassomai.</p>	<p>All KS4 PP students have revision guides in every subject. Revision guides printed before each assessment point. Revision packs of stationary resources provided for all PP pupils.</p>	<p>Our PP students often lack the material resources they need to be successful in their assessments. This has been brought up at our school council and by the Student Leadership Team.</p> <p>Feedback from PP interviews show that pupils do not know how to create an effective revision timetable and</p>	<p>Revision guides to be given to all pupils before each assessment point. KS4 to receive all revision guides by the end of Autumn 1 in all subject areas. Revision guides and materials to be uploaded to the website.</p>	<p><b>HoDs ZM/FC</b></p>	<p>ZM to review resourcing with HODs at the end of Autumn 1 and Spring 1 to ensure all pupils have all revision materials required.</p>



	All PP pupils to have access to Tassomai learning (online revision and exam practice for GCSE Science and KS3 core subjects).  <b>£1,380 approx (revision stationary resources) £17000 approx (revision guides, books)</b>	schedule their time appropriately.			
<b>Total budgeted cost</b>					<b>£160,233.75</b>
<b>ii. Targeted support</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</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>
To improve the attendance of our PP pupils to be in line with our school target of remaining above national average not during Covid-19.	Dedicated attendance officer employed to monitor students and follow up quickly on truanancies, run attendance panels and regularly liaise with parents. First day response provision.	Attendance for our PP pupils is currently 89.77% compared to 92.55X% for our non PP pupils. In order to make rapid progress pupils must have high attendance. The mastery curriculum requires pupils to master content before moving on and therefore any time missed has a damaging effect	Preventative methods - breakfast club, before school enrichment and KS4 intervention. Through daily phone calls made by tutors and HOYs, weekly pastoral meetings will highlight any concerns and this will be passed on to our Attendance officer.	PD/JBa/VH FJC	Weekly attendance meeting with attendance officer.  Every half term at pastoral review meetings. This will also be seen in our weekly pastoral data reviews.



	<p>Attendance officer, DDSL, MABS and Early Help provision employed to work with vulnerable students and families and all PA students.</p> <p><b>£14,147.00</b> <b>Attendance Officer and PCC Attendance Service</b></p>	<p>on their overall understanding of the subject.</p> <p>Intensive, targeted support by a highly trained, qualified person will offer specialist support to students and families to help overcome barriers to attending school and barriers to learning. This will include home visits, mentoring support and liaison with external agencies.</p>	<p>Weekly attendance tracker sent to all staff, tutors, HOYs and SLT follow up accordingly.</p> <p>Catch up work provided by HOY (via teachers) for all PP pupils who are absent either due to illness or exclusion.</p> <p>Reception/first aiders informed of target pupils and notify PJ/HOY re pupils trying to go home.</p>		
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	<b>£8,000 Attendance rewards</b>				
To improve the behaviour of our PP pupils to see a reduction in the number of catch ups & exclusions of our PP pupils	Reflection room coordinator Behaviour mentor Art therapy ELSA MABS  <b>£8090,00 MABS</b>	The exclusion rate of PP pupils is currently 22.2% compared to our non PP which is 9.8 %	There will be lots more preventative methods through the Pastoral team including mentoring, art therapy and support from MABS. Pupils at risk of exclusion will also be highlighted at the pastoral review meetings.	PD/JBa/VHa	Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews.
To establish an assessment system which will enable us to identify barriers to learning and/or maintaining good behaviour	Online system	Ensuring that when referrals are made for internal interventions or external agencies, these are appropriate and will enable students to access support more quickly. This was identified as an issue via parental feedback last year.	Any students referred through the Inclusion Panel will have an initial assessment to determine the barriers and identify appropriate interventions.  Pupil profiles will be created/updated based on information gained from initial assessment	SENCO/ZM	All interventions tracked for each year group via Inclusion Panel.
Portsmouth Educational Psychology Service	Educational Psychologist External counselling services (CAMHS)	Identifying social, emotional and mental health difficulties within school. Ensures that consultations with	Pupils will be chosen based on the pastoral reviews which look at both attainment and	SENCO/IMC	Pastoral reviews, pupil profiles, teacher feedback, half-termly



	<p><b>£13,350 PCC Educational Psychologist</b></p> <p><b>Internal counselling – First wave in house counselling delivered by IMC</b></p> <p><b>£33,742</b></p>	<p>parents/guardians, teachers and other support staff takes place in order to get a holistic view of the pupils' difficulties at home and at school. To ensure that pupils are observed and assessed and actions for these pupils are put in place. Compulsory for Education Health and care Plan applications to have an Educational Psychology report as part of the battery of evidence needed during panel decisions. Bespoke training for staff regarding social, emotional and mental interventions to better support the needs of specific pupils.</p>	<p>behaviour (through Inclusion Panel). Creation of pupil profiles for these selected pupils.</p>		<p>monitoring of behaviour and attendance.</p> <p>All interventions tracked for each year group via Inclusion Panel.</p>
Alternative Provision	18 places within Charter Alternative Provision (CAP)	Attendance of students in PCC alternative provision is low and as a result achievement is low. Student feedback indicated a desire to attend a provision within Charter and so an on-site alternative provision was created.	<p>Every half term pupil in alternative provision to be visited by a member of academy SLT to check on progress and assess needs.</p> <p>Attendance report of pupils in alternative</p>	PD/VH	<p>Every half term at our pastoral reviews. This will also be seen in our weekly pastoral data reviews.</p> <p>All interventions tracked for each</p>



	<p>Harbour Vanguard (2 places)</p> <p>Harbour Medical (1 place)</p> <p><b>£40,000</b></p>	<p>To ensure that all pupils who are in alternative provision (due to exclusion (fixed term or on a permanent basis), illness or other reasons) still receive the highest quality education and that barriers to learning and progress for these pupils remain to be addressed.</p>	<p>provision to be sent to PJ weekly who notifies relevant staff about their attendance. Actions to be taken as a consequence of this.</p>		<p>year group via Inclusion Panel.</p>
<p>Improved outcomes for SEN and lower ability KS3 students</p>	<p>Nurture group established, led by dedicated transition teacher and subject specialists for STEM subjects.</p> <p>1 Nurture teacher &amp; representative from English maths and science.</p> <p>Use or art therapist to support in diagnosing reasons for lack of curriculum engagement.</p>	<p>Students are not yet ready to transition to secondary mainstream curriculum (leading to disengagement, poor attendance and/or behaviour) are able to have a bespoke curriculum. Primary specialist to deliver English and Humanities based subjects to support accelerated progress.</p> <p>Subject specialists to deliver STEM subjects and students to attend mainstream classes for Foundation subjects to ensure a broad and balanced curriculum and maintain relationships with peers.</p>	<p>SENCO and SLT (curriculum) will ensure a suitable, adapted timetable with specialist teachers, supported by highly trained TA's</p>	<p>SENCO/PD/VHa</p>	<p>ongoing</p>



	<b>£71,841</b>				
Improved outcomes for lower ability KS4 students	121 small group maths and English tuition.	Evidence has proven that 121 tuition improves progress and exam results.	Delivered by specialist teachers, HLTA's and GTA's. CPD provided on specification, delivery and assessments.	SENCO	After each assessment point - whole school data review, department data review and impact review from class next steps sheets.
Improved outcomes for PA students in KS4	Personalised KS4 curriculum including enhanced curriculum offer from alternative providers  <b>£15,561 1:1 tuition</b>	Engagement and progress of PA students is improved by alternative curriculums, sometimes provided by external providers such as extended WEX placements.	Delivered by specialist teachers. CPD provided on specification, delivery and assessments.  Attendance monitored. Regular visits by ACA staff	ZM  PD	After each assessment point - whole school data review, department data review and impact review from class next steps sheets.
<b>Total budgeted cost</b>					<b>£204,731</b>
<b>iii. Other approaches</b>					
<b>Desired Outcome</b>	<b>Chosen action/approach</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>



To raise the aspirations of our PP	Careers Lead:	Destinations data in the school shows that pupils are	Raising Aspirations focuses on providing	OR	Annual review against targets -
pupils to ensure that 97% of PP pupils get into good or better colleges.	University trips Careers Talks PCC Careers Guidance Careers Week	not progressing to appropriate or aspirational destinations. To ensure all pupils are provided with a wealth of information, advice and guidance on subject choices, further education, universities and careers.	pupils with information, advice and guidance on subject choices, further education, universities and careers. Through the raising aspirations programme: Each child will have one university visit and a guest speaker in assembly once a half term. The Careers curriculum provides an opportunity for pupils to have important cultural experiences and to attend workshops by professionals from a number of careers.		minimum of 97% of year 11 pupils going to a good or better post -16 provider (destinations data). Pupils are better prepared for what university is, the demands and the benefits with the aim of supporting higher retention rates. Pupils are culturally literate and have a broad range of experiences of a number of careers.



Enrichment Opportunities	School Trips KS3&4 Residential Activities Drop Down Days (DDD) Sports Day CCF DofE Award External coaches (boxing, football)  <b>£5,000</b>	To ensure all pupils have access to enrichment that enhances cultural literacy, enriches their curriculum and raises aspirations, Including trips and visitors, clubs and tuition.	The enrichment programme is built into the school day (DDD) and enables pupils to widen horizons and develop passions and interests.  Engagement in extracurricular programmes is encouraged through academy reward system.	JBa/OB	All PP pupils participate in at least 1 enrichment activity for 6 weeks each over the course of the academic year in addition to enrichment activities offered during DDD.
	<b>Pending lifting on covid-19 restrictions.</b>				<Proposed to resume post covid19 restrictions>



<p>Music lessons</p>	<p>Music lessons</p> <p><b>£8000</b></p>	<p>Subsidised music lessons for PP pupils (free for all GCSE Music students). Pupils are provided with instruments to ensure they can practise at home as well as in school. Provide free music clubs and enrichment activities.</p>	<p>PP Pupils have access to peripatetic teaching. Pupils practice their instruments at home to achieve mastery. Pupils have access to a variety of music clubs and groups free of charge.</p>	<p>SCW/NS/Peri staff</p>	<p>Termly review of the impact of music lessons on pupil motivation and therefore achievement in Music. Pupil feedback. Involvement of PP pupils is academy concerts/music recitals/plays. End of year review of uptake to KS4 GCSE music.</p>
<p>KS4 Careers</p>	<p>EBP WEX preparation and Y10 WEX Careers curriculum (PSHE and subject curriculum) Taster Days NEET Prevention Keyworker</p>	<p>Destinations data in the school shows that pupils are not progressing to appropriate or aspirational destinations. To ensure all pupils are provided with a wealth of information, advice and guidance on subject choices, further education, universities and careers.</p>	<p>Pupils in year 11 will all be interviewed by our careers advisors. The is also being monitored by the post-16 destinations tracker.</p> <p>Students identified as at risk of becoming NEET assigned to key worker</p>	<p>OR</p>	<p>Annual review against targets minimum of 97% of year 11 pupils going to a good or better post-16 provider (destinations data).</p> <p>Pupils are better prepared for what</p>



	<b>£10000 for WEX – Pending Covid-19 restrictions lifted £1620 for NEET prevention</b>		who will continue to support until post-16 destination is secured.		<p>university is, the demands and the benefits with the aim of supporting higher retention rates.</p> <p>Pupils are culturally literate and have a broad range of experiences of a number of careers.</p>
<b>Total budgeted cost</b>					<b>£24,620</b>

**Review of Impact 2019/20**

Impact of the proposed 2019-20 Pupil Premium Strategy are difficult to gauge due to the implications of the Covid-19 pandemic. Where it has not been possible to draw effective conclusions, a rationale has been given.

<b>Desired Outcome</b>	<b>Cost</b>	<b>Estimated Impact</b>	<b>Will you continue this approach this year?</b>
To ensure all groups make nationally expected progress by the end of the year.	£95,000	Due to a lack of end of year assessments due to the impact of the covid19 pandemic, it is difficult to gauge impact of this strategy. It is also not comparable to make comments on outcomes of the 2020/21 academic year autumn assessments to make impact assumptions on this strategy given the range of variables in terms of engagement with home learning throughout lockdown etc.	Continued



Improve the quality of teaching and learning so that 70% of the lessons are effective.		<p>Data collected on teaching and learning during the autumn term and first part of spring term supported that staff were working towards securing a positive climate for learning –</p> <p>Interventions were planned and began to be delivered, however impact was not able to be assessed due to school closure.</p> <p>Despite the COVID-19 Lockdown, all our trainees and NQTs met the standards expected of them to pass their relevant training programmes. Due to the impact of Lockdown on their opportunity to fully master their skills additional support will be needed in the new academic year. All of our more experienced teachers engaged well in the initial process of evaluation against the GTR which in itself is in the early stages of introduction.</p>	Continued
To address the language deficit of students	£1323	Due to a lack of end of year assessments due to the impact of the covid19 pandemic, it is difficult to gauge impact of this strategy. It is also not comparable to make comments on outcomes of the 2020/21 academic	Continued
		year autumn assessments to make impact assumptions on this strategy given the range of variables in terms of engagement with home learning throughout lockdown etc.	



<p>To improve the progress of students in KS3 English to be in line with national expectations.</p>	<p>£4,800 English Mastery £10,000 Catch up Literacy programme</p>	<p>Due to a lack of end of year assessments due to the impact of the covid19 pandemic, it is difficult to gauge impact of this strategy. It is also not comparable to make comments on outcomes of the 2020/21 academic year autumn assessments to make impact assumptions on this strategy given the range of variables in terms of engagement with home learning throughout lockdown etc.</p> <p>Students have completed baseline assessments which include CAT 4 and NGRT assessments and are following Ark designed programmes which aim to target intervention to those students needing the most support.</p> <p>No formal assessments mean that we have no attainment measures to consider. Maths mastery co-planning was beginning to become embedded before lockdown. Ark support was effective in developing teaching of maths mastery curriculum.</p>	<p>Continued</p>
<p>To improve the progress of students in KS3 Maths to be in line with national expectations.</p>	<p>£4,000 Mathematics Mastery £X Catch-up Numeracy Programme</p>	<p>Due to a lack of end of year assessments due to the impact of the covid19 pandemic, it is difficult to gauge impact of this strategy. It is also not comparable to make comments on outcomes of the 2020/21 academic year autumn assessments to make impact assumptions on this strategy given the range of variables in terms of engagement with home learning throughout lockdown etc.</p>	<p>Continued</p>



		<p>Students have completed baseline assessments which include CAT 4 and NGRT assessments and are following Ark designed programmes which aim to target intervention to those students needing the most support.</p> <p>No formal assessments mean that we have no attainment measures to consider.</p> <p>Maths mastery co-planning was beginning to become embedded before lockdown.</p> <p>Ark support was effective in developing teaching of maths mastery curriculum.</p>	
<p>To ensure that progress, particularly in Maths and English, is expected or above expected.</p>	<p>£10,000</p>	<p>Due to a lack of end of year assessments due to the impact of the covid19 pandemic, it is difficult to gauge impact of this strategy. It is also not comparable to make comments on outcomes of the 2020/21 academic year autumn assessments to make impact assumptions on this strategy given the range of variables in terms of engagement with home learning throughout lockdown etc.</p>	<p>Continued</p>
<p>To ensure that our PP pupils have all the revision materials, books and equipment they require to enable their progress.</p> <p>To ensure all PP pupils have access to Tassomai.</p>	<p>£1,380 (revision stationary resources) £17000 (revision guides, books)</p>	<p>All students were provided with access to Tassomai, had revision materials provided to them, due to Covid-19. This strategy will continue in the 20/21 academic year with the added incentive to ensure that students have the materials required to study from home should regional lockdowns come into effect.</p>	<p>Continued</p>