

Pupil Premium (PP) Strategy Impact 2021 – 2022

Summary information					
Academic Year	2021-2022	Total PP funding	£250,687.50	Date of last internal PP review	May 2021
Total number of students	685	Number of students eligible for PP	263	Date for next internal PP review	Oct 2021

Year group	Number in year group	Number of students who are PP	PP %
7	132	53	40.2%
8	136	60	44.1%
9	159	63	39.6%
10	158	66	41.8%
11	129	43	33.3%
Overall figures (as of 08/10/21)	714	285	39.9%

* Based on teacher predictions

Priorities (including how they will be measured)		Success criteria
1.	<p>Teaching priorities for current academic year</p> <ul style="list-style-type: none"> To continue the improvement of the achievement of students, specifically focusing on closing the gap between disadvantaged students and their peers. Increase attainment and progress outcomes by disadvantaged students in English and Mathematics. 	<p>Entitled students will be making progress in line with or above their non-disadvantaged peers nationally.</p>

2.	<p>Targeted academic support for current academic year</p> <ul style="list-style-type: none"> • Literacy interventions across KS3 for low attaining PP students. • To continue to improve the outcome of SEND PP students, measured by reducing the gap between SEND PP, and non-SEND PP Students 	<p>Increase in reading ages across each year group. The gap is less between entitled students and their non-SEND/Disadvantaged peers.</p>
3.	<p>Wider strategies for current academic year</p> <ul style="list-style-type: none"> • To improve the representation of PP entitled students in the following areas: <ul style="list-style-type: none"> ➤ School trips and visits ➤ Student voice ➤ Student leadership 	<p>An increased percentage of PP entitled students will attend, be mentored, be stretched, and have influence around the academy.</p>
4.	<p>Wider strategies for current academic year</p> <ul style="list-style-type: none"> • To continue to improve the attendance and reduce PA of PP students. 	<p>Attendance of PP entitled students continues to increase and the level of PP students who are PA is in line with national figures.</p>

Potential barriers to future attainment (for pupils eligible for PP)

1.	Students in all year groups have entered the academy with attainment that is below national levels.
2.	Students who are SEND and entitled to PP statistically make slower progress than that of their peers and nationally have lower attendance.
3.	Students entitled to PP may have less access to opportunities outside the curriculum. There is a national gap between PP entitled students and others in their level of attendance.
4.	Pupils who are entitled to PP are less likely nationally to attend well and are more likely to become persistently absent.

Planned Expenditure – Teaching priorities for current academic year			
Opportunity/SLT Link responsible	Success Criteria	Impact	Planned spend
Teaching & Learning (EIN / LKI / HoY)	<ul style="list-style-type: none"> • T&L strategy is focused on personalisation and supported by high quality CPD • Ambition curriculum to develop independent practice, raise attainment and aspirations linked to cultural capital • High quality feedback and clear opportunities for addressing misconceptions – evidenced through purple pen • Visualisers within lessons are used to promote live modelling and opportunities for metacognition • Strategic seating plans to promote maximum engagement in learning (good A2L) • Clear remote provision strategy to ensure students' progress is not affected by extended home absence/illness that means they are unable to attend school but are able to learn • PP students have access to devices and Wi-Fi to close the digital divide and ensure equality during periods of remote provision (LKI) • Use of digital learning platforms to increase positive outcomes • Students to be supplied with revision materials, flashcards, and essential equipment where necessary. 	<ul style="list-style-type: none"> • Ambitious curriculum intent is outlined for all students and the teachers 'pitch high' in the classroom, scaffolding the learning where needed. • CPD linked to personalisation of student learning has up-skilled staff in ensuring they consider the starting points of all students • Seating plan QA demonstrates that staff consider the needs of learners, specific to their subject area, and make reasonable adjustments to scaffold/address any misconceptions in learning. This has been evidenced in learning walks and is an ongoing strategy to embed in the 2022/23 academic year. • Workbooks scrutiny of PP students shows that books follow the Academy learning expectations and evidence of feedback addressing misconceptions (purple pen). • Visualisers are now in every classroom. They are utilised by teachers to model and show metacognitive approaches to learning – an approach proven to help students with any gaps in knowledge. • Digital divide closed for PP students ensuring they can access all learning platforms (e.g. Seneca/Teams) at home. • Funded revision materials provided in some departments but not all – mixed impact. <p>Continue funding</p>	£30,000

<p>Form Time Revision & Intervention (JRE)</p>	<ul style="list-style-type: none"> • KS4 form time facilitates the process of revision and how to revise across all subjects • KS4 PP students to receive intervention to address gaps due to lost learning in lockdown. • Implement intervention programmes for English, Mathematics and Science for targeted underachieving students. • Mentoring of year 11 students used as a tool to support and raise aspiration, attainment, and progress. 	<ul style="list-style-type: none"> • MyTutor: external 3-1 tutoring for English and Mathematics has been authorized. This will focus on borderline students with the potential to gain from working with tutors. Minimum of 65% of those enrolled to be PP. Sessions to begin 21.02.22 – Engagement in the programme was poor with limited impact. Issues with tutors also a contributing factor. Recommend using funding for alternative provision moving forwards • Post mock analysis to be completed W/B 7.02.22 with targeted interventions to begin SPR2 – Mock analysis completed with reteach and class intervention targeted to the needs of the learners. • Key students now linked with academic mentors from the staff body to support with focus, motivation and achievement – attendance to exams was excellent for PP students with academic mentors providing support for those suffering from anxiety. <p>Continue funding</p>	<p>£30,000</p>
<p>Careers, Support, Advice & Guidance (JRE)</p>	<p>Delivery of a robust education for careers:</p> <ul style="list-style-type: none"> • To widen students' understanding of careers using UEA/NEACO resources • To develop students' curiosity in their future careers by inviting guests into school • To coordinate careers related activities across the curriculum • To target all PP year 11 students offering a careers guidance interview with follow up sessions as required (cost of careers advisor) • To raise aspiration by collaborative work with UEA Widening Participation Team and NEACO • To manage a UEA Futures Champion in school to mentor and support students • To meet the eight Gatsby benchmarks • To perform the role of Careers Leader and ensure compliance with statutory legislation 	<ul style="list-style-type: none"> • NEACO mentor (Carole Fells) now operating drop-in support for students that are interested in going to university. Next steps will be to target PP/HAP students for these conversations. – NEACO funding has ceased meaning that this provision will not continue into the new academic year. • Only 25/127 yet to have careers appointments. None of these are PP. 100% PP students have now accessed guidance and additional support for college applications. – Projected NEET figure for PP is 0% <p>Reduce funding</p>	<p>£15,000</p>

	<ul style="list-style-type: none"> To train a level 6 careers advisor 'in house' for careers delivery across all year groups 		
Student Leadership (LKI)	<p>Review student leadership opportunities:</p> <ul style="list-style-type: none"> Encourage PP students to become members of the academy forum groups Develop meaningful student voice with PP students encouraged to participate. 	<ul style="list-style-type: none"> New Student Forum implemented from Spring 2022 Full Student Forum incorporates Year 10 and 11 Student Leadership Group, Tutor Group Representatives and Specialist Group Input. Student Forum Specialist Groups are Community, Ambition and Character, focusing on a range of themes. 44 students are active members of the Student Forum, of which 19 are PP (43%), including 4 of the 7 Student Leadership Team, 2 of the students are EAL, 4 either have SEN support or an EHCP and 2 of the Forum are Looked After Students. 	£0
KS3 and KS4 food ingredients (RFO)	Provision of food ingredients to facilitate practical activities and enable full participation.	<ul style="list-style-type: none"> Food will continue to be provided to all PP requiring it, enabling full access of all students to practical lessons. <p>Increase funding</p>	£6,000
KS4 revision Resources (RFO)	<p>To provide resources to enable positive student outcomes including:</p> <ul style="list-style-type: none"> All required texts for English GCSE examinations Examination resource support (e.g. revision guides for PP students across the board / flashcards etc) To ensure that the textbooks needed within lessons are provided to all PP students 	<ul style="list-style-type: none"> Student progress and attainment to be monitored in mock examinations. Data tracked and analysed with regards to PP students across all subjects GCSE results analysis within subject areas through Heartbeat and performance development. <p>Continue funding</p>	£15,000
Tracking of PP attendance at parents' evenings (JRE / HOY)	<p>To ensure that PP parents are getting the support that they need to attend parents' evenings:</p> <ul style="list-style-type: none"> All PP entitled students attendance will be tracked Support for parents to understand their child's progress – target students for parents' 	<ul style="list-style-type: none"> 50% of YR10 PP students attended parents evening compared to 62% of non-PP. Additional guides have been created in video and written format to support parents in accessing and using the data available. No further evenings since previous update. 	£0

	evenings to ensure family support in keeping students in school <ul style="list-style-type: none"> • HOY will follow up non-attendance 		
Total planned expenditure: £96,000			

Planned Expenditure – Targeted academic support for current academic year for literacy and SEND			
Opportunity	Success Criteria	Impact	Planned spend
Form Time Guided Reading (RFO)	<ul style="list-style-type: none"> • KS3 students to access form time reading 	<ul style="list-style-type: none"> • Tracking of reading ages. • Students receiving intervention for literacy within the academy will be re-rested within Summer 2: <ul style="list-style-type: none"> ➤ Year 7 +17 months ➤ Year 8 +14.07 months ➤ Year 9 +12.05 months <p>Increase funding and link to reading for pleasure</p>	£1687.50
Form Time Interventions (RFO)	<ul style="list-style-type: none"> • Handwriting intervention • Reading for Meaning intervention 	<ul style="list-style-type: none"> • Tracking of reading ages. • Average gain in months across all intervention groups +14 months <p>Continue funding</p>	£1000
Whole School Literacy (RFO)	<ul style="list-style-type: none"> • Whole school literacy strategies driven through CPD • Literacy handbook for all staff • Department literacy mats 	<ul style="list-style-type: none"> • Tracking of reading ages. • Average gain in months across all intervention groups +14 months <p>Continue funding</p>	£1000

Planned Expenditure – Targeted academic support for current academic year for literacy and SEND			
Opportunity	Success Criteria	Impact	Planned spend
Careers, Support, Advice & Guidance (JRE / EPR)	<ul style="list-style-type: none"> Year 11 SEND PP students will be prioritised for careers support and mentoring through Beacon East external careers advisor and NEACO staff Visits to colleges and other provisions to aid decision making 	<ul style="list-style-type: none"> All EHC plans have been reviewed by School and NCC – careers discussed as part of review and advice provided by Carla Munn EHCP coordinator. 1:1 follow up sessions planned for Spring 1. TITAN assessment for post 16 travel is currently being undertaken. <p>Continue funding</p>	£1000
Raising Achievement (JRE / EPR)	<ul style="list-style-type: none"> PP SEND students to be prioritised for all forms of intervention For teachers to use student passports to inform planning and delivery within lessons. For teachers to annotate detailed seating plans to ensure the needs of SEND students are being met. 	<ul style="list-style-type: none"> Student passports have been reviewed in Autumn term. All staff received CPD to support effective use of seating plans to support students' additional needs. POW and T&L briefings focused on SEND students to develop greater understanding of strategies to support students with SEND. RWI group consists of 6 SEND students, 4 of which are PP <p>Continue funding</p>	£500
Pastoral Support Team (HSE)	<ul style="list-style-type: none"> Employment of Heads of Year who all monitor the welfare, attendance and progress of students and allocate the appropriate level of support to PP students This is 38% of cost to be in line with cohort entitled to PP 	<p>See attendance section.</p> <p>Continue funding</p>	£56,024.74
Total planned expenditure:			£61,212.24

Planned Expenditure – Wider strategies for current academic year

Opportunity	Success Criteria	Impact	Planned spend
Breakfast Club (RFO)	<p>A supervised breakfast club provision every morning to allow all students to remove hunger as a barrier to learning. This includes:</p> <ul style="list-style-type: none"> • Cost of supervision every morning (5 X 1 hour = £2310) • Cost of food 	<ul style="list-style-type: none"> • See spreadsheet analysis of PP attendance (appendix 1) <p>Continue funding</p>	£7,000
Hardship Support: Uniform and equipment (RFO / LKI)	<p>Enhancing curriculum provision which allows PP students to access:</p> <ul style="list-style-type: none"> • Equipment (pens, pencils, rulers, calculators etc) • Shoes • Uniform • Bus passes 	<ul style="list-style-type: none"> • Equipment ordered and delivered to Heads of Year to provide if needed and monitor across the academic year • Bus passes and other methods of travel to school organised as and when required • Uniform provided for PP students when needed and a stock of uniform has been provided for Reflection, including shoes • Change to new uniform – funds available to support families, access available through request form on website, 37 students have received support with purchasing uniform. • Period provision made for girls <p>Continue funding</p>	£36,216.04
Enrichment Activities (HSE)	<ul style="list-style-type: none"> • To enable all activities (including music lessons) to be provided free of charge for PP students 	<p>KS3 data</p> <ul style="list-style-type: none"> • 41.8% of attendance to electives PP in year 7 • 28.4% of these attend more than one elective weekly • 45.1% of attendance to electives PP in year 8 • 40.5% of attendance to electives in year 9 PP, with 30% attending more than one <p>KS4 attendance data unavailable.</p> <p>Continue funding</p>	£12,750

Planned Expenditure – Wider strategies for current academic year

Opportunity	Success Criteria	Impact	Planned spend
Trips and visits (LKI)	Funding for offsite trips and visits: <ul style="list-style-type: none"> Increase students' aspirations through access to cultural activities and experiences through school visits 	<ul style="list-style-type: none"> Due to Covid, initially trips were limited to those such as sporting fixtures with no cost to students. Over the year 140 PP students (51%) have attended at least one trip or visit. Overall 356 places on trips and visits have taken up by PP students. In addition, PP students are involved with CET performances across the Trust. E.g. Choral workshop, school choir, school shows, which increases students confidence through participation. Cost of transport to other CET schools is funded. Upcoming events include Year 8-10 European Football tour in Autumn term 2022 – currently 4 PP students will be taking part and 50% of the cost will be funding by PP. <p>Continue funding</p>	£15,000
Extra provision of after school clubs attracting greater than average PP students (HSE)	Increased provision of afterschool activities and clubs to enable students to increase their engagement <ul style="list-style-type: none"> Cost of equipment Staffing costs 	<ul style="list-style-type: none"> See enrichment activities above. <p>Continue funding</p>	£1000

Planned Expenditure – Wider strategies for current academic year

Opportunity	Success Criteria	Impact	Planned spend
Rewards (HSE)	PP students to receive rewards in line with non-PP students <ul style="list-style-type: none"> • Cost of certificates • Cost of badges • Cost of other rewards e.g pizza party, ice cream van • 38% of total rewards cost to be met 	<ul style="list-style-type: none"> • The percentage of reward earners in each year group that are PP is below. This means that for all students who received one or more star badge (50 reward points), the percentages broadly match the number of PP in each year group (above in some). Year 7 - 42% Year 8 - 46% Year 9 - 39% Year 10 - 38% Year 11 - 36% Continue funding	£2000

Total planned expenditure: £73,966.04

Planned Expenditure – To continue to improve the attendance and reduce PA of PP students			
Opportunity	Success Criteria	Impact	Planned spend
Use of an effective Attendance Team (HSE)	<p>Employment of the Attendance Team who monitors the welfare and attendance of students and allocates the appropriate level of support to PP students to attend extra lessons. This includes:</p> <ul style="list-style-type: none"> • 1 x Attendance Admin • 1 x Attendance and Welfare Officer • Cost of attendance rewards throughout the year <p>This is 38.05% of cost to be in line with cohort entitled to PP (17,987.22- staff, £1522-rewards)</p> <ul style="list-style-type: none"> • Track and intervene where attendance falls below 95% • Remove barriers to attendance by providing uniform etc 	<ul style="list-style-type: none"> • Attendance teams working hard to close the disadvantage attendance gap by prioritizing PP students for truancy home visits • Aut term attendance 89.19% (all) with PP being 86.32% • PA 38.2% (all) with pp being 46.4% • Though overall attendance figures are down this year because of coding, gap analysis (pp against all) confirms Aut 1 2020 2.06%, Aut 2 2020 2.6% compared to Aut 1 this year 2.04%, and Aut 2 2.87% so though the overall absence rates are higher, the gap remains static • PA for disadvantaged remains similar Aut 1 to Aut 2 at 46.9% and 46.4% respectively • Covid 19 is known to impact attendance of disadvantaged families nationally compared to non-disadvantaged and that trend is seen in these figures • If capacity was better, greater analysis could take place to remove covid absence from the figures • CEM purchased blazers and shoes to enable more pp students to attend lessons when entering with poor uniform • PA fell for disadvantaged children from 46.9% in Aut 1, to 45.4% at the end of the summer term • Overall attendance for school year sat at 88.93 for all students, and 84.98 for PP students <p>Increase funding</p>	£19,509.22
Total planned expenditure: £19,509.22			

Summary	Planned Expenditure
<p>1. Teaching priorities for current academic year:</p> <ul style="list-style-type: none"> • To continue the improvement of the achievement of students, specifically focusing on closing the gap between disadvantaged students and their peers. • Increase attainment and progress outcomes by disadvantaged students in English and Mathematics. 	<p>£96,000</p>
<p>2. Targeted academic support for current academic year:</p> <ul style="list-style-type: none"> • Literacy interventions across KS3 for low attaining PP students. • To continue to improve the outcome of SEND PP students, measured by reducing the gap between SEND PP, and non-SEND PP Students 	<p>£61,212.24</p>
<p>3. Wider strategies for current academic year:</p> <ul style="list-style-type: none"> • To improve the representation of PP entitled students in the following areas: <ul style="list-style-type: none"> ➤ School trips and visits ➤ Student voice ➤ Student leadership 	<p>£73,966.04</p>
<p>4. Wider strategies for current academic year:</p> <ul style="list-style-type: none"> • To continue to improve the attendance and reduce PA of PP students. 	<p>£19,509.22</p>
<p>Total planned expenditure</p>	<p>£250,687.50</p>