

# Pupil Premium Strategy Review 2019/2020 and Action Plan 2020/2021

## St James Academy



### 1. Summary Information 2019-2020

Summary information 2019-2020					
<b>School</b>	St James Academy				
<b>Academic Year</b>	2019-2020	<b>Total Pupil Premium Grant (PPG) budget</b>	£329,120	<b>Date of most recent PPG Review</b>	May 2019
<b>Total number of learners</b>	689	<b>Number of learners eligible for PPG</b>	376 (55%)	<b>Date for next internal review of this strategy</b>	January 2020

### 2. Current Attainment – August 2020

Current and prior attainment								
	Learners eligible for PPG (No. of learners)				Learners not eligible for PPG (No. of learners)			
	2020 (57/54%)	2019 (65/62%)	2018 (49/44%)	Variance 2020 vs 2018	2020 (48)	2019 (40)	2018 (63)	Variance 2020 vs 2018
% achieving 4+ in English and Maths	32.7%	33.8%	30.6%	2.1% point	51.1%	37.5%	36.5%	14.6% point
% achieving 5+ in English and Maths	20%	15.4%	12.2%	7.8% point	31.9%	25%	20.6%	11.3% point
% achieving 7+ in English and Maths	3.6%	3.1%	0.0%	3.6% point	17%	10%	3.2%	13.8% point
<b>Progress 8 score average</b>	-0.45	-0.60	-0.91	+0.45	-0.18	-0.05	-0.18	+0.55
<b>Attainment 8 score average</b>	33.6	31.6	29.3	4.3	42.8	38.2	34.6	8.2

### 3. Attendance – 2019-2020

		Number of learners*	%	Attendance 2019-2020 %	Gap (PP Vs NPP)	Attendance 2018-2019 %	Variance 2019-20 vs 2018-19
<b>Total</b>	All	725		90.80	-5.47%	91.80	-1.00%
	PP	410	56.6%	88.40		90.07	-1.67%
	Non PP	315	43.4%	93.87		94.36	-0.49%
<b>Year 7</b>	All	188		93.00	-3.88%	93.00	0.00%
	PP	106	56.4%	91.30		92.19	-0.89%
	Non PP	82	43.6%	95.18		96.41	-1.23%
<b>Year 8</b>	All	135		90.40	-8.00%	92.00	-1.60%
	PP	81	60.0%	87.20		90.88	-3.68%
	Non PP	54	40.0%	95.20		93.56	+1.64%
<b>Year 9</b>	All	142		89.10	-5.02%	91.80	-2.70%
	PP	80	56.3%	86.90		89.99	-3.09%
	Non PP	62	43.7%	91.92		94.49	-2.57%
<b>Year 10</b>	All	150		89.90	-5.16%	92.80	-2.90%
	PP	83	55.3%	87.54		90.79	-3.25%
	Non PP	67	44.7%	92.70		95.27	-2.57%
<b>Year 11</b>	All	110		90.80	-6.42%	87.80	+3.00%
	PP	60	54.5%	87.93		85.83	+2.10%
	Non PP	50	45.5%	94.35		91.34	+3.02%

PP: Pupil Premium - NPP: Non Pupil Premium \* Number differs from page 1 due to changing numbers on roll

### 4. Key Barriers to Future Attainment 2019-2020

Barriers to future attainment for PPG Learners	
<b>A.</b>	Literacy levels, specifically low reading ages on arrival and English as an Additional Language
<b>B.</b>	Historical poor engagement with school and the learning/education process
<b>C.</b>	PP learners' engagement with the academy's curriculum and Careers Information Advice and Guidance (CEIAG) provision to raise aspiration and attainment
<b>D.</b>	Some families may not value the education process due to their own poor experiences, and some do not see attendance and punctuality as priorities
<b>E.</b>	Poor parental engagement with the academy and support when preparing for education
<b>F.</b>	Risk of safeguarding issues and poor mental well-being

## 5. Evaluation of Impact on Intended Outcomes 2019-2020

Intended Outcomes	Success criteria	RAG
<p><b>A.</b> – Improvement of literacy to impact on all subject areas and learners’s outcomes. Learners develop a love of reading, build up a wider and more academic vocabulary, and the confidence to tackle unfamiliar words.</p> <p>– Learners have higher levels of engagement in lessons. Targetted class and home learning activities support literacy skills, improve Spelling, Punctuation And Grammar (SPAG), and quality of extended writing.</p>	<p>Targetted PP learners 16/23 (70%) for reading and writing interventions meet their individual SMART target.</p>	<p>Yellow</p>
<p><b>B.</b> – Improved study skills, using effective revision skills in lessons and when completing home learning.</p> <p>– Learners are supported in lessons and can use the planner to support their learning, Century Tech, Hegarty Maths, PiXL apps and GCSE Pod provide online support with a wide variety of subjects.</p>	<p>Study skills day (Before Easter) for all PP learners, usage of revision tools (paper &amp; online) is in line with NPP learners.</p>	<p>Yellow</p>
<p><b>C.</b> – Developed engagement with learning in lessons and develop aspiration using Elevate mentoring, mentoring as part of Trust and additional CEIAG provision.</p> <p>– Student leadership focused on increasing the participation of PP Learners.</p>	<p>percentage of PP learners that are Not in Education, Employment or Training (NEET) decreases.</p> <p>Student Leadership increases to be in line with the academy population.</p>	<p>Green</p>
<p><b>D.</b> Families place a higher value on education and expect their youngsters to attend the academy on a more regular basis. This in turn will reduce Persistent Absences (PA) and improve attendance via focused intervention</p>	<p>Attendance of PP learners is to be at least 94% and in line with NPP learners.</p>	<p>Yellow</p>
<p><b>E.</b> Parents/carers are more engaged in the learning of their youngsters and support them in different ways at home and with learning. PP learners’ outcomes are improved in the academy.</p>	<p>The percentage of PP parents/carers attending the academy events increases from 30% to 75%. PP outcomes increase by 2% (4+ including English &amp; Maths).</p>	<p>Yellow</p>
<p><b>F.</b> The academy responds effectively to safeguarding and mental well-being issues, and work with external agencies supports learners and their families.</p>	<p>All PP learners receive appropriate support in the academy and PP learners feel happy and supported in the academy.</p>	<p>Green</p>

## 6. Strategy 2019-2020 Review of Impact

Review expenditure 2019-2020		
i. Quality of teaching for all		
Barriers	Chosen action(s)/ approach (es)	RAG
A, C, D & E	Embedding: <ul style="list-style-type: none"> <li>- Collaborative Learning structures.</li> <li>- Demonstrate and Connect marking strategy.</li> <li>- Effective feedback. Launched and linked directly to the performance and outcomes of PP learners.</li> <li>- Targeted and differentiated questioning.</li> <li>- Use of Challenge Task in lessons.</li> <li>- Reading strategy.</li> <li>- Numeracy and basic skills.</li> </ul>	
E, C, D & F	Differentiated learning through the effective use of Progress Indicators.	
A, B & C	Use of word consciousness to develop oracy and widen vocabulary	
A, C, D & E	Ambition School Leadership training – focus on memory, recall and retrieval	
A, E & F	Recruit and retain high quality first teaching	
E, C & D	Planners are used to aid organisation of learners and inform parents/carers of tasks set	
A, D,	Literacy for Life (L4L) in the curriculum ensures there is appropriate setting of PP learners. This will also include L4L parent events for both Year 7 and Year 8.	
B,D	Increased intervention classes and extra lessons. Target PPG learners to secure high attendance to period 6.	
A, B, C	Reviewed curriculum pathways to cater for learner profile and demands of new GCSE	
<b>Total budgeted cost</b>		<b>£117,650</b>

ii. Targeted support		
Barriers	Chosen action(s)/ approach (es)	RAG
D, F	<ul style="list-style-type: none"> <li>- Effective and supportive CP which supports vulnerable PP learners and their families.</li> <li>- External agencies support PP learners in the academy. Increase the range of providers.</li> </ul>	

E, D	Introduce Maths tutoring for PP learners.	
A, B, C, F	Learning Support Assistant.	
F	Reading to be an integral part of L4L with PP learners targeted and prioritised for reading.	
E, C	Increase support for PP learners with equipment, uniform, etc.	
C, F	<ul style="list-style-type: none"> <li>– Targeted careers interviews.</li> <li>– Employer engagement (N/A due to Covid-19).</li> <li>– Learner Aspirations and student leadership.</li> </ul>	
E, C, D, F	Attendance. Target PP, SEN, VIP learners and allocate specific time and rewards to attendance.	
E	Increased PP parental/carer attendance at events across all year groups.	
E, C	Increase access arrangements for PP learners with SEND.	
D	Enrichment.	
E,C	Subscriptions to (PiXL, GCSE Pod, Century Tech, Hegarty and Britannica).	
<b>Total budgeted cost</b>		<b>£203,555</b>
<b>iii. Other approaches</b>		
<b>Barriers</b>	<b>Chosen action(s)/ approach (es)</b>	
A, B, C	Learner Engagement weekend (Aspire to HE).	N/A – Covid 19
F,D	Increase the range of providers/external agencies support – support mental health/wellbeing/etc.	
E, D, F	School trips/visits.	
<b>Total budgeted cost</b>		<b>£8,800</b>
<b>Total Budgeted Expenditure</b>		<b>£330,005</b>

## 7. Strategy 2019-2020 Expenditure

Initiative & Rationale	Funds allocated 2019-2020
<b>i. Quality of Teaching and Learning</b>	
Additional teaching capacity & support for curriculum area	£69,450
Training, Development and resources/Cover - Ambition School Leadership	£17,200
Literacy for Life - L4L	£31,000
<b>ii. Targeted Support</b>	
Online Platform / online resources	£9,555
Support for pastoral teams/support (inc Child Protection. and vulnerable)	£78,000
Additional Support for SEND	£72,300
Support for CEIAG	£2,500
Support for raising attendance	£22,900
Increased capacity of study support (E.g.. Reading strategy)	£12,500
Support for parental engagement (events)	£3,000
Remissions - <i>Support Pupil Premium learners with the cost of uniform items, transport to and from the academy, emergency food parcels.</i>	£2,800
<b>iii. Other Approaches</b>	
Support for learners attending offsite courses	£6,500
Curriculum enrichment and initiatives - <i>Supporting learners by subsidising trips, visits and activities which allow access to both curricular and extra-curricular activities for our most disadvantaged learners.</i>	£2,300
<b>Total Expenditure</b>	<b>£330,005</b>

## 8. Key Barriers to Future Attainment 2020-2021

<b>Barriers to future attainment (for pupils eligible for PPG) 2020-2021</b>	
<b>Academic barriers (issues to be addressed in school, such as poor literacy skills) E – External, I - Internal</b>	
<b>A.</b>	Reduced literacy and communication skills (especially limited vocabulary) (E, I) Some families have lack of exposure to higher quality or wider ranging texts. Therefore this limits learners vocabulary development and reading performance.
<b>B.</b>	Lack of previous educational achievement (E,I). Prior experiences of learners have led to a negative attitude towards the academy from both parents/carers and learners. This leads to lower engagement with the curriculum and CEIAG provision to raise aspiration and attainment. This may lead to Low aspirations and ambition, and learner reluctance to engage with EBACC subjects.
<b>C.</b>	Attendance/punctuality including behaviour issues for small groups are impacting on their rates of progress. Attendance is below the national average still for some small key learners, which reduces their school hours causing them to fall behind. This has been magnified due to the Covid-19.
<b>Additional barriers (including issues which also require action outside school, such as low attendance rates)</b>	
<b>D.</b>	Factors influenced by home life (e.g relationships, young carer, substance misuse) (E). Most families live in disadvantaged areas where there are increased probability of safeguarding issues and mental health problems. Again, the impact of this barrier has been magnified due to the ongoing Covid-19 situation, and increased time spent in the home environment.
<b>E.</b>	Low attendance rates (E). Some parents/carers do not value education themselves and therefore reducing the value placed on education for their child.
<b>F.</b>	Lack of engagement (I, E). Some parents/carers have had negative experiences of education and are less likely to engage in their child's education in a supportive way. The attendance to Parents Evenings and other events by PP Parent/carers is lower than Non Pupil Premium (NPP) learners. Engagement with distance learning – Access to devices and internet is a barrier during the academy closures due to Covid-19. Encouragement to engage in online learning can sometimes be lower in PP learners' households.

## 9. Intended Outcomes 2020-2021

Intended outcomes (specific outcomes and how they will be measured)	Success criteria	RAG
<b>A.</b> – Improvement of literacy to impact on all subject areas and results. Learners develop a love of reading, build up a bigger vocabulary and a confidence to tackle unfamiliar words. Learners have higher levels of engagement in lessons. Targetted class and home learning activities support literacy skills, improve (SPAG) and quality of extended writing.	<ul style="list-style-type: none"> <li>– Bedrock engagement with year 7 and 8 at a minimum of 60 % of learners above the ‘intervene’ level (‘encourage’ or ‘praise’).</li> <li>– Reading strategy assessment data for year 7 shows an improvement for at least 80% of PP learners.</li> <li>– Word consciousness seen in all learners’ books during book trawls and Quality Assurance (QA).</li> <li>– Attendance at Upgrade for Year 11 PP learners is in line with non PP.</li> </ul>	
<b>B.</b> – Improved life chances for learners in selecting a chosen career path that meets their full potential. – Improved study skills, using effective revision skills and metacognition techniques in lessons and during home learning. – Century Tech, Hegarty Maths and GCSE Pod provide online support with a wide variety of subjects.	<ul style="list-style-type: none"> <li>– PP learners engaging with EBACC and arts subjects to increase to be in line with whole academy PP population.</li> <li>– Responsive teaching methods utilised in face to face and online teaching with this seen in all lessons via learning walks and QA.</li> <li>– Online Learning Platform usage of PP in line with Non PP.</li> </ul>	
<b>C.</b> – Developed engagement with learning in lessons and develop aspiration using mentoring and additional Careers Information Advice and Guidance provision. – Student leadership focused on increasing the participation of PPG learners.	<ul style="list-style-type: none"> <li>– Percentage of PP learners that are Not in Employment Education or Training (NEET) remains on 0.</li> <li>– All PP learners to receive priority individual CEIAG advice and access to mentoring.</li> <li>– Student Leadership posts held by PP learners to be in line with the academy population.</li> </ul>	
<b>D.</b> – Families place a higher value on education and expect their youngsters to attend the academy on a more regular basis, this in turn will reduce Persistent Absences and improve attendance via focused intervention	<ul style="list-style-type: none"> <li>– Attendance of PP learners is to be at least 94% and in line with Non PP.</li> </ul>	
<b>E</b> – Parents/carers are more engaged in the learning of their child and support them in different ways at home and with learning. – PP learner’s outcomes are improved in the academy.	<ul style="list-style-type: none"> <li>– The percentage of PP parents/carers attending the academy events (in the academy or virtually) is above 60%.</li> <li>– PP outcomes increase by 2% (4+).</li> </ul>	
<b>F</b> – The academy responds effectively to safeguarding and mental well-being issues and work with external agencies supports learners and their families.	<ul style="list-style-type: none"> <li>– All PP learners receive appropriate support in the academy and PP learners feel happy and supported in the academy.</li> </ul>	



	<p>– Parents/carers and learners are more engaged in their learning whilst at home during the Covid-19 pandemic.</p>	<p>– All learners that require support with ICT devices and/or internet receive this. Monitoring is carried out at least weekly with all learners.</p>	
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