

Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Increase in staffing for English, Maths and Science to allow for; Class size reduction in Year 11 EMS Literacy teaching and specialist catch up groups KS3	£70,000	
Support for teaching and learning in EBACC and Professional Studies through staff specialist CPD and intervention, attendance and engagement expertise, external specialists with industry expertise and external guests to enhance the learning experience of PP students.	£50,000	
There was a significant improvement in progress and attainment across all core subjects. Feedback from students who received one to one was 100% positive, with the overwhelming majority believing this initiative had improved their subject knowledge.	£20,000	

Pupil premium strategy / impact

1. Summary information							
Academic years	2020-2021		Total PP budget	£284,590		Date of most recent PP Review	September 2020
Total number of pupils	565		Number and % of pupils eligible for PP	336	59%	Date for next internal review of this strategy	September 2021
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	219	117	Budget split by key stage	45%	65%		
Allocation of PP funding	Ever 6		£284,590	LAC	£21,105	Service Children	£3,100

Current achievement					
2020 Outcomes	Pupils eligible for PP (previous year in brackets)	Pupils not eligible for PP (previous year in brackets)	Pupils not eligible for PP (national average)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	-0.13 (-0.77)	0.1 (-0.6)	0.13	0.25	
Attainment 8 score average	44.11 (32.33)	45.42(39.12)	50.1		
4+ Basics	54% (42%)	62% (55%)	71.5%	60%	
5+ Basics	43% (17%)	38% (35%)	50.1%	40%	

2. Planned expenditure 2020 - 2021		
i. Quality teaching for all		
Action	Intended outcome	Cost per year
Curriculum Development – knowledge organisers and knowledge recall tests to increase student retention of key knowledge	<p>Knowledge organisers for every subject in Key stage 3 to include key information for student success. All students to develop key memorisation techniques that also transfer into revision techniques.</p> <p>Reduce student cognitive overload by building student memory and database of automatic re-call for fundamental knowledge in each subject, so students can use higher order thinking skills with ease.</p> <p>Weekly self-quizzing homework and knowledge organiser tests to develop student skills in memory recall.</p>	£5,000
<p>Increase in staffing for English, Maths, History and Science to allow for;</p> <p>Class size reduction in Year 11 EMS</p> <p>Literacy teaching and specialist catch up groups KS3</p> <p>Targeted intervention and catch up in Ebacc subjects</p>	<p>Increased number of teaching groups in year 11, reduction in class size and therefore improved educational experience for PP children. Teachers are using bespoke teaching strategies to ensure catch up is sequenced and well planned in the classroom</p> <p>Increased number of teaching sets (4 to 5) in year 7 with improved outcomes for students in literacy at KS3.</p> <p>Individual reading lesson introduced in year 7 and 8 with direct instruction driven curriculum planned.</p> <p>High quality teaching and interventions seamlessly intertwined with teaching schemes of learning.</p>	£120,000



The Brilliant Club's Scholars Programme	To raise aspirations and in-still a culture of ambition through a National programme aimed at giving PP students the opportunity to work with a PhD researcher to experience university style learning. The programme will help 15 Y10 and Y9 PP students to develop the skills, knowledge and confidence to secure a place at a highly selective university.	£4,200
Deliberate Practice CPD – fortnightly programme on whole school T&L focus and Rosenshine principles - one 30 min session all staff every fortnight	Improved progress for High Prior Attaining PP students through stretch and challenge and high impact feedback. Consistency of approach for HPA PP and SEND students across departments	£0
Curriculum Co planning / Masterclasses – fortnightly programme to focus on improving quality of lessons and consistency in delivery ensuring more focused and knowledge based lessons	Weekly department time allocated to subject specialist CPD and curriculum development at all Key Stages, to ensure consistency in pedagogy and delivery of content across department. To support teachers in raising their standards in the classroom and ensuring a positive culture of feedback and improvement. Staff opportunity to develop their subject knowledge in all areas of the curriculum to ensure stretch and challenge and support strategies for all students to ensure PP attainment and progress remains in line with non-PP students	£0
Total budgeted cost		£129,200

ii. Targeted support and intervention		
Action	Intended outcome	Cost
Year 11 Lesson 5 intervention programme	All Year 11 students receive targeted intervention in all of their subject areas from September ensuring they have more contact time with their class teacher to close gaps in their learning. Year 11 students have intervention or independent study every day after school for at least 1 hour, with over 98% attendance.	Cost Neutral as included in staffing identified above
Holiday club and breakfast intervention groups focused on closing gaps identified in core subjects	Sessions focused on raising standards and ensuring students are working at or above age-related expectation. Focused on KS4 and year 7 / 8.	£2,500
Purchase 100 chrome books to address the digital divide and enable students to access online learning materials to support independent study	Students who are unable to access online learning materials such as Oak National, Senica Learning and Hegarty maths due to digital poverty in the home will have a device to use and make progress with	£14,900
Literacy and Numeracy tutor groups in Year 7 and 8	Literacy and numeracy levels of PP students in years 7, 8 and 9 to improve, in order to be able to access the curriculum.	Cost neutral as included in staffing identified above
Direct instruction lead recruited to lead on whole school DI strategy	Targeted approach to class teaching with focused groups, identified using external data, using proven DI techniques that accelerate progress and close gaps amongst key groups	£20,000
Total budgeted cost		£37,400

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Attendance and community welfare officer recruited to improve attendance of key families	Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to nonattendance.	£27,230
Investment in wellbeing award	Greater focus on mental health and well being for PP students across the school	£0
Pastoral support through Key Stage Manager intervention	Fewer send outs recorded for pupils, without compromising the whole school behaviour policy. Increased % attendance rates for students with SEMH. Tailored intervention and academic support for students returning to mainstream school. Greater number of home visits resulting in improved parent / academy partnerships.	£15,000
Alternative Curriculum and intervention investment (TLC)	Provision of short-term TLC curriculum programmes for our most vulnerable students that enable higher attendance rates for students who find school life challenging. Increased co-curricular opportunities that engage students beyond the school day and cultivate pride, determination and kindness in the students.	£20,000

ELSA investment and training	To offer in house ELSA and emotional first aid support to students at crisis point, enabling more students to remain in school whilst experiencing difficulties	£0
Total budgeted cost		£62,230

iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)		
Action	Intended outcome	Cost
Year 6 transition project	Improved communication and links between primary feeder schools that enable improved early intervention	Funded through catch up funding
Hegarty Maths	All students to complete Hegarty Maths / Sparks maths activity each week	Funded through catch up funding
Year 7 Literacy and Numeracy tutor and teaching groups	Literacy and numeracy levels of PP students in years 7 to improve, in order to be able to access the curriculum. Transition groups, literacy, numeracy tutor groups to be able to run due to increased staffing.	Cost neutral as included in current staffing
Total budgeted cost		£0

v. SEND improvement strategies (PP eligible pupils who also have identified SEND)		
Action	Intended Outcome	Cost
Appointment of an additional SEND Learning coach staff members to support PP SEND students	Greater in class support and personalised learning interventions that impact positively on student progress Able to offer after school homework and catch up support, targeted throughout the academic year	£7,500
CPD for specialist Learning Coaches	Improved outcomes for PP students with complex needs. Upskilling of Learning Coaches using up to date research and intervention methods. Dissemination of best practice to upskill general teaching body.	Cost neutral
Total budgeted cost		£7,500

Additional comments
<p>The remaining funding has been utilised to reduce barriers to learning for students;</p> <ul style="list-style-type: none"> • Assistance with transport (taxi and bus passes) • Uniform and equipment • Trip subsidies • Curriculum resources (e.g. cooking ingredients, paints etc) • Revision guides, workbooks and learning resources • Other costs as they arise from PP contingency



3. Impact Statement			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>Increase in staffing for English, Maths and Science to allow for; Class size reduction in Year 11 EMS Literacy teaching and specialist catch up groups KS3</p>	<p>As a result of having increased staffing in year we were able to create extra groups, enabling more personalised teaching to smaller numbers of students.</p> <p>A greater number of PP students made rapid progress and a higher proportion of students were able to access a wider range of subjects.</p> <p>When the school went into lock down the teaching of small groups enabled greater levels of engagement and more targeted progre</p>	<p>Yes, we will continue to use this strategy as there is still national uncertainty surrounding the 2020 – 21 academic year. We also believe that the smaller groups are required throughout this academic year so that gaps can be addressed and students can make accelerated progress</p>	<p>£70,000</p>

<p>The Brilliant Club's Scholars Programme</p>	<p>10 students completed the Brilliant club scholars programme</p>	<p>Yes, students who accessed the brilliant club were more motivated and had higher attendance throughout the year.</p>	<p>£6,000</p>
<p>Support for teaching and learning in EBACC and Professional Studies through staff specialist CPD and intervention, attendance and engagement expertise, external specialists with industry expertise and external guests to enhance the learning experience of PP students.</p>	<p>Professional Studies became the most successful department in terms of progress made by year 11 students. P8 for the department = +0.1</p> <p>Health and Fitness - +0.61; RSL Music - +1.27 ; BTEC Drama - +0.05, BTEC Media - +1.20 ; Business - +0.02 ; Food - -0.02 (up from -1), Art - -0.33 (up from -1)</p> <p>History</p> <p>History -0.46 (up from -0.96), Geography -0.56 (up from -1.36), Spanish -0.48 (up from -0.93), Biology 0.56 (up from -0.52), Physics 1.34 (up from 0.02), Science -0.48 (up from -0.90), Biology 0.56 (up from -0.52)</p>	<p>Yes, the use of specialist CPD intervention led to a significant increase in the overall outcomes of students in Professional Studies. Gains were also seen in History however greater investment is required in the next academic year to continue this work.</p>	<p>£50,000</p>

- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

During lockdown, CVA maintained CPD through a weekly teams call with all teachers. The IT team were on hand to provide regular CPD to staff on how to use online platforms and technical support to ensure all students received high quality lessons and feedback. The Senior team, the raising standards leader, Heads of Year and Key Stage Managers worked tirelessly to ensure all students, including PP students had access to appropriate synchronous and asynchronous learning. A significant Chrome book roll out program was implemented enabling the school to address the digital divide that was evident from the beginning. Families highlighted as having little or no access to technology were prioritised through weekly tutor calls and a significant investment in technology ensured all students had access to live lessons and communication with their teachers. Each week the Vice Principal ensured tutor calls and hand in trackers were monitored ensuring the academy were clear of completion rates. A rigorous cycle of monitoring and further support was implemented through key worker school and teachers on hand at the school to provide support. A significant number of staff engaged in narrated powerpoints and live lessons, which were well attended.

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Maths, English and Science 1:1 Programme	There was a significant improvement in progress and attainment across all core subjects. Feedback from students who received one to one was 100% positive, with the overwhelming majority believing this initiative had improved their subject knowledge.	No, The strategy was required as part of the schools academisation and was a useful initiative to ensure gaps seen through weekly testing were plugged. The focus this year is on better teaching every day	£20,000

Period 7, Holiday club and breakfast intervention groups focused on closing gaps identified in core subjects	Year 11 students were able to access morning and after school intervention groups for the duration of their time pre lock down. The impact of these were reflected in the schools improved outcomes for PP students. Intervention groups enabled rapid and sustained progress to be made and closed gaps in knowledge quickly.	Yes, the strategy is now part of our ongoing year 11 raising attainment plan	£10,000
Literacy and Numeracy tutor groups in Year 7, 8, 9	Due to lock down the impact of this intervention was limited. The September NGRT and Midyis tests indicate low levels of impact amongst a small number of PP students.	Yes, with the school 100% operational we will be continuing with this strategy and using our in house team to continue developing this initiative.	£0
CPD investment for in house SEMH coordinator	The SEMH Manager and his team are now fully trained ELSA mentors	Yes, we will continue to invest in our SEMH manager and his team to ensure our support for students with difficulties continues to improve.	£5,000
SEMH intervention program introduced to reduce anxiety and improve attendance	Yes, during lock down the team moved the intervention to virtual support and maintained wellbeing meetings. Safeguarding reports during 2019 – 20 dropped as a result of this provision.	Yes, SEMH now forms part of our inclusion teams intervention menu.	£3,000

- How did you target the needs of PP pupils during lockdown?
- How successful were you and how do you know?
- What lessons did you learn?

As discussed above, technological support was offered to students which allowed the continuation of high-quality lessons and progress to be made. To support year 11 students at the latter end of the academic year, bridging work was set, specifically linked to a wide range of subjects and courses to be prepared for their post-16 options. A partnership program was also put in place with Portsmouth post 16 providers enabling students to prepare for their future course. Lower ability students received a bespoke numeracy and literacy curriculum, working in small groups through live teaching, enabling focused work to be assessed. Reading was a set lesson for all key stage 3 students.

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Recruit an Attendance manager	We were unable to recruit an Attendance Manager	Yes, we will be reviewing our advert for this post and recruiting again in September	£20,000



Investment in wellbeing award	We had our first well being visit before lockdown and are continuing to gather evidence and improve practice based on this visit.	Yes, we remain committed to our wellbeing practice and are striving to achieve the well being award.	£3,000
Pastoral support through Key Stage Manager intervention	Our exclusion figures were significantly reduced in 2019 – 20 Our attendance figures increased across all year groups (up by 3% on previous year)	Yes, our pastoral team will continue to receive support and CPD throughout 2020 – 21.	£10,000
Alternative Curriculum and intervention investment	A small intervention group was created in year 11 and we reduced the number of students accessing the local pupil referral unit.	Yes, in the coming academic year we will be increasing staffing in the provision.	£0

- How did you support PP pupils to participate in remote learning during lockdown?
- How successful were you?
- What lessons did you learn?

The pastoral team worked tirelessly to track and monitor all of the students through lock down. A clear tutor calling system was implemented along with a tracking system that was reported back to staff each week. Safeguarding calls were made, including home visits, to ensure students were well cared for. The distribution of technology enabled greater access to technology and removed barriers for some families. The weekly communication via the Pastoral team ensured students completed a minimum expectation of work. For those students who were hard to reach especially in KS4, a senior leader tracked completion rates and regularly called home.

iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Year 6 transition project	125 year 7 students transitioned successfully to the academy. This is an all-time high admission for the academy	Yes, this year we will be improving our transition program as we welcome more students to the academy.	£2,000
Year 7 Literacy and Numeracy tutor and teaching groups	The year 7 literacy group successfully completed the United Learning step up program and improved their NGRT reading age.	Yes, this will continue however this will now form part of our Direct instruction delivery program.	£0

- How did you support transition from Y6 into Y7 during lockdown?
- How successful were you?
- What lessons did you learn?

The transition provided to our new year 7 cohort was well planned by an entire team dedicated to this, which included members from the pastoral, SEND and Raising Standards team. Communication, live information meetings and virtual meetings were set up to ensure students transitioned smoothly. A transition package was designed in partnership with the feeder schools and delivered toward the end of lock down by primary colleagues. In addition, bridging work was sent to all new year 7 students based on feedback from our parents' survey to bridge the gap between primary and secondary transition during lockdown. Based on the success of this plan and support, moving forward, the majority of our transition support will become virtual.

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
CPD for specialist Learning Coaches	The four learning coach staff engaged in regular CPD related to their area of specialism. Attendance and attainment of Y11 students improved as a direct result of the improved in class interventions provided by the team.	Yes, we have appointed a new SENCO for 2020 – 21 who is continuing to develop the SEND / inclusion skills of the team.	£2,000

- How did you support pupils with SEND to access remote learning?
- How successful were you?
- What lessons did you learn?



All high tariff SEND students were supported during the day via virtual support and intervention from our Learning Coaches. Alongside the Key worker school we also created a SEND school, specifically targeting SEND students. All our Learning Coaches had a sufficient caseload during lockdown to ensure both students and parents were aware of the process of completing and submitting work. For those students who needed further assistance to complete their work, 1:1 sessions were planned and delivered. Where required home visits were carried out and garden meetings took place so that work could be explained. The SENCO and the team delivered new materials to homes every ten days, collecting work in at the same time, ensuring work was reviewed and materials adapted. Staff were also guided through online briefings on how to best support specific SEND needs during remote learning. For those students with SEMH concerns, ELSA, Counselling and ACC support continued intensively throughout the lockdown period.

