



EAST LEAKE
— ACADEMY —

East Leake Academy

Pupil Premium Strategy

Updated October 2020



Diverse
Academies

Current National Guidelines

The Pupil Premium Grant is a Government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces. Schools decide how best to use this funding, but must report, in a transparent manner, how it is used, and evaluate the impact of any actions or initiatives funded by the grant. At East Leake Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding. While the number of students receiving free school meals determines much of our Pupil Premium Grant, we are also required to narrow the achievement gap between all the various groups of students. Consequently, we reserve the right to use this funding to address the underachievement of any student and not just those students who attract it.

This funding allocation listed within this report is in addition to the Government's £650m of additional funding for schools and £350m for subsidised tutoring for disadvantaged students. A separate is available on the Academy website. There is no separate Year 7 Literacy Premium for the academic year 2020-21.

Introduction and Purpose

This action plan sets out East Leake Academy's current approach to closing any achievement gaps. It also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At East Leake Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in and beyond, the Academy. At East Leake Academy, strategies to close achievement gaps between groups and individuals are an integral part of every lesson and are evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a program of continuing professional development that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Currently, 17.5% of our students are supported by Pupil Premium funding.

Aims and Objectives

Key Aims: Diminishing the Difference

1. To develop a clear direction and focus to diminish the difference across all areas of the Academy; especially PP students.
2. To embed 'Closing the Gap' across the whole Academy curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP students.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.

Pupil Premium Funding 2020-2021

Pupil Premium funding is presently regarded as being continuous funding, so many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives. The Government's reclassification of Pupil Premium eligibility to cover any students who have been eligible for FSM in the past six years has resulted in the Academy receiving £156,235 with 165 students qualifying for the Grant. An outline of the distribution of Pupil Premium funding across each year group, along with how the Academy has targeted the spending of this money is shown below.

Total number of pupils eligible for pupil premium funding	Number of looked after children (LAC)	Number of service children
Year 11 – 34 out of 184	Year 11 – 2	Year 11 – 0
Year 10 – 29 out of 181	Year 10 – 1	Year 10 – 5
Year 9 - 34 out of 197	Year 9 – 1	Year 9 – 3
Year 8 – 32 out of 179	Year 8 – 1	Year 8 – 0
Year 7 – 36 out of 191	Year 7 - 3	Year 7 - 1

Students eligible for Pupil Premium

The PPG per pupil criteria and unit funding for 2020-2021 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1900
Service children, pupils in year groups 4 to 15 as recorded in the January school census recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

Pupil Premium Strategy

Summary Information					
Academy	East Leake Academy				
Academic Year	2020-21	Total PP Budget	£156, 235	Date of Most Recent PP Review	October 2020
Number of students (Year 7 – 11)	940	Number of students eligible for PP	165	Date for next internal review of this strategy	June 2021

In school barriers
A large number of disadvantaged students have low level literacy and numeracy skills and have a lower SAS relative to other students.
A high proportion of disadvantaged students also have Special Educational Need, therefore have an additional barrier to learning which they have to overcome.
Some disadvantaged students have a lack of academic organisation, which slows their academic progress relative to other students.
External barriers
Attendance rates for PP students in some years is slightly lower than the non-PP students, this reduces their school hours and causes them to not perform as well as their peers.
Desired outcomes
High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.
Pupils eligible for PP in Year 7 make expected progress by the end of the year.
Improved rates of progress across KS3 for all PP students.
Pupils eligible for PP make as much progress or above as 'other' pupils across Key Stage 3. Where they are not, departments to implement interventions, monitored by the faculty progress leader and Pastoral Leader (Head of Year).
Improved rates of progress across KS4 for high attaining pupils eligible for PP.
Pupils eligible for PP identified as high attaining from KS2 scaled scores make as much progress or better than 'other' pupils identified as high attaining, across Key Stage 4. Where they are not, departments to implement interventions, monitored by the faculty progress leader and the Pastoral Leader (Head of Year).
Increased attendance rates for pupils eligible for PP.
Overall attendance among pupils eligible for PP improves and is in line with 'other' pupils

Planned expenditure 2020-21

Category	Provision	Cost
Staffing	Teaching Assistant – Proportion of salary costs	£27,739
	Pastoral Support	£14,327
	Student Support Counsellor	£14,035
	Attendance Officer – Monitoring and Reporting on PP attendance.	£4,381
	Family Support Liaison	£1,878
Curriculum Support	English Intervention	£50,798
	Maths Intervention	£44,148
	Science Intervention	£41,575
	Subsidised curriculum trips	£2,500
	Star Reader Interventions	£485
	GL Assessments – Software only. Analysis and interventions within 'English Intervention' above	£323
CEIAG	Targeted CEIAG for PP students	£14,035
Resources	Stationary and Equipment	£5,500
	Printing of additional materials	£425
Ad Hoc	Uniform support	£1,300
Total including allocated staff costs		£223,449

Review of Impact: Academic Year 2019-20

It should be noted that during the academic year 2019-20, the school operated a 'remote learning offer' during the national lockdown. A key-worker hub ran alongside this with support for Pupil Premium students being offered alongside. GCSE and A Level outcomes were based on 'centre-assessed grades' (CAGs) which considered a range of evidence from students' work across all curriculum areas. As a result of this, performance data has not be published by the DfE.

A summary of the main academic outcomes can be found below.

Pupil Premium Outcomes 2019-20

Year 11 Attainment 2019-20		
	Students eligible for PP	Students not eligible for PP
Progress 8	-0.29	+0.10
% achieving five standard passes including English and Maths	48%	73%
% achieving five strong passes including English and Maths	24%	55.8%
% of students achieving a standard pass in English and Maths	52%	76.4%
% of students achieving a strong pass in English and Maths	24%	58.2%
Attainment average 8	38.47	52.70

Out of the twenty five students classified as 'Pupil Premium', the following progress gains were made:

- Pupils achieving a Positive Overall Progress 8 score = 11 (44%)
- Pupils achieving a Positive Progress 8 score in ALL 4 baskets = 5 (20%)
- Pupils achieving a Positive Progress 8 score in English = 10 (40%)
- Pupils achieving a Positive Progress 8 score in Maths = 11 (44%)
- Pupils achieving a Positive Progress 8 score in EBacc = 12 (48%)
- Pupils achieving a Positive Progress 8 score in Open = 10 (40%)

Strategies for closing the achievement gap

PUPIL PREMIUM OBJECTIVES FOR 2020-21 ACADEMIC YEAR

Universal Offer:

1. Ensure that quality first TLA has an effective focus on students classified as Pupil Premium that is validated through a rigorous but proportionate Quality Assurance programme. Teachers and leaders should have access to learner information and data that supports effective planning and differentiation.
2. Develop a system of monitoring Attitudes to Learning to establish support interventions through the pastoral and academic structures within the academy.
3. Establish and remove 'barriers to progress' through close partnership with students, teachers, tutors, parents and carers.
4. Support students to maintain good attendance at the academy and punctuality to lessons.
5. Develop a strategy to improve students' literacy skills.
6. Age-relevant Careers Information, Information and Guidance ensures that students make plans for education, employment or training after Year 11 and have aspirations to succeed.

Targeted Support:

1. Quality Assurance processes enable underperformance of students to be identified and interventions made quickly.
2. Workshops are offered to students where opportunities for further study or tuition are required to improve or maintain progress.
3. Careers interviews support students in determining post-16 and post-18 pathways and raise awareness of academic entry requirements.
4. Curriculum pathways are reviewed at the end of Key Stage 3 and start of Key Stage 4 to ensure they are the most suitable for students' success.

Specific and Specialist:

1. Participation in extra-curricular activities is encouraged, funded and monitored.
2. Financial assistance is used effectively to support students in accessing learning both inside and outside of the classroom.
3. Access to Free School Meals is reviewed to ensure that students receive entitlement.

Waves of Intervention

There are three distinct waves of intervention:

Wave 1 - The effective inclusion of all children in high quality teaching and learning, including:

- Differentiation in the class to an individual level
- Literacy support in class
- Small group work within the class
- Working with peers of a similar/higher ability
- TA support in class
- Invited to after school sessions
- Practical activities
- Revision guides
- Modelling exemplar materials

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

Wave 1 provisions are in place. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention. To include; small-group intervention for example booster classes; revision clubs, withdrawal intervention during the day.

Wave 3 - Specific targeted interventions for identified students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 or small group basis where the teacher does not expect students to make the expected progress in a group situation.