| **The 4 key barriers to closing the gap for our pupil premium (pp) students have been identified as:****Attendance;****Attitude to learning;** **Reading ages and provision of intervention strategies; and****Welfare - access to opportunities beyond the classroom.** |
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| **Focus of intervention/areas of spend** | **Cost ‘000** | **Success criteria** | **Impact** | **Data** |
| **Attendance** |
| Ensure attendance of our pp students is in line with / above national average.Consider * Number of persistent non attendees
* Attendance %
* Late arrivals

Provide an attendance officer and pastoral team to drive attendance.The team collect students or provide transport with a pp priority, conduct follow up meetings with parents and ultimately issue court proceedings for persistent absentees to ensure attendance is maximised. | 20 | Attendance data is above national average (2018: 94.8%)and within 2% of non- pupil premium (npp) attendance. | In order to improve the outcomes of our disadvantaged students, attendance is critical. Students must be in school and on time to access quality first teaching so that attainment can improve. | **Attendance****Half term 1**PP 95.85% (95.99%) NPP 97.1% (97.04%)**Attendance****Half term 2**PP 94.89% (95.66%)NPP 96.47% (96.67%)**Attendance****Half term 3**PP 94.9% (95.71%)NPP 96.62% (96.75%)**Year to date attendance**PP 95% NPP 96.74% **Unauthorised Absences****Half term 1 (Dec 2018 /2017)**PP 3.23% (2.97% /3.79%)NPP 2.12 %(2.23% /2.06%)**Persistent Absentees (PA)****Term 1**PA 97 students (9%) of which 54 **(55%) pp**(2018/19: 89 Students (9%) of which 51 (57%) pp)**Reduction in % pp Persistent Absentees** |
| **Attitude to learning** |
| Ensure that the behaviour and attitude to learning of our pp students is addressed: * Introduce and monitor class charts
* Analyse behaviour points
* Analyse reward points
* Analyse IE data
* Analyse issue of reports
* Hold additional parent evenings with SLT.

Provide a pastoral and Head of Year team to drive expectations and behavior. | 105Salary contribution | Pp students are rewarded on / above our npp students.Behaviour concerns are followed up by HOY on a timely basis. | Improved attitude to learning leads to improved progress and attainment. | **Permanent Exclusions****To March 2020 there were 2 both pp** (2018/19 there were 8 of which 5 (63%) pp)**Reduction in Permanent Exclusions****Fixed Term Exclusions**38 of which 23 (61%) were pp(2018/19 there were 56 of which 35 (63%) were pp)**Reduction in Fixed Term Exclusions and % pp****Internal Exclusions****PP 41%** (2018/19 52%)**Reduction in % Internal Exclusions****% Total Behaviour points****C1 48%pp v 52% npp****C2 57% pp v 43% npp****C3 60%pp v 40% npp****C4 75% pp v 25% npp (only 8 students in total)****Home Learning 49% pp v 51% npp****Average reward points****337pp v 333 npp** |
| **Attainment: Reading ages** |
| **Reading Ages (TA intervention)**Students complete a reading test in September 2019* Students identified for small group reading intervention in form time, lunch and afterschool. Led by team of 14 literacy lead TAs (55% selected are pp )
* Students given additional learning support within the classroom
* Commence a pp Lexia Power Up programme for year 7 in 3 form times per week for pp students
* Introduce DEAR time to the school timetable.

Monitor impact and amend personalised provision.Whole school literacy lead who drives improvements in literacy across the Academy.54% (pp 55%) of our students have a reading age < chronological age . | 57Salary contribution Tas, SLT link and licences | Ensure 60% of our pp students have a reading age:above 10 prior to accessing KS3above 12 prior to accessing year 9. | These students can access the GCSE curriculum.Improve progress and attainment across all subjects. | **Terms 1-3** **40 pp students had intense reading intervention of which 70% made strong positive progress.****Year 10****35% of our students have a reading age < 12 but only 25% of our pp students have a reading age < 12.****Year 9****40% of our students have a reading age < 12 but 41% of our pp students have a reading age < 12 so only 59% have a reading age > 12 entering KS3.****Focus term 2 form time reading intervention for year 9 and 10 students to improve access to curriculum, using Rapid Reader Plus, Reading Boxes and Toe by Toe – impact to be assessed.****Year 8****27% of our students have a reading age < 10 but only 26% of our pp students have a reading age < 10 (28% npp)****37% of our students have a reading age < 11 but only 32% of our pp students have a reading age < 12 (42% npp)****Year 7**50% of our students have a reading age < 11 (34% pp and 27% npp) and 30% <10 (53% pp and 46% npp)**Focus Half term 2 - 15 year 7 pp students to receive intense reading intervention using Lexia Power Up – impact to be assessed.** |
| **Provision of an EAL specialised team**Ensure our EAL pp students access the full curriculum but are supported by a specialist team within and outside the classroom.Ensure EAL strategies are shared across the faculties through whole school CPD. | 28 | Small group intervention has a tracked impact.EAL progress exceeds non EAL and is positive. | Help these students access a full but appropriate curriculum with improved progress and attainment. | **Actual 2020 (Actual 2019)****P8** **EAL 0.57** (0.46)Non EAL -0.05 (-0.31)**A8****EAL 47.69**Non EAL 47.59**EAL out-performed non EAL again** |
| **Attainment: Provision of Intervention Strategies** |
| **GCSE subject attainment**Provide subject specific intervention sessions * Before and after-school programme in place for small group, targeted intervention
* Saturday School for year 11
* Lunchtime and afterschool clubs so students can access ICT, Art equipment
* Holiday revision clubs
* Provide access to GCSEpod, SAM Learning, Lexia, Mathswatch and others
* Hold additional parent evenings with SLT and FLs.

Complete a no barriers survey and action the requests by student.Provide revision guides and exam packs for pp students in core subjects Provide the expertise of external companies to assist revision techniques (Elevate) and external speakers to inspire.Provide ingredients for food technology courses.Provide Art products for Art students.Provision of home learning packs for all students in lockdown. | 70Tutor trust funding, software licences, intervention coordinator and staffing costs. | Ensure our pp students attain the same progress as our npp students.Additional Parent evenings held for years 10 and 11 for those students who are behind targets. Held 3 to date in 2019.Student voice of our pp students is heard and responded to and is positive.**All pp students in years 10 and 11 given a revision guide – ‘how to revise’ and all subject guides.**Elevate programme successfully supported year 11 revision process.All provided.All provided in years 10 and 11. | Close the pp gap measured by progress in all subjects to within 0.5. | **Actual 2020 (2019)****P8** PP **0.31** (**+0.33)**NPP **0.56** (+0.26)**English**PP **0.12** **(+0.35)**NPP **0.08 (+0.25)****Maths** PP **0.12 (+0.29)**NPP **0.65 (+0.40)****EBACC**PP **0.29 (+0.32)**NPP **0.73 (+0.28)****Open**PP **0.64** **(+0.37)**NPP **0.46 (+0.14)****All Saturday school intervention is tracked for impact for pp students.****Intervention pp focus.****Seating plans and marking all focused to ensure pp students are prioritised.****Noticeable improvements were in the Sciences (increase 0.4+ in Separate Science), Humanities and Languages, Business ( from -0.58 to 0.86), Drama (0.37 to 1.21), Art (-0.13 to 1.42) and RS (0.68 to 0.92).** |
| **Provision of new learning platform** Establishment of Teams and ESSA LiveSet up to ensure all students could access home learning.Provision of IT support for pp students with no access to technology at home. | 5 | Ensure our pp students attain the same progress as our npp students. | Close the pp gap within 0.5 of npp progress. | **Actual 2020 (2019)****P8** PP **0.31** **(+0.33)**NPP **0.56 (+0.26)** |
| Focused intervention through the ‘Brilliant club’ in science and maths. | 8 | HPA pp students make exceptional progress in science and the humanities through small class intervention and external tutoring.  | Improve progress of selected HPAs to positive. | **Ongoing as lower year groups.** |
| **Music**20-minute weekly peri music service sessions provided for pp studentsProvide lunch and afterschool music clubs.  | 8BMS charge | Raise the number of disadvantaged students that can access music academically and for enjoyment above the music hub target of 10%. Student voice demonstrates a love for music.Enhance the lives of our studentsExpand the choir to beyond 50 students. | Raise the profile of School bands, School Choir and the School productions.Improve attainment within the Arts faculty for our pp students. | **Actual Music 2020 (2019)****P8** PP **1.25 (0.13)**NPP **1.19** (-0.05)**Positive and > npp****Year 7 form time choirs established****School band came second in the Bolton ‘Battle of the bands’.****Chetham’s School of Music performed and tutored our brass and percussion students****Concerts for all year groups held.** |
| **Welfare** |  |  |  |  |
| **Provision mapping**Establish a whole school provision map that ensures all our pp students access the same opportunities outside the classroom as non pp students. | 2 | All pp students are provided with the same opportunities as our npp students. | Holistic education for all and fairness in access to all trips and clubs. | **Provision map established – next focus is a review of the parity of opportunities.** |
| **Mental Health**Ensure the mental health and welfare of our students is maintained:* provide bespoke counseling by a qualified CaMHs officer
* strategies put in place
* Brain in Hand app rolled out
 | 15 | Student voice reflects the help received. | Students enjoy their education. | **All students tracked by Counsellor.** |
| **Eye Tests**Students have appropriate eyewear |  | All pp students are tested  | Environment conducive to learning. | **Ongoing.** |
| **Forest Schools/Nurture group**Vulnerable students are given additional support and mentoring. | 12 | Attendance improves.Rewards increaseBehaviour points are reduced.Student voice reflects the help received. | Attainment and progress improves for our pp SEN students. | **All students tracked by Pastoral leader**Track the improvement in:Reward points;Attendance %; andLatesand track a reduction in behaviour points. |
| **Links to external clubs**External parties provide:* Mentoring
* Opportunities to attend milestone events
* One to one tuition through tutor trust
* Subscription to Youth Sport Trust
* Access to BLGC for gym work, boxing
* Access to golf tuition and other sporting initiatives.
 | 21 | Attendance improvesRewards increaseBehaviour points are reduced.Student voice reflects the opportunities received. | Attainment improves and students’ lives are enhanced. | **Student voice to be conducted to assess impact Easter 2020 – did not occur due to COVID.****Tutor trust – 100% students seen an improvement in their Language sub level grade, 50% students seen an improvement in their Literature sub level grade.** |
| **Provision of Extra Curricular activities for all students in year 9**Cadets - Increase enrolment in cadets (Year 9 – 11)Duke of EdinburghSports LeadersYoung Leaders. | 11Set up costs and cost of licences. | 10% increase in Cadet enrolment.All year 9 access an extra curricular course to enhance their life skills.Personal success stories for all studentsStudent voice reflects the help received. | Students’ lives are enriched. | **Two terms completed – student voice to be completed March 2020 collating feedback, did not occur due to lockdown.** |
| **Mentoring**Senior leadership provide:* Mentoring
* Growth mindset coaching
 | 8 | Student voice reflects the help received | Promote a love of learning to improve attainment | **Ongoing – mentoring was established, meetings conducted once per week.** |
| **Essa Experience**A range of experiences including:* First Aid qualification
* Work experience
* University trips
* Young Enterprise
* Earth Day

offered for all students across their 5year education. These opportunities are linked to a wider world with the view to ‘broaden minds, enrich the community and advance civilsation’ (Speilman). Trips are also linked to curriculum provision to enhance learning. | 36Cost of the providers to deliver the 60 experiences. | All students graduate within the Essa Experience parameters. | Promote a love for life. | **Impact tracked through certification at the end of the year which did not happen due to lockdown.** |
| **Careers programme**Programme timetabled with additional benefits for our pp students that include: * University visit
* College visit
* Careers fair

Personalised future careers path. | 10 | All students graduate within the Essa Academy Careers Programme. | All pp students access information and guidance for life outside Essa Academy that helps raise aspirations. | **Student Graduation.** |
| **Other** Provision of uniform and other items - bid pot. | 1 | Removal of barriers to learning for our pp students. | Students’ lives are enrichedThey can participate in Academy life with individual barriers removed.See results no barrier statement. | **Provision of computers, uniform, hardware (desks, beds), and food packages for individuals were provided.** |
| **Breakfast club** | 1 | Ensure all students can access a free breakfast. | Students are fed and so prepared to work. | **All students offered bagels etc. for morning breakfast.** |
| **Free School Meals (FSM)**Provision of personnel to oversee the roll out of FSM in lockdown, ensuring 100% of the vouchers were claimed. | 5 | Ensure all students access their FSM in lockdown. | Students are fed and are prepared to study. | **Over 3,000 vouchers claimed worth £75,000. 100% of vouchers were claimed. £5,000 spent providing immediate FSM Evouchers, prior to the Edenred programme commencing.** |