| **The 4 key barriers to closing the gap for our pupil premium students have been identified as:**  **Attendance;**  **Behaviour;**  **Reading ages and provision of intervention strategies; and**  **Welfare - access to opportunities beyond the classroom.** | | | | |
| --- | --- | --- | --- | --- |
| **Focus of intervention/areas of spend** | **Cost ‘000** | **Success criteria** | **Impact** |  |
| **Attendance** | | | | |
| Ensure attendance of our pupil premium 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 pupil premium priority, conduct follow up meetings with parents and ultimately issue court proceedings for persistent absentees to ensure attendance is maximised. | 27 | Attendance data is above national average (2018: 94.8%)  and within 1% of non pupil premium 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 |  |
| **Behaviour** | | | | |
| Ensure that the behaviour of our pupil premium 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 behaviour | 105 | Pupil premium students are rewarded on / above our non pupil premium students  Behaviour concerns are followed up by HOY on a timely basis | Improved behaviour for learning leads to improved progress and attainment |  |
| **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 (55% selected are pupil premium) * Students given additional learning support within the classroom * Commence a pupil premium accelerated reader program for year 7 in 3 form times per week for pupil premium students only * Introduce DEAR time to the school timetable   monitor impact and amend personalised provision.  Employ a whole school literacy lead who drives improvements in literacy across the Academy  54% (pupil premium 55%) of our students have a reading age < chronological age | 57 | Ensure 60% of our pupil premium students have a reading age:  above 10 prior to accessing KS3  above 12 prior to accessing KS4 | These students can access the GCSE curriculum  Improve progress and attainment across all subjects |  |
| **Provision of an EAL specialised team**  Ensure our EAL pupil premium 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 |  |
| **Peer tutoring**  Older, more able students support small group reading and comprehension |  | Improve literacy | Improve attainment and progress |  |
| **Attainment: Provision of Intervention Strategies** | | | | |
| **GCSE subject attainment**  Provide subject specific intervention sessions   * Before and afterschool program 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, Accelerated reader, 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 pupil premium 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. | 65 | Ensure our pupil premium Students attain the same progress as our non pupil premium students  Student voice of our pupil premium students is heard and responded to and is positive  Students are correctly guided through the options process to ensure the correct pathway for success | Close the pupil premium gap measured by progress in all subjects to within 0.1 |  |
| Focused intervention through the ‘Brilliant club’ in science and maths | 9 | HPA pupil premium students make exceptional progress in science and the humanities through small class intervention and external tutoring | Improve progress of selected HPAs to positive |  |
| Provision of additional support in core lessons from Bolton School students |  | Pupil premium students take small group intervention | Improve attainment and progress |  |
| **Music**  20 minute weekly peri music service sessions provided for pupil premium students  Provide lunch and afterschool music clubs | 8 | 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 students  Expand 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 pupil premium students |  |
| **Welfare** |  |  |  |  |
| **Provision mapping**  Establish a whole school provision map that ensures all our pupil premium students access the same opportunities outside the classroom as non pupil premium students | 17 | All pupil premium students are provided with the same opportunities as our non pupil premium students | Holistic education for all and fairness in access to all trips and clubs |  |
| **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 |  |
| **Eye Tests**  Students have appropriate eyewear |  | All pupil premium students are tested | Environment conducive to learning |  |
| **Forest Schools/Nurture group**  Vulnerable students are given additional support and mentoring | 12 | Attendance improves  Rewards increase  Behaviour points are reduced  Student voice reflects the help received | Attainment and progress improves for our pupil premium SEN students |  |
| **Links to external clubs**  External parties provide:   * Mentoring * Opportunities to attend milestone events * One to one tuition * Subscription to Youth Sport Trust * Access to BLGC for gym work * Access to golf tuition and other sporting initiatives | 21 | Attendance improves  Rewards increase  Behaviour points are reduced  Student voice reflects the opportunities received | Attainment improves and students’ lives are enhanced |  |
| **Provision of Extra Curricular activities for all students in year 9**  Cadets - Increase enrolment in cadets (Year 9 – 11)  Duke of Edinburgh  Sports Leaders  Young Leaders | 11 | 10% increase in Cadet enrolment  All year 9 access an extra curricular course to enhance their life skills  Personal success stories for all students | Students’ lives are enriched |  |
| **Mentoring**  Senior leadership provide:   * Mentoring * Growth mindset coaching | 8 | Student voice reflects the help received | Promote a love of learning to improve attainment |  |
| **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. | 36 | All students graduate within the Essa Experience parameters. | Promote a love for life |  |
| **Careers program**  Program timetabled with additional benefits for our pupil premium students that include:   * University visit * College visit * Careers fair   Personalised future careers path | 10 | All students graduate within the Essa Academy Careers Program | All pupil premium students access information and guidance for life outside Essa Academy that helps raise aspirations. |  |
| **Other**  Provision of uniform and other items - bid pot | 1 | Removal of barriers to learning for our pupil premium students | Students’ lives are enriched  They can participate in Academy life with individual barriers removed.  See results no barrier statement |  |
| **Travel**  Provide travel to ensure our pupil premium students:   * Attend school * Heads of Year make home visits to address personalised needs * Participate in experiences | 5 | Personalised provision is logged | Students can access all experiences the Academy can offer to raise aspirations and improve their life outside of the Academy. |  |
| Breakfast club |  | Ensure all students can access a free breakfast | Students are fed and prepared to work |  |