A screenshot of a cell phone

Description automatically generated

| **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 (Feb 2020)** |
| 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: 92.2%) and within 2% 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 | **Attendance**  **Half term 1** PP **95.85%**  **Half term 2** PP **94.89%**  (National 2018/19: 92.2%)  **Within 1.6% of npp.**  Next steps – to reduce the gap further with first phone calls, collections aimed at our pp students  **Persistent Absentees (PA)**  PP **5%** (2018/19 5%)  (National 2018/19: 22.8%)  **Permanent Exclusions**  PP **None** (2018/19 5 in total)  In order to improve the  **Internal Exclusions**  **Term 1**  **PP 41%** (2018/19 52%)  **Reduction in % Internal Exclusions** |
| 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 | **% Total behaviour points**  C1 **48%** pp v 52% npp  Homework **49%** pp v 51% npp  **Significant reduction in sanctions**  Next steps - Continue to monitor on a weekly basis through Climate data  **Average reward points**  337 pp v 333 npp  **PP average 4 more than npp**  **3 additional targeted parent’s evenings held with SLT and Faculty Leaders** |
| **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 pupil premium) * Students given additional learning support within the classroom * Commence a pupil premium Lexia Power Up program for year 7 in 3 form times per week for pupil premium students * 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 year 9  These students can access the GCSE curriculum  Improve progress and attainment across all subjects | Intense reading intervention has resulted in **70% of those selected making strong positive progress**  Next Steps – targeted intervention  In form time for years 7, 9 and 10 using Rapid Reader Plus, Reading Boxes and Toe by Toe according to their literacy needs |
| **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. Help these students access a full but appropriate curriculum with improved progress and attainment  EAL progress exceeds non EAL and is positive | **EAL predicted to out perform non EAL again**  **(2018/19 0.46 progress for our EAL students)** |
| **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, 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  **In 2018/19 pp progress exceeded npp and this needs to** be sustained.  **Additional Parent evenings held for years 10 and 11 for those students who are behind targets. Held 3 to date in 2019**  **No barriers surveys conducted for year 11 students to address barriers to learning.**  Next steps – year 10 and year 9 no barriers survey and additional parent’s evenings  Student voice of our pupil premium 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 program successfully supported year 11 revision process**  **All provided**  **All provided in years 10 and 11** | 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 | Ongoing |
| **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  Raise the profile of School bands, School Choir and the School productions  Improve attainment within the Arts faculty for our pupil premium students | **Music**  **PP predicted to out perform npp again (2019 positive 0.13 progress)**  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 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 | Provision map established |
| **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 |
| **Eye Tests**  Students have appropriate eyewear |  | All pupil premium students are tested  Environment conducive to learning | Ongoing |
| **Forest Schools/Nurture group**  Vulnerable students are given additional support and mentoring | 12 | Attendance improves  Rewards increase  Behaviour points are reduced  Attainment and progress improves for our pupil premium SEN students  Student voice reflects the help received | All students tracked |
| **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 improves  Rewards increase  Behaviour points are reduced  Student voice reflects the opportunities received  Next steps – Student voice to be conducted to assess impact at Easter  Attainment improves and students’ lives are enhanced | 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 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  Student voice reflects the help received  Students’ lives are enriched | Student voice conducted  Next steps – amend the provision in response to the feedback |
| **Mentoring**  Senior leadership provide:   * Mentoring * Growth mindset coaching | 8 | Student voice reflects the help received  Promote a love of learning to improve attainment | Ongoing |
| **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 | Impact being tracked through to certification at the end of the year to ensure 100% pass rate and improvement in level 1 certification |
| **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. | Impact being tracked through to certification at the end of the year to ensure 100% pass rate and improvement in level 1 certification |
| **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. | Ongoing  See results of no barrier statement followed up |
| **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. | Ongoing |
| **Breakfast club** |  | Ensure all students can access a free breakfast, ensuring they are prepared to work | Breakfast provided for all |