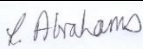




## Pupil Premium Action Plan – May 2019

| Great Barr Academy School's Pupil Premium Action Plan 2018-2019 |                |                  |   |
|---|----------------|------------------|---|
| <b>Headteacher name</b>   | Mrs I Abrahams | <b>Signature</b> |  |
| <b>Chair of Governors name</b>                                  | Mr P Hull      | <b>Signature</b> |  |
| <b>Reviewer name</b>  | Mr L Barker    | <b>Signature</b> |  |

| Pupil Premium Profile 2018-2019       |          |
|---------------------------------------|----------|
| <b>Number of eligible pupils</b>      | 742      |
| <b>Proportion of pupil population</b> | 47%      |
| <b>Total pupil premium budget</b>     | £688,325 |

### Executive summary

The strategy so far has focused mainly on staffing and additional interventions to support the students. The additional Departmental interventions have proven successful in impacting on the progress of disadvantaged students through increased exposure to a range of experiences both inside and outside of school. These have enriched the curriculum and offered experiences not previously known to the students. There are also direct examples where money has been used to provide out of school opportunities which have had a direct impact on students' GCSE grades.

Approaches at this point will provide more drive on quality-first teaching and first-wave interventions within the classroom as a result. Although interventions outside of classrooms will continue and more are proposed, EEF evidence suggests that the greatest impact lies in provision within the classroom. Therefore, greater staff training, sharing of best practice, and staff dedicated to improving outcomes for disadvantaged students will now be the focus. This should improve awareness of proven strategies to support these students in their learning and provide greater monitoring of the impact of strategies and progress of the students.

The overall aims of the plan:

- Reduce the progress gap between the school's disadvantaged students and others nationally by 0.2 initially
- Raise the in-school attainment of disadvantaged pupils to national standards
- Promote a more strategic and informed approach to improve standards of teaching and learning for disadvantaged learners

- Actions reviewed on 19.7.19
- Next visit: September 2019

## Key Approaches

| Approach   | Outcomes and success criteria  | Owner  | Milestones   | Completed | Review date | Total cost   |
|--|--|--|--|-----------|-------------|--|
| <p><i>Improve the quality of teaching to prioritise quality 1st teaching in all classrooms ensuring that teaching is nothing less than good across the school</i></p> <p>Action:</p> <ul style="list-style-type: none"> <li>• Lead Practitioner to provide training to staff (11.6.19) on EEF-proven interventions. Training planned collaboratively with Lead Practitioner and L Barker</li> <li>• Review the strategies used by teachers who have positive outcomes for disadvantaged students and ask them to share best practice at staff briefings, training, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff have greater knowledge of evidence-based research and where to find it</li> <li>• Greater knowledge of who students are and monitor progress in lessons and over time.</li> <li>• Staff have increased knowledge of how to support in their subject area as evidenced by minutes of Directors having run briefings and CPD sessions on PP</li> <li>• Disadvantaged students make at least good progress in July data</li> </ul> | <p>L Barker</p> <p>Directors of subject to follow up with teams to embed and consolidate further</p> | <ul style="list-style-type: none"> <li>• Design and deliver training to teachers and TAs – 11.6.19</li> <li>• PP plan shared regularly with staff and strategies embedded in briefings from 3.6.19.</li> <li>• Continue work in department teams – 18.6.19</li> <li>• July data drop for PP data impact – 18.7.19</li> </ul> |           | 19.7.19     | <p>£25,000 for bids from departments to improve outcomes</p> <p>£50 for resources for training session</p> |

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| <p><i>Improve literacy across the academy and a closing of the gap between PP and non-PP.</i></p> <p>Action:</p> <ul style="list-style-type: none"> <li>• Sharing of QLA data across school. Review schemes of work which focus on literacy priorities from QLA</li> <li>• Data on reading and spelling ages to be used by all staff to inform literacy materials and strategies shared in briefings to use in lessons and build on prior skill</li> <li>• Additional/TA support is in place to intervene with students, utilizing AR to select a small-group reader and working on comprehension and inference linked to QLA</li> </ul> | <ul style="list-style-type: none"> <li>• Schemes of work provide more scope for literacy priorities to be addressed.</li> <li>• Students have resources which match their needs as staff use Literacy data to inform literacy work with students.</li> <li>• Staff have effective strategies to use in supporting literature in the classroom.</li> <li>• Disadvantaged students make at least good progress through staff use of Y11 gain time to intervene through targeted in-lesson support and extraction intervention sessions using close-text reading and inference linked to AR tests</li> </ul> | <p>D Allen / L Barker</p> <p>J Weighall</p> <p>M Cassem</p> | <ul style="list-style-type: none"> <li>• Schemes reviewed – 18.7.19</li> <li>• AR data shared with staff and used in lessons – 24.5.19</li> <li>• Staff allocated to intervention – 7.6.19</li> </ul> |  | <p>19.7.19</p> | <p>£27,520 for Librarian time devoted to AR and PP support</p> <p>£29,812 for Lead Practitioner in Literacy to oversee PP Literacy strategy</p> |
| <p><i>Improve numeracy across the academy and a closing of the gap between PP and non-PP.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Prioritise basic operations competency, use of numeracy catch-up funding to support with additional resources to engage and visualise mathematical concepts.</li> <li>• Additional/TA support is in place to intervene with students, using the QLA and materials created by Maths team to support in lessons and</li> </ul>  | <ul style="list-style-type: none"> <li>• Numeracy priorities are addressed in lessons through mapping into schemes of work with opportunities to reinforce basic mathematical competency.</li> <li>• Basic competency is supported through form tutors running regular numeracy activities.</li> <li>• Resources available in Maths are supporting disadvantaged students and students are making at least good progress.</li> <li>• Disadvantaged students make at least good progress through staff use of Y11 gain time to</li> </ul>  | <p>D Allen / L Barker</p> <p>M Hunt</p> <p>S Sira</p>       | <ul style="list-style-type: none"> <li>• Schemes reviewed – 18.7.19</li> <li>• Tutor activities being used – 7.5.19</li> <li>• Staff allocated to intervention – 7.6.19</li> </ul>                    |  | <p>19.7.19</p> | <p>£30,513 for Lead Practitioner to oversee PP Numeracy strategy</p>  |

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| <p>extract students at risk of underperformance.</p>   | <p>intervene on numeracy both as support in lessons and through extraction for small group work based on QLA areas of weakness.</p>   |   |  |  |                |  |
| <p><i>Ensure that all PP students complete home learning tasks and that any resource barriers are identified.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Provide additional resources (including stationery sets for the students to keep) and space within school for students to complete home-learning.</li> </ul>                      | <ul style="list-style-type: none"> <li>• Disadvantaged students are supported in homework completion through daily breakfast club (punctuality, homework completion, progress, attendance, AtL).</li> <li>• Students can access IT facilities and after-school support through the provision of an after-school club</li> <li>• Students' access to homework tasks is ensured through being reviewed by Directors</li> <li>• Students can access the curriculum successfully through provision of basic equipment for learning</li> </ul> | <p>J Weighall</p> <p>Directors / M Hunt</p>                       | <ul style="list-style-type: none"> <li>• Breakfast club and after-school club set up by 24.5.19</li> <li>• Tasks reviewed and paper alternatives offered by 18.7.19</li> </ul> |  | <p>19.7.19</p> | <p>£500 breakfast club yearly cost</p> <p>£200 for costs to fund paper resources</p> <p>£2000 for funding of basic stationery sets for all PP students</p> |
| <p><i>Department bidding process for PP funding to enrich learning and cultural experiences.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Review enrichment opportunities within department teams via Director of subject in team meetings – brainstorm sessions to plan potential activities</li> <li>• Simplify bidding process</li> </ul> | <ul style="list-style-type: none"> <li>• Colleagues use the bidding process to ensure timely interventions bring about positive outcomes for disadvantaged students or resources resulting from the department bidding process are impacting on student engagement, learning and progress is evident.</li> </ul>  | <p>Directors of subject, collated by L Barker</p> <p>L Barker</p> | <ul style="list-style-type: none"> <li>• List for 2019-2020 created by 18.7.19</li> <li>• Redistributed by 24.5.19</li> </ul>  |  | <p>19.7.19</p> | <p>£25,000 allocated for bids</p>  |

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| <p><i>KS4 Maths and English outcomes improve from 2018 and there is an improvement in progress.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Specialist after school support for Maths and English and move into Y10. Interventions for key students to include small-group to work on key areas of weakness from the PLCs – AO2 and AO3 for English, and AO1 and AO2 for Maths.</li> <li>• Masterclass sessions and run into Y10 before mocks</li> </ul> | <ul style="list-style-type: none"> <li>• Year 10 EnMa attainment improves as matching meetings begin and target underperformance in Y10, ensuring good progress for disadvantaged students.</li> <li>• Disadvantaged students are supported and challenged to make good progress through support available both in and out of lessons.</li> <li>• Masterclasses scheduled for Y10 mocks.</li> </ul> | <p>L Barker / H Astle</p> <p>M Cassem / S Sira</p> <p>L Barker</p>          | <ul style="list-style-type: none"> <li>• 7.6.19 for first meeting</li> <li>• 7.6.19</li> <li>• 7.6.19 for rota</li> </ul> |  | 19.7.19 |   |
| <p><i>AHWM programmes raise the aspirations of students in the AHWM cohort (year 8 to 13).</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Promote careers fair event for Year 9.</li> <li>• Ensure all PP students have careers/aspiration interviews.</li> <li>• Raise aspirations in forms – aspiration display for careers.</li> </ul>   | <ul style="list-style-type: none"> <li>• Students are motivated through student voice conducted based on aspirations and these shared with parents</li> <li>• Awareness of future careers and pathways is increased through a Year 9 careers fair</li> <li>• Personalised advice is given to all students based on futures and this is shared via form displays to motivate</li> </ul>              | <p>L Hackett</p> <p>L Hackett</p> <p>L Hackett</p> <p>L Barker / M Hunt</p> | <ul style="list-style-type: none"> <li>• 30.6.19</li> <li>• 18.7.19</li> <li>• 18.7.19</li> <li>• 18.7.19</li> </ul>      |  | 19.7.19 | £175 for Career Advisor to run after school sessions over the year                              |
| <p><i>Attendance Warwickshire County Council Attendance, and compliance and enforcement services (ACE). This is to support our whole school attendance drive overseen by our school attendance officer.</i></p>   | <ul style="list-style-type: none"> <li>• Value for money of strategies is ensured through budget meeting to ensure attendance is improved at minimal expense.</li> </ul>  | <p>L Barker / N Pettitt</p> <p>A Williams</p>                               | <ul style="list-style-type: none"> <li>• 22.5.19</li> <li>• 18.7.19</li> </ul>  |  | 19.7.19 | <p>£15,770 for Warwickshire attendance</p> <p>£134,962 to fund Progress Leader PP Provision</p> |

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| <p>Actions:</p> <ul style="list-style-type: none"> <li>• Parent liaison per year group, starting with Y7 for engagement</li> <li>• Progress leaders (Heads of Year) run attendance workshops with PP students, based on attendance below 95% initially. Meeting with students initially, and then also inviting parents to a follow up session if attendance remains unaffected.</li> </ul> | <ul style="list-style-type: none"> <li>• Attendance is improved to national averages through increased Warwickshire funding to free up staff to mentor students more.</li> <li>• Progress Leaders are confident in using data to track attendance in relation to progress.</li> <li>• Students understand the importance of good attendance, through attendance sessions lead by Progress Leaders</li> </ul> | <p>L Barker</p> <p>Progress Leaders, overseen by AHT</p>                     | <ul style="list-style-type: none"> <li>• 28.6.19</li> <li>• June for initial meeting</li> <li>• July for second meeting with parents also invited</li> </ul> |  |         |  |
| <p><i>Vulnerable learners are provided with support to enable them to access the curriculum</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Secure speech and language therapist.</li> <li>• Raised profile of SEND through higher priority in agenda.</li> </ul>  | <ul style="list-style-type: none"> <li>• Profile of provision for disadvantaged students is raised at all levels through standing agenda items in a number of key meetings</li> <li>• Provision for disadvantaged students is comprehensive through support being clearly mapped into the calendar for next year</li> </ul>  | <p>L Barker / N Pettitt</p> <p>L Barker / C Randle</p> <p>L Barker / SLT</p> | <ul style="list-style-type: none"> <li>• 22.5.19</li> <li>• 7.6.19</li> <li>• 18.7.19</li> </ul>   |  | 19.7.19 |  |
| <p><i>Bespoke programmes within the SEND team to ensure those pupils who are disadvantaged are fully supported in their learning</i></p> <p>Action:</p> <ul style="list-style-type: none"> <li>• Monitoring process completed through lesson visits, work scrutiny, and student voice to</li> </ul>   | <ul style="list-style-type: none"> <li>• Progress of disadvantaged students is at least good through careful monitoring of programmes to ensure impact on progress and programmes are revised in light of findings</li> </ul>  | <p>L Barker / C Randle</p>   | <ul style="list-style-type: none"> <li>• 18.7.19</li> </ul>  |  | 19.7.19 | £29,812 to fund Lead Practitioner to oversee PP monitoring and CPD |

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|---|--|---|--|--|----------------|------------------------------|
| <p>check that programmes are being used and having an impact. Data in July used to check on impact.</p> <ul style="list-style-type: none"> <li>• Allocated a Lead Practitioner to help lead and support on provision for SEND and PP through monitoring on strategies and staff training</li> </ul>   | <ul style="list-style-type: none"> <li>• Standards of teaching, learning, and results are improved through a Lead Practitioner allocated to support with SEND and PP monitoring and resulting actions for staff CPD</li> </ul>   |   |  |  |                |                              |
| <p>Further actions:</p> <ul style="list-style-type: none"> <li>• Improved accountability for lead staff to evidence impact through regular updates to a central record of strategies and impact (student voice, reported data, work scrutiny, internal assessment data).</li> <li>• Increased sharing and collaboration between staff involved with oversight of PP to ensure a more cohesive offering for our students.</li> </ul> | <ul style="list-style-type: none"> <li>• Accountability is made clear and ensured through an initial meeting to inform staff of role and impact</li> <li>• Impact is carefully tracked and used to increase accountability through the creation of impact register to be held centrally and updated at least termly by all lead staff</li> <li>• Teachers become more aware of their role in raising standards for disadvantaged students through appraisal being linked to PP more explicitly through teacher standards</li> <li>• Communication and collaboration of best practice is improved through PP Hub meetings which happen half-termly</li> </ul> | <p>L Barker</p> <p>L Barker</p> <p>L Barker</p> <p>L Barker</p> | <ul style="list-style-type: none"> <li>• 6.5.19</li> <li>• 7.6.19</li> <li>• 18.7.19 ready for Sept 2019</li> <li>• First one held before summer 2019</li> </ul> |  | <p>19.7.19</p> | <p>£439.57 for day visit</p> |

|  |   |          |   |  |         |            |
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|  | <ul style="list-style-type: none"> <li>• New strategies and proven initiatives are explored through visits to other schools based on EEF Family of Schools</li> </ul>   |          |   |  |         |            |
| <p>Further actions:</p> <ul style="list-style-type: none"> <li>• Improve parental engagement through creation of calendar of key events which are planned strategically to engage parents early and retain engagement with this key group</li> </ul> | <ul style="list-style-type: none"> <li>• Parental engagement is improved via a strategic calendar of events early on in KS3 which promote and retain parental involvement – planned alongside Progress Leaders and pastoral staff.</li> </ul> | J Finlay | <ul style="list-style-type: none"> <li>• 18.7.19</li> </ul> |  | 19.7.19 |            |
| <b>Pupil premium expenditure:</b>  |   |          |   |  |         | 296,753.57 |

|  |                      |                |
|--|----------------------|----------------|
| <b>Agreed date for follow-up visit</b> | L Barker<br>B Pearce | September 2019 |
|--|----------------------|----------------|