

Pupil premium strategy statement (secondary)

1. Summary information					
School	Great Barr Academy				
Academic Year	2018/19	Total PP budget	£685,823	Date of most recent PP Review	July 2018
Total number of pupils	1750 (incl. 192 6 th form)	Number of pupils eligible for PP	724 Yr 7 – 108 (309) Yr 8 – 173 (313) Yr 9 – 137 (324) Yr 10 – 162 (299) Yr 11 - 144 (313)	Date for next internal review of this strategy	June 2019*
				** June 2019 - Progress to the Action Plan is discussed half termly at the Achievement Meetings	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2017, awaiting 2018)
% achieving English and Maths 4+ (2017-2018 only)	34.96%	71.2% (2017 national other)
% achieving English and Maths 5+ (2017-2018 only)	17.16%	49.4% (2017 national other)
Progress 8 score average	-1.09	0.11
Attainment 8 score average	31.51	49.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low levels of literacy (reading, grammar, spelling and punctuation) and extended writing tasks and numeracy
B.	Lack of future aspirations
C.	Attendance and punctuality to school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Poor home learning environment and exposure to enriched experiences
E.	Low levels of parental engagement

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Literacy levels improve (KS3 using Accelerated reader data); specific literacy programmes in year 7 and 8 (lunchtime sessions) show a good uptake and improved engagement with vocabulary; students are able to clearly plan an extended writing task and this is reported through feedback from humanities, English; numeracy levels begin to improve and students all know basic numeracy measures such as times tables (lead Practitioner numeracy).	Improved reading ages for students mapped through the AR data; numeracy testing and maths outcomes show a closing gap for PP to non PP in data for all year group
B.	Students become more aware of the career paths open to them post 16 which include apprenticeships, college and Sixth form leading to exposure to options in Higher Education.	<ul style="list-style-type: none"> - Provision in assemblies and PD days - Students have visited a university or place of employment
C.	Attendance and punctuality to school reaches national and there are no gaps with PP students	<ul style="list-style-type: none"> - Attendance rates show successive improvements during the academic year.
D/E.	Improved attendance of parents at parental workshops and progress evenings	Parents attend key events and begin to engage with school on a pastoral level as well as academic.

5. Planned expenditure

Academic year

£685,823

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we measure impact and ensure implementation is effective?	Staff lead	When will you review implementation?
-----------------	--------------------------	---	--	------------	--------------------------------------

<p>Improve the quality of teaching to prioritise quality 1st teaching in all classrooms ensuring that teaching is nothing less than good across the school</p>	<p>Whole staff training and active learning TLC sessions (twilight within department teams as per the CPD calendar. Targeted CPD sessions on INSET days where specific T&L needs have been identified in learning walks.</p>	<p>It is shown that the biggest impact on outcomes for disadvantaged students is the quality of teaching in the classroom. The current gap means that teaching in the classroom needs to be improved.</p>	<p>Monitored and analysed T&L data (through the QA cycle and FLMA) with student outcomes data (assessment calendar). HOD to review teaching group performance after each data drop with staff and to ensure that PP students are all reviewed.</p>	<p>Lead practitioners</p>	<p>Half termly updates at SLG</p>
<p>All staff use TIPs to identify areas of need in the classroom and specific targeted support for individual students identified as PP.</p>	<p>TIPs are used to identify intervention strategies for students who are underperforming relative to their FFT20 target grade.</p>	<p>Specific and targeted intervention that will support students in a personalised development programme informed by PLCs. Student progress monitored against the TIPS and reviewed by the TLR holder (KS3/4) and HOD with sampling for line management meetings.</p>	<p>Monitored through HODs with TIPs and then following each data drop a review of impact with a specific focus on underperforming PP students. All data interviews post assessments with HOD/teacher are to include a review of PP progress in the class. Any barriers are to be identified and then used to inform the data dashboard with intervention priority 1 fixed as PP.</p>	<p>Directors</p>	<p>After each data drop and with interim checks in department teams.</p>
<p>Improved literacy across the academy and a closing of the gap between PP and non-PP.</p>	<p>Lead practitioner to lead on whole school literacy and raising standards in the school as a whole. Any resources that act as barriers for PP students to be identified and supported through the PP fund. Guided reading will take place in year 7 (once per fortnight) differentiated according to their</p>	<p>Low levels of literacy are a barrier to student progress in all areas and part of the whole school development priority.</p>	<p>Impact will be measured by improved literacy skills across all year groups and this may be informed by qualitative observations such as improved SPAG in work sampling. Reading skills and reading speed will inform progress to this measure. Use of accelerated reader data.</p>	<p>FR</p>	<p>1/2 termly feedback on progress</p>

<p>Improved numeracy across the academy and a closing of the gap between PP and non-PP.</p>	<p>Lead practitioner to lead on whole school numeracy and raising standards in the school as a whole. Any resources that act as barriers for PP students to be identified and supported through the PP fund</p>	<p>Low levels of numeracy on entry are proving to be a barrier to progression in mathematics and this encompasses everyday numerical skills along with immediate recall of multiplication and division facts. The lead practitioner will implement a whole school coordinated approach.</p>	<p>Improved recall of basic numeracy facts with testing showing that key intervention areas linked to numerical skills are closing and that this is not a high frequency topic identified on the PLC. Student voice will demonstrate increased confidence.</p>	<p>SAK</p>	<p>½ Termly feedback on progress</p>
<p>Small group TA support and withdrawal for mathematics to allow targeted teaching</p>	<p>GM to deliver small group targeted sessions to allow students in years 7 to 11 to receive targeted small group teaching. In year 7 this will be informed by the KS2 question level analysis.</p>	<p>Students that are in need of additional support to close knowledge gaps do better when supported in a tutorial style setting.</p>	<p>Students will be withdrawn for a period of 4 weeks and progress will be monitored using the milestone tests.</p>	<p>SS</p>	<p>½ termly updates on progress through LM</p>

Ensure that all PP students complete home learning tasks and that any resource barriers are identified.	Home learning is set via a booklet for all students in KS3. A central record of all home learning is maintained by CS. After each home learning data input drop (centralised) CS to identify if there are any PP students who are not completing Home learning and JAB/CS to conduct student voice on identifying any barriers.	It is anticipated that more PP students will not complete their home learning. To ensure that there are no barriers to home learning completion (e.g. lack of resources at home). To encourage all students to complete their home learning (the library is a facility that students can use after school to support their learning).	Overview of the home learning checkpoint file and reviewing after each data drop. Monitoring that improvements have been made between home learning records.	CS	At each home learning checkpoint.
Department bidding process for PP funding to enrich learning and cultural experiences.	There is funding allocated in the budget for departments to 'bid' into to for projects that will enrich the learning experience of PP students. These projects must have clearly identified activities with measurable impact and link to enhance the literacy or numeracy of students.	The additional funding allows departments to look strategically at where they could better enhance learning e.g. English have bid for funds for the Young Shakespeare Company to come into school on 8.5.18 and they will be delivering Romeo and Juliet to enhance the literature element of the course. It enables students to identify with characters.	The approval of funding and the monitoring will be through demonstrating an impact as identified on the bids. Those strategies that do not generate a positive impact on student outcomes or cultural experiences will not be repeated.	JAB	
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>KS4 Maths and English outcomes improve from 2018 and there is an improvement in progress.</p>	<p>Use of specific ENMA sessions that will work with targeted year 11 students using the PIXL Horsforth Quadrant model (HELP/LELP)</p> <p>A specialist after school programme will also run for identified students in mathematics (MC)</p> <p>Workshops will be scheduled for all students in year 11 to support development in subjects (timetabled 3.30 to 5pm).</p>	<p>Some students need a specific small group intervention programme to further close knowledge gaps and improve their numeracy/literacy skills. Sessions will be weekly. Some students will be selected for more intense support using My Tutor.</p>	<p>A lead practitioner (SA) will be organising the sessions, monitoring attendance and progress to targets.</p>	<p>SA</p> <p>LB</p>	<p>Reviews will take place through the fortnightly ENMA meeting (Friday period 5 attended by: IA, JAB, LB, SA, SS, MC and JY remotely)</p>
<p>AHWM programmes raise the aspirations of students in the AHWM cohort (year 8 to 13).</p>	<p>Targeted students that are identified as AHWM will participate in AHWM events (a partnership between AHWM, BCU and GBA) to target and raise aspirations.</p>	<p>To ensure that students who may have a disadvantaged home learning environment are exposed to different aspects of education to include cultural and enrichment visits. This will include visits to universities, exposure to different careers (work visits), apprenticeship options and then parental workshops.</p>	<p>An AHWM coordinator is in place and works in the school 2 days per week and reports to the work related learning team on progress updating the DH (achievement) and AHWM central coordinator at regular meetings. Progress is monitored through students uptake/voice, parental engagement and academic progress updates</p>	<p>JAB</p>	<p>Half termly full update report meetings</p>

<p>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.</p>	<p>Commencing Sept 2018 service level agreement in place to work jointly to raise the profile of attendance with focus on improving home, school and community links. Early intervention to support Right Service, Right Time. School attendance officer to ensure that all attendance matters are identified and addressed through mini schools or the attendance officer themselves.</p>	<p>Attendance rates are a key driver for us and in improving PA figures to ensure that all children have access to an education. There is a need for ACE to work with students that are at risk of becoming persistently absent.</p>	<p>A service level agreement is in place and there will be scheduled communications (emails/meetings/telephone) between the ACE casework officer and the school attendance lead. Full updates will be provided every ½ term. Weekly updates on attendance figures through the attendance tracker for PP students, non PP student and all students. Use of form tutors to drive the attendance tracker every Monday in form time.</p>	<p>AW</p>	<p>Reviews will be termly Weekly updates for data through the attendance tracker to all staff.</p>
<p>Vulnerable learners are provided with support to enable them to access the curriculum</p>	<p>The ISU team identify any specific curriculum needs and small group work takes place in ISU to support vulnerable students. A nurture class is offered Year 7 to 11 (3 members of staff with small classes to support literacy and numeracy development. Entry level qualifications are offered where identified as being a suitable option for individual students. A</p>	<p>Some of the needs are high and need specialist support which is delivered through TAs and the ISU team. 1–2 -1 mentoring and small group mentoring of students. The nurture class offers support to those students who would otherwise struggle to access the curriculum.</p>	<p>Liaison with the curriculum team and achievement team through fortnightly SEN meetings and ensuring that curriculum pathways support vulnerable students. Managed by the SENCO and Deputy SENCO.</p>	<p>CR</p>	

<p>Bespoke programmes within the SEND team to ensure those pupils who are disadvantaged are fully supported in their learning</p>	<p>Year 11: focus intervention groups; 1:1 mentoring (formal session once a fortnight); baseline PASS test Friends for Life: small group extraction 1 or 2 session per week; focus on social interaction (PASS test) Word Wasp/Hornet: 1 to 1 support during form time; focus on reading; base line testing Salford Reading test Toe-by-toe support during form time; focus on reading Baseline with Salford Reading test. Precision Teaching: 1:1 specialised wave 3 intervention; literacy focus (Salford test to baseline) Rising Stars Year 7 small sized classes to support literacy (ZSO and maths (GM)</p>	<p>Students with SEND need small grouped focused intervention support.</p>	<p>PASS test (pre and post exit data) show positive improvement Salford reading test shows improved scores.</p>	<p>CR</p>	<p>½ termly updated to SLG Fortnightly updates at SEN Achievement Meeting.</p>
---	--	--	--	-----------	---

<p>Ensure that all students year 7 to 11 and particularly PP are informed about future choices and in year 9 supported through the options process.</p>	<p>A careers map is in place and through the use of assemblies, PD days and identified activities students will be supported in making informed decisions about their future. PD days provide opportunities for raising student aspirations and their awareness of their current progress to targets. Students are informed on how to make progress to targets. External providers are used and partnerships with employers such as Jaguar, Network Rail are used along with Birmingham City University.</p>	<p>It is anticipated that PP students may receive less guidance about higher education from home or about option choices and it is important that we support all students in moving forwards. Student voice suggests that aspirations are currently low</p>	<p>Quality assurance of PD day and work related learning by SLT (work related learning is line managed by JAB). Programmed timetable of activities encompassing all aspects of student future progression.</p>	<p>PD days: DA Careers: LH Options: EE/JAB</p>	<p>Options evening and PD days as per calendar</p>
<p>A specialist unit (ACE) for those students with social and emotional needs who may otherwise be permanently excluded from school</p>	<p>Those students who are at risk of being permanently excluded and who have deep needs are educated in the ACE unit. Students complete GCSEs and do work experience weeks throughout the academic year.</p>	<p>The students follow a timetable which allows them to achieve where they may otherwise have left school with no qualifications and the outcomes in ACE are good for these students. They are also supported through work experience placements.</p>	<p>Progress monitored through line management meetings and progress following data drops to identify students who may need further support. Work experience placements are monitored through the work related learning team.</p>	<p>BH/AW</p>	<p>Updates at SLG</p>
<p>Easter and May revision to secure improved GCSE outcomes for year 11</p>	<p>Revision sessions will be offered in some subjects during the Easter and half term holiday. These sessions are led by a specialist subject teacher.</p>	<p>The sessions provide students with revision support and are exam focused. They will be funded through the PP</p>	<p>Sessions monitored by LB and progress to student targets.</p>	<p>LB</p>	

<p>Catch up sessions for year 7 students who are below in English and Maths</p>	<p>Lunchtime sessions for students: Literacy – small sessions with staff (3 students reading a book and looking at spelling, key words and their meanings) Numeracy – small group sessions using sixth form students</p> <p>Focused sessions based on Harry Potter theme: 5 x 1 day sessions supported through the Harry Potter books and culminating in a trip to Harry Potter world</p> <p>Home learning club (lead by LP at lunchtime CS) and morning home learning club with breakfast provided (Wed/Thur/Fri) run by TA</p>	<p>Sessions will provide students with small group opportunities to improve their reading/literacy and numeracy.</p> <p>Students receive targeted support and materials to complete between sessions at home.</p> <p>Students have the opportunity to complete home learning in a structured environment with access to resources</p>	<p>Impact will show improved confidence with literacy and mathematics. SK will be overseeing the sessions and will report to JAB at least once per half term on progress</p> <p>Impact of improvements in student progress through baseline test at start and exit test at end.</p> <p>Improvements in home learning completion rates and attendance at the clubs.</p>	<p>JAB/SK</p> <p>CS</p>	<p>½ termly</p> <p>After home learning check-points</p>
<p>Progress leaders to work with 10 students in each year group to ensure that they develop their study skills</p>	<p>Progress leaders to run workshops for years 7 to 11 for students looking at motivation in years 7 and 8, aspirations in year 9 and then study skills in years 10 and 11.</p>	<p>Students need targeted support in all years and the coverage will be 40 students per year group across the Academy to ensure that we focus on key aspects that will support learning. It is known that some students need further support with their planning and direction.</p>	<p>In years 10 and 11 students will be able to evidence revision and a revision timetable that is monitored. In years 7 and 8 students will demonstrate increased engagement with learning (fewer BFL) and improved effort scores and in year 9 students will make appropriate choices for their options.</p>	<p>Progress leaders</p>	<p>Weekly updates on the PL agenda</p>

Total budgeted cost

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fewer behavioural incidents and detentions recorded	Pastoral managers to work closely with their Progress Leader to provide 1-2-1 support for students that are becoming 'repeat' offenders or whose incident list is increasing.	A dedicated team of pastoral managers linked with MH (KS3) to ensure that in all years we are aware of any PP students who are increasing their consequences and ensure that we act to prevent further escalation.	Regular meetings with students who are a cause for concern and lesson visits/monitoring of general conduct around the school site. A positive rewards approach for improvements.	Progress Leaders	Weekly updates to pastoral panel
Fewer INEX or Isolation events for students who are PP compared to their peers	Isolation manager to monitor the frequency of INEX or isolation days for students and to identify immediately any high frequency attenders and to flag this with the mini-schools where mentoring strategies/approaches will be put in place.	There is a need to ensure that those students who are disadvantaged are engaged in learning with positive behaviours for learning.	Implemented though the pastoral panel	ME (isolation)	Weekly updates to pastoral panel.
SLG mentoring of specific PP students who are HELP quadrant to improve outcomes and support anxiety issues and planning (year 11)	SLG to mentor those students who are HELP quadrant in year 11.	To ensure that HELP students have a mentor to support their revision programme and ensure that they are not suffering from anxiety or stress.	SLG will be assigned students and will be looking at meeting with them weekly and returning an update at SLG each week.	SLG	Weekly updates at SLG
Mosaic mentoring and ACT mentoring	Mosaic mentoring supports students with a mentor in business e.g. police officer, solicitor, banker and provides guidance and aspirations.	LELP students to form the priority cohort for PP mentoring in this bracket to raise future aspirations	Feedback from mentors and programme lead and student voice from students	LB	½ termly at SLG

	ACT mentoring supports on barriers to learning.	and improve engagements with learning and attendance to school			
Monitor the uptake at extra-curricular activities and promote uptake through a passport programme.	Investigate the use of a passport approach for students to stamp if they have attended extra curricular activities. Investigate any barriers to learning.	It has been shown that attendance at extra curricular activities increases engagement with school and contributes to improves outcomes. PP students are often attending in lower numbers.	Data on student uptake and feedback from students	CS	Termly updates
Breakfast club (all years) to ensure all students are ready for the day ahead	A daily breakfast club where students can complete studies and are prepared for the day ahead (staffed by a TA)	Breakfast is the most important meal of the day and in many cases those from disadvantaged backgrounds are not having a suitable breakfast. This will support that and ensure all children have the opportunity to eat before school.	Uptake on student numbers (register taken) and feedback from students.	TA	½termly updates
To increase parental engagement at KS3 for LELP students	Use of MH to focus on LELP students at KS3 – visiting lessons and improving parental contact trough regular contact and parental meetings	Ensure a high focus on those students/families who are not engaging with the expectations of the school.	Update reports from MH on behaviour and parental meetings.	MH	½ termly updates to SLG
Library to offer a suitable place for studies after school	Library is open after school and during break and lunch to ensure all students have a suitable environment to complete home learning.	We reduce the barriers to home learning by providing a suitable environment including access to resources and computers.	Monitoring of uptake to library sessions.	Library team	
To improve the well being of students	SC is a specific safeguarding officer who works to provide risk assessments and to manage safeguarding matters	Home visits and regular liaison with other agencies and partnerships. Aims to identify and remove any barriers to learning.	All records are kept and maintained.	CS	Regular updates With the lead DSL
Total budgeted cost					

--	--

6. Review of expenditure				
---------------------------------	--	--	--	--

Previous Academic Year				
-------------------------------	--	--	--	--

i. Quality of teaching for all				
---------------------------------------	--	--	--	--

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support				
-----------------------------	--	--	--	--

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

--	--	--	--	--

ii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
------------------------	---------------------------------	---	---	-------------

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

