



## Introduction

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

For the current academic year, schools/academies must publish a strategy setting out:

- The amount of the school's pupil premium allocation
- The main barriers to educational achievement faced by eligible pupils.
- How the grant will be spent to address these barriers, the reasons for this approach and how impact will be measured.
- How we will measure the impact and effect of its pupil premium spending.

The DfE does not expect schools/academies to re-evaluate their strategy annually but rather to:

- Provide details about the grant's intended use and impact for the period between September 2020 and March 2021.
- Monitor and report on the grant's impact at the end of the 2020/21 financial year.
- Set multi-year pupil premium strategies.
- Reduce workload by only giving these a 'light touch' review every year.

## Pupil premium spending: summary

SUMMARY INFORMATION			
Total number of pupils:	1374	Number of pupils eligible for pupil premium:	335
Amount of pupil premium received per child:	£955	Total pupil premium budget:	£320,000
LAC		Service Children	0
Date of most recent pupil premium review:	October 2020	Date of next pupil premium review:	October 2021

### STRATEGY STATEMENT

The core approaches at The Pingle Academy is to support students

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally.
- To reduce the progress gap between the schools disadvantaged pupils and others nationally.
- To raise the in-school attainment of both disadvantaged pupils and their peers.

A significant proportion of the Pupil Premium budget supports the funding of salaries for additional members of staff who provide a range of support to a high proportion of pupil premium students.

Support has been improved in the following areas:

- TBC - On site alternative provision
- KS3 Intervention teacher with specialism in supporting PP students with SEND.
- Literacy intervention TA(s)
- Seclusion room manager
- Free School Meal breakfast club supervision
- Family Services
- Student support workers
- Student welfare officer
- Attendance officer
- In addition to salaries financial support has been provided to students eligible for PP funding for uniform, trips, stationary, specialist equipment, books, revision materials, ipads, music lessons
- Students who are eligible for PP funding are supported with payments to be part of the 1:1 ipad programme running through 9-13.

## Assessment information

End of KS4 (for secondary schools)					
	2017.18 PP and non PP GAP	2018 .19 PP and non PP GAP	2019 .20 PP and non PP GAP*	2019.20 PP	2019.20 NON PP
% achieving 9-5 English and maths	32.3%	28.5%	17.4%	40%	57.4%
% achieving 9-4 English and maths	33.3%	26.7%	21.6%	58%	79.6%
Students with 1 qualification	6.2%	1.6%	7.1%	92%	99.1%
Average A8	17.58	10.01	12.82	38.66	51.48
Average P8	0.59	0.72	0.76	-0.51	0.25
9-5 Eng Core	29.0%	27.3%	18.8%	46%	64.8%
P8 Eng	0.36	0.77	0.73	-0.46	0.27
9-5 Maths Core	40.5%	20%	20.5%	48%	68.4%
P8 Maths	0.775	0.58	0.68	-0.04	0.64
Ebacc Achieved (%)	7.7%	5.4%	12.8%	2%	14.8%

## BARRIERS TO FUTURE ATTAINMENT

Academic and External barriers:

A	Lower attainment on entry for students eligible for PP than for non PP students which potentially results in lower expectations from the beginning of year 7. *(All year groups at The Pingle Academy are behind the National Average on entry for Eng/Maths or APS)
B	Average lower reading ages of students eligible for PP in key stage 3, which prevents students from accessing the the curriculum and making progress across all subjects
C	Engagement and attitude to learning in KS3 and 4 are more problematic on average for PP students and are having a detrimental effect on their academic progress and that of their peers.
D	Attendance during 2018-19 for pupils eligible for PP was 91.7% (whereas students' attendance for the whole academy was 94.3% ).This reduces their school hours and causes them to fall behind.
E	Absence and persistent absence rates are higher than national for our PP students when compared to non PP students.

## INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improve the outcomes of attainment and progress for eligible students.	Ensure gap between PP and Non PP does remains less than 0.5
B	Encourage the re-engagement in education by continuing to develop confidence, independence and equipped with the appropriate study skills to succeed.	All PP students return to the academy, when safe and allowed to do so. Reduction in number of lessons missed both from behaviour and other issues. Improved attitudes to school evidenced through pupil voice and attendance.
C	Increase self confidence, aspiration and resilience with PP students, and parents in order to create an environment where learners can flourish.	

D	Improved the attendance of PP students	Reduce the number of persistent absentees amongst PP students.
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## Planned expenditure for current academic year

QUALITY OF TEACHING FOR ALL				
Chosen action	Intended outcome and success criteria	How will you ensure it is implemented well?	Staff lead	Review Date
Quality first teaching	Evidence from the Sutton Trust suggests that highly effective teaching and teacher/student relationships are key to reducing in school differences between cohorts.	Faculty Progress Meetings Faculty Line Management Meetings Academic Summary Analysis (3x per year) Faculty quality assurance processes	MHA/SHA	Nov 2021
Quality and effective feedback	Students will be clear about what gaps they have in their knowledge and what strategies they can use to address them.	Low stakes formative testing in the classroom. Trust based assessment tasks	SHA	Nov 2021
Review of setting in y7 enabling more students eligible for PP to make expected progress at the end of the year in both English and Maths.	<p>This process will give priority to students eligible for PP regarding decisions about setting. Decisions are determined by SAT standardised scores in year 6 and then compared to MIDYIS scores early in year 7. <i>(NB- Midyis and teacher assessment for 2020 only).</i></p> <p>Class sizes considered to ensure that as a result of any uplift in setting no Non PP students are disadvantaged by being moved down a set to accommodate.</p> <p><i>Waldfoegel and Washbrook 2010 using data from the Millennium Cohort Survey found: "children from disadvantaged backgrounds were already up to a year behind more privileged children educationally by the age of 3.</i></p>	<p>All students sit their MIDYIS tests on entry to The Pingle Academy along with their national reading test.</p> <p>All tests should enable a fair reflection of their ability.</p> <p>Any large differences in performance will be identified and setting uplifts may occur to prevent gaps from growing further.</p> <p>This will take place in the setting review in December 2020 and will affect all teaching groups across Yr7.</p>	SHA/KRO/ NMA	Dec 2020

Accelerate progress of an identified group of underperforming disadvantaged students through a year 7 “nurture group”	<p>Ensuring transition information is accurate and provided in a timely fashion to identify the correct students for the “nurture group”.</p> <p>Students will be given additional resources to support their literacy and numeracy progression in a consistent environment.</p> <p>Employment of a skilled primary school teacher with experience of staff training within the local authority to deliver literacy to vulnerable disadvantaged students with emotional or social issues in year 7.</p> <p>This group will have increased levels of care and support, fewer class teachers and will have an added focus on literacy.</p>	<p>Priority afforded in the timetable construction to ensure specialist teachers are scheduled to teach the right subjects for the nurture group.</p> <p>A range of academy quality assurance processes.</p> <p>All students are provided with an inclusion profile and tracked concurrently using a new inclusion software (EduKey)</p> <p>Liaison with primary schools, SENDCo and core subject teachers to ensure correct students are targeted.</p>	LSL/CSO	Mar 2021
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## TARGETED SUPPORT

Action	Intended outcome and success criteria	Success criteria	Staff lead	Review Date
To improve specific weaknesses in literacy for underperforming year 7-9 PP and Non PP students in preparation for GCSE.	<p>Use of Teaching Assistants to deliver small group English intervention to students identified on specific weaknesses.</p> <p>Short term interventions based on specific need from the data and areas of weakness provided by the English teachers.</p> <p><i>Small group interventions with qualified and experienced staff have proven to be effective. EEF toolkit suggests that targeted interventions by TAs can be effective, with the correct focus and resources.</i></p>	Accelerated progress in English to enable students to better access both English lessons and the wider curriculum.	NTO/KRO	Feb 2021
To improve KS4 outcomes for underperforming PP students at all levels based on specific weaknesses.	Use of a small number of qualified and highly experienced Maths and English teachers to deliver small group intervention focussed on identified specific weaknesses to KS4 students in order to allow them to make appropriate progress and correct any gaps in knowledge.	Accelerated progress in Maths to enable students to better access both Mathematics lessons and numeracy within the wider curriculum.	NTO/NMA	Feb 2021

	<i>Small group interventions with qualified and experienced teaching staff have proven to be effective. EEF toolkit suggests that targeted interventions by highly qualified teachers can be very effective.</i>			
To deliver reading interventions, followed by comprehension interventions and inference training in KS3 to students who have low reading scores as identified through a recognised reading test.	Teacher/trained TA to deliver the training to some students who need targeted reading recovery and then subsequent literacy support in order to catch up and access their curriculum. This is a programme which has been independently evaluated and shown to be effective within this school and others. These could be short or long term interventions based on specific needs from data/assessments and areas of weakness provided by in school data and independent testing.	Improve a range of literacy skills for students with low reading scores. Reading age of students to improve throughout the year.	NTO/DS/SR	April 2021
Attendance for additional learning opportunities for disadvantaged students.	Track the attendance of PP students at lesson 6 and address any areas of non attendance for this target group.	Improved outcomes for attainment and progress in a range of GCSE subjects.	SHA/JDO	April 2021
Tracking of the attainment and progress of disadvantaged students	Data analysis of attainment and progress data, filtered by disadvantaged students to ensure that negative trends are addressed at the earliest stage.	HOF to identify underperforming disadvantaged students and allocate specific actions and support to rectify. VP to quality assure analysis and processes via FPM process.	SHA/HOF	Jan 2021/ April 2021/ June 2021
<b>OTHER APPROACHES</b>				
<b>Action</b>	<b>Intended outcome and success criteria</b>	<b>Success criteria</b>	<b>Staff lead</b>	<b>Review Date</b>
Increase attendance rates for pupils eligible for PP.	Academy EWO employed to improve the attendance of all students eligible for PP, via application of the academy attendance systems, liaison with early help and LA and analysis of data. Focus on home visits, the reintegration of persistent absentee students into lessons and provision of home tuition arrangements.	Improved attendance rates for all disadvantaged students. Improved tracking of disadvantaged "X" coded students as a result of COVID19 self isolation.		

	<p>Provision of a teacher to support the SENCO with improving the attendance of SEND students in receipt of Pupil Premium.</p> <p><i>Attainment for children cannot be improved if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p>	<p>Reduce the percentage of disadvantaged students who are persistent absentees.</p> <p>Reduce the percentage of disadvantaged students with punctuality that is cause for concern..</p>		
Engagement of students eligible for PP improves	<p>Funding for members of the Student and Parent Services team, to remove barriers to engagement of students eligible for Pupil Premium. This includes the Head of Student and Parent Services, together with 4 Family Support Workers.</p> <p><i>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for students of secondary age.</i></p>	<p>Improved social and emotional support for a large range of students.</p> <p>Reduction of the barriers to learning leading to improved attendance and engagement in lessons.</p>	MHU/Student/ Support Workers	Feb 2021/April 2021/June 2021
To remove financial barriers to learning through supporting payments for uniform, equipment and other educational resources and/or experiences. Support payments for all disadvantaged students to have 1-1 ipads in years 9, 10, 12 and 13.	<p>VP with responsibility for PP spending to allocate funds as required for students eligible for (LAC/PP/FSM).</p> <p>A large proportion of the overall funding is given to staff salaries to support the key measures identified above. A proportion of the budget is retained for "funds for application" to support parental financial requests as required.</p>	<p>Large variety of additional funding provided to support for parental requests for payments for educational resources and opportunities.</p> <p>No student is disadvantaged as a result of financial hardship for any educational resource or opportunity.</p>	SHA/FHA/ KWY	April 2021
To support a range of parents who would benefit from the services provided by the early help team based at Pingle.	<p>Caseload of the EWO and early help team to support all PP families who require support.</p> <p>Availability of academy resources such as time of Progress Leaders and academy staff to maintain students attendance.</p> <p>The overall PP allocation and subsequent salary costs of key support staff.</p>	<p>To provide support and training to parents as required.</p> <p>Attendance and engagement to parent classes</p> <p>Students to be supported by a large team of teaching and non teaching staff to remove barriers to learning</p>	MHU	April 2021

	<p>“Funds for application” limitations based on quantity of requests versus the opportunities on offer and how much financial support can be offered for each.</p> <p>No barriers to funding PP students for 1-1 ipads.</p>	<p>and provide aspirational support and guidance.</p>		
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**The following documents can be accessed on The Pingle Academy Website:**

**Pupil Premium Impact of Spend for 2019.20:**

- Information - Pupil Premium - Pupil Premium Impact of Spend 2019-20

**Pupil Premium Budget 2020-21:**

- Information - Pupil Premium - Pupil Premium Budget 2020-21