



LEADING
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STANDARDS FOR
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SUPPORTING
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ACHIEVING
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Ossett Academy
**Pupil Premium
Impact Statement**
2020-2021 and Covid-19 Revisions



A MEMBER OF
Accord
MULTI ACADEMY TRUST



OSSETT ACADEMY

Having reviewed the impact of our 2020-21 Pupil Premium spending, the Educational Endowment Foundation Pupil Premium Toolkit (EEF), the National Foundation of Educational Research (NFER) 'seven building blocks for success' and our Ossett Academy vision and six key drivers, these were used to underpin our Pupil Premium strategy for 2020-21 and to inform effective use of premium funding.

1. Summary information					
School	Ossett Academy				
Academic Year	2020-2021	Total PP budget	£256,077	Date of most recent PP Review	09/2021
Total number of pupils	1739	Number of pupils eligible for PP	308	Date for next internal review of this strategy	N/A

Year 2020-21	PP overall number	PP Male	PP Female
7	60	37	23
8	67	32	35
9	73	34	39
10	56	31	25
11	52	34	18

2. Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	Teaching and Learning: Staff understand and use strategies to improve teaching and learning and give appropriate intervention and support to help pupils learn.
B.	Homework/Revision/Organisation: The in-school gap between Pupil Premium and Non-Pupil Premium pupils indicate they need extra support with homework and revision for examinations.
C.	Numeracy: A higher proportion of pupils in the Pupil Premium group arrive with below average maths skills.
D.	Literacy Reading Ages: A higher proportion of pupils in the Pupil Premium group arrive with below average English skills. The higher attainers underachieve in English compared with their middle and lower counterparts. Some pupils eligible for the Pupil Premium have reading ages significantly below their chronological reading age.

Additional barriers

E.	Pastoral: Many pupils have emotional and behavioural disabilities (EBD), social skills difficulties, lack of home support, lack of breakfast, incorrect uniform and require counselling/mentoring and tailored intervention courses e.g. mental health and/or anger management.
F.	Alternative Provision: an appropriate and varied curriculum is devised to support all disadvantaged learners to succeed and reduce rates of internal and external exclusion.
G.	Attendance: An attendance gap exists between Pupil Premium pupils and Non-Pupil Premium pupils, (in particular Persistent Absence pupils).
H.	Enrichment and Aspirations: Many of our Pupil Premium pupils have had fewer life experiences and have not taken part in the same breadth of events as Non-Pupil Premium pupils e.g. enrichment activities, school trips, sports teams and pupil leadership groups.

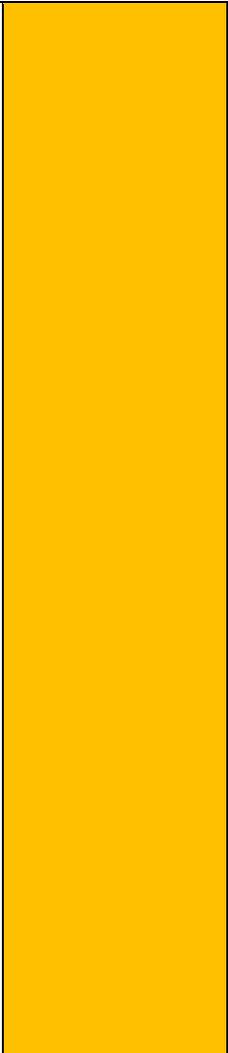
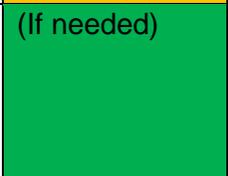
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A	High quality wave one teaching for all pupils. Effective data driven intervention which supports pupils learning. Disadvantaged pupils feel supported, behave well and complete homework and revision.	Gap between PP and national others decreases at GCSE.
B	Disadvantaged pupils have access to interventions to support learning and closing the gap.	Gap between PP and national others decreases at GCSE.
C	To close the gap by providing additional supplementary numeracy support thereby raising the attainment of those pupils.	Gap between PP and national others decreases at GCSE.
D	To close the gap by providing additional supplementary literacy support thereby raising the attainment of those pupils.	Gap between PP and national others decreases at GCSE.
E	Disadvantaged pupils access a variety of pastoral support e.g. The Hub and are supported to be fully equipped for learning and school.	Gap between PP and national others decreases at GCSE. Data demonstrates rates of exclusions for Disadvantaged pupils are in line or lower than national others. PP pupils better equipped to navigate Academy life and beyond.
F	Disadvantaged pupils access a variety of alternative provision tailored to their individual needs.	Reduced NEET figures. Reduced rates of internal and external exclusion.
G	To improve and secure attendance that is at or above national others for disadvantaged pupils, thereby significantly reducing Persistent Absence (PA).	PP attendance in line with National others.
H	Disadvantaged pupils experience a range of extra- curricular activities and have opportunities to participate in school trips and post 16 events.	Opportunities to participate in wider experiences leads to an increase in aspirations as demonstrated by destination data.

4. Strategies to overcome barriers

Academic year 2020-21

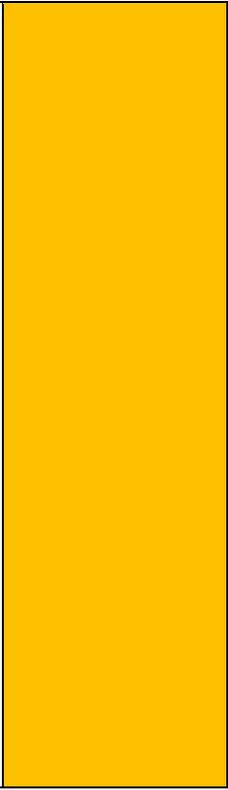
i. Quality of teaching for all

Action	Intended outcome and evidence and rationale for this choice	Lessons learned	Impact and next steps	Staff lead	To be continued 2021-2022?
<p>Awareness of Disadvantaged First strategy across the Academy at all levels</p>	<p>To continue to raise whole school awareness of the Accord Disadvantaged First strategy, our Disadvantaged cohort and their barriers.</p> <p>EEF Guide, June 2019 – <i>‘When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.’</i></p>	<p>The Disadvantaged First Strategy needs to be a consistent and relentless strategy when teaching in school and when teaching remotely in lockdown.</p> <p>The strategy became even more important during lockdown and had to be flexible to meet the needs of a different way of teaching.</p>	<p>Disadvantaged First Strategy importance and profile was maintained at all levels of the Academy through continuous professional development (CPD) for both in the classroom and teaching remotely.</p> <p>Knowledge of Pupil Premium pupils and their barriers by staff is developing and strong in many departments, as evidenced on seating plans and questioning.</p> <p>Next steps - 2021-2022 there will be increased focus on the Disadvantaged First Agenda through the new Teaching and Learning Development Group. This will look further into good practice in the classroom and seek to disseminate this across the Academy.</p>	ETA	

<p>Disadvantaged First - Quality First Teaching and Learning</p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through relentless focus on quality first teaching by all staff.</p> <p>EEF Pupil Premium Guide – “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.”</p>	<p>Regular focus on Disadvantaged Quality First Teaching through regular whole school CPD e.g. Accord Classroom re-visit.</p> <p>Specific Disadvantaged First focus with Year 10 – Super Sixty.</p> <p>Awareness of this cohort shared with Curriculum Team Leaders and with curriculum teams.</p> <p>Regular contact with Senior Leadership Team (SLT) members in the build-up to the ‘One Big Year’ and PPE 1s.</p>	<p>Gap between non-PP and PP has maintained a steady improvement between 2019 overall PP P8 in 2019 of -0.64 to TAG overall P8 in 2021 of 0.30. Internal data for current Year 11 evidences a continued closing of the gap between DP2 and DP3 (following PPE1 held in Term 3 Year 10).</p> <p>Deep dives and regular lesson visits demonstrate evidence of impact of quality first teaching and learning:</p> <p>Majority of Pupil Premium pupils were being regularly targeted for questioning by teachers.</p> <p>Where there were issues with Quality First Teaching, subsequent support including 12-1 work with staff showed clear improvements.</p> <p>Next steps – For 2021-2022 there will be a shift in focus to strengthening Oracy and Literacy in the classroom (‘Think It’. ‘Say It’)</p>	<p>ETA, SLT</p>	
<p>Disadvantaged First -remote learning development</p>	<p>Consistent implementation of the Accord classroom in both face-to-face and remote learning.</p>	<p>The importance of all Disadvantaged pupils having access to suitable IT equipment to access remote learning.</p>	<p>All Disadvantaged pupils had access to remote learning. 145 laptops loaned to pupils during lockdown.</p>	<p>ETA/ARE</p>	<p>(If needed)</p> 

	<p>EEF COVID 19 support – “Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing CPD e.g. focused training on the effective use of technology – is likely to be valuable.”</p>	<p>Regular rewards for engagement and completion of work during lockdown.</p> <p>Regular monitoring of engagement in work during lockdown.</p>	<p>Weekly tracking of engagement evidenced a reduction in pupils not engaging or partially engaging throughout the remote learning term.</p> <p>January 2020 = 92% compared to February 2020 = 94% engagement of Disadvantaged pupils in remote learning.</p> <p>Weekly tracking of Above and Beyond rewards evidenced Disadvantaged pupils were being rewarded relatively in line with non-Disadvantaged. This was maintained throughout the lockdown term and increased with Years 10 and 11.</p> <p>Spring term (remote learning): Overall % of our Disadvantaged cohort who received at least one Above and Beyond reward (Years 7-10) = 93% (non-Disadvantaged = 97%).</p> <p>Summer term (classroom learning): Overall % of our Disadvantaged cohort who received at least one Above and Beyond reward (Years 7- 10) = 81% (non-Disadvantaged = 86%)</p>		
					<p>Cost £24,872.80</p>

ii. Targeted support					
Action	Intended outcome and evidence and rationale for this choice	Lessons learned	Impact and next steps	Staff lead	To be continued 2021-22?
<p>Application of Disadvantaged First strategy through CORE, Subject and Student AIMS</p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through amending and developing the Accord AIM interventions to proactively meet the needs of our disadvantaged learners.</p> <p>To enable the tailoring of interventions to specific subject areas and barriers.</p> <p>To raise awareness of disadvantaged pupil barriers and share good practice.</p>	<p>The Core and Subject AIMS are becoming an increasingly powerful tool to both identify and intervene with disadvantaged pupils.</p> <p>Curriculum Team Leaders have become better at identifying which pupils need intervention and when, and understand that actions need following up on, as the impacts of these will be measured at the next AIM meeting. This is a further improvement from last year.</p> <p>Student AIMS: Year 9 Next Steps strategy was trialled term three with a focus on specific barriers and ensuring interventions were in place where needed.</p> <p>The Directors of English and Maths were able to pull together a Literacy and Numeracy Disadvantaged cohort where intervention was put in place ready for September 2021 to further support with their first GCSE year.</p>	<p>Gap between non-PP and PP has maintained a steady improvement between 2019 overall PP P8 in 2019 of -0.64 to TAG overall P8 in 2021 of 0.30.</p> <p>Year 9 Student AIM trial was significantly disrupted due to sporadic COVID attendance in term three. However, a review was held and despite circumstances there were early positive indicators. An increase in the number of pupils on Pastoral Year Leader report led to an improvement in behaviour for two disadvantaged pupils and an improvement in attendance for two further pupils.</p> <p>Next steps: to roll out the Year 9 Student AIM trial to all year groups.</p> <p>The introduction to a Period 7 (Tues/Wed/Thurs) for all Year 11 to increase intervention and closing the gap.</p>	ARE/ETA	

<p>Year 11 SLT support programme</p>	<p>Ensure high quality support provided for those pupils identified as having a 'barrier' to performance via mentoring with a high-profile members of staff with a good relationship with pupils.</p> <p>Continue to raise awareness of disadvantaged pupil subject barriers and provide further support.</p> <p>Several EEF studies show that academic mentoring has an impact on attendance and attainment.</p>	<p>Given the lockdown in Term Two, this strategy was swapped to Year 10 and a 'Super Sixty' created with SLT support for thirty pupils. Full cohort shared with Curriculum leaders and faculty teams.</p> <p>This strategy also had the bonus of helping to maintain/raise the profile of our Disadvantaged pupils in the classroom, as regular SLT visits and discussions with classroom teachers were vital in identifying and addressing individual subject barriers.</p>	<p>100% of SLT met with their mentees to provide support with barriers.</p> <p>Analysis of internal data (DP 2 and 3) evidenced that 47% of the Disadvantaged pupils in the 'Super Sixty' improved their overall P8 (9 out of 19).</p> <p>Internal data for current full PP cohort Year 10 evidenced a continued P8 closing of the gap between DP2 and DP3 (following PPE1).</p> <p>Next steps - Following PPE1s and DP3 - 'Super Sixty' to be reviewed and the strategy to continue with tighter guidance on best practice with SLT support.</p>	<p>ETA, SLT</p>	
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<p>Remote learning support for Disadvantaged First</p>	<p>Ensure all pupils know how to access Teams through high quality CPD delivered through form tutors.</p> <p>All teaching staff to share how to access subject work for pupils to complete.</p> <p>Ensure disadvantaged pupils understand what they are required to do with regards to homework and revision.</p> <p>Evidence from EEF (April 2020) identified increasing Gaps in pupil achievement during lockdown.</p>	<p>A swap from Show My Homework to Microsoft Teams was supported with a variety of staff CPD and pupil support through form tutors and subject teachers. This led to Microsoft Teams already being used by pupils before lockdown Term Two.</p> <p>During lockdown Term Two, further support was needed for staff, parents and pupils with remote learning – weekly live events were set up to address this.</p> <p>During lockdown Term Two, it was important to support parents/carers with ongoing school events such as understanding how remote learning worked and the importance of engagement, annual reports remotely, reducing any anxieties around returning back to the Academy, supporting with Year 10 Fast Track subjects remotely and their understanding of this process and the GCSE options process.</p>	<p>Staff CPD folder set up on SharePoint with a 25 short support videos/guides for developing and tracking remote teaching and learning with staff. Weekly tracking of pupil engagement evidenced a reduction in pupils not engaging or partially engaging throughout the remote learning term.</p> <p>January 2020 = 92% compared to February 2020 = 94% engagement of Disadvantaged pupils in remote learning.</p> <p>Disadvantaged parents/carers accessed live events and were able to utilise their support:</p> <p>Weekly SLT Live Parents' Events and SLT or Pastoral Leader Pupils Live Events held throughout Term Two via Teams.</p> <p>Support provided for how to access remote learning, how parents can support their child with remote learning, how to revise, promoting positive recognition, subject spotlights, outlining plans for the Academy to re-open and mental health support.</p>	<p>ETA, ARE</p>	<p>(If needed)</p>
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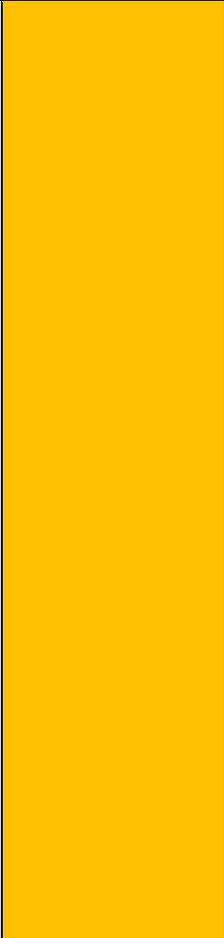
			<p>These all resulted in increased levels of engagement in remote learning.</p> <p>Year 7 Supporting Success Event held 09.02.21 via Teams. Disadvantaged parents/carers accessed subject specific good practice with how to support their child at home following their annual report, especially where their child may have fallen below expectation. This resulted in maintaining a 95% Disadvantaged engagement from Year 7 pupils throughout lockdown.</p> <p>Year 8 Supporting Success Event held 25.03.21 via Teams. For disadvantaged parents / carers on how to support their child with return to learning and how to support with English, Maths & Science at home to help close gaps from lockdown. This resulted in maintaining a 82% Disadvantaged engagement from Year 8 pupils throughout lockdown.</p>		
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			<p>Year 10 Supporting Success Event held 18.03.21 via Teams. Disadvantaged parents/carers were supported with how to best prepare their child to complete their Year 10 Fast Track subjects. Subject specific support was given and the awarding process from Summer 2021 explained. This resulted in an increase to 98% Disadvantaged engagement from Year 10 pupils by the end of lockdown.</p> <p>Year 8 Options Live Event held 28.01.21 via Teams. Disadvantaged parents/carers were supported with how this options process worked so that their child could make successful options choices. This contributed to 97% of Disadvantaged pupils gaining their first options choices.</p>		
<p>Literacy support and Academic Tutoring – KS3</p>	<p><u>Year 7 support:</u> Ability of our year 7 intake is understood without SATs scores so that focused intervention can take place to fill gaps in literacy.</p> <p><u>Registration activities:</u> Work scrutinies, testing and pupil voice show improving security in accuracy and wider Literacy skills.</p>	<p>An alternative method of establishing the starting points of pupils regarding their reading age and comprehension.</p> <p>Explicit monitoring through definable measurements of progress needed.</p>	<p>Implementation of NGRT and NGST testing to provide robust data individual to all pupils. All pupils in Years 7,8 & 9 tested. This led to the creation of two English groups who would access Literacy Planet in their Literacy hour 2021-22.</p>	KBD	

	<p>Literacy Registration Activities have opportunities for re-testing and these clearly display that this intervention is having an impact.</p> <p><u>Academic Tutoring:</u> To close gaps in knowledge in identified subjects through developing interventions to proactively meet the needs of our learners to ensure a positive P8 score</p>	<p>Tracker created in order to measure the progress of identified pupils more thoroughly.</p> <p>The application and provision of specifically focused materials and objectives has improved the quality of the provision.</p> <p>When a new strategy is introduced or new method of delivery, explicit CPD must be given to support staff and ensure a successful delivery of the intended program.</p> <p>Small group additional literacy lesson with withdrawal from other subjects need to consider the benefit of the other subject as at times this subject would also support their literacy therefore is counterproductive.</p> <p>During lockdown, tutors were assigned pupils to work with within our ECP.</p> <p>In school, tutors were assigned to work in classes as an additional support. Identifying key pupils within a class allowed the impact to be much greater than 1:1 provision.</p>	<p>Improved oracy and articulation of ideas in pupils seen through lesson visits.</p> <p>Withdrawal groups in enrichment have been unable to go ahead due to COVID and the disallowing of mixed bubbles.</p> <p>Academic Tutor impact: Tutor 1 (Year 7): 50% of pupils assigned to work with in the ECP were performing in line with their individual Starting Points following intervention. Tutor 1 (Year 8): All 3 pupils improved performance but all still underperforming compared to Starting Points.</p> <p>Tutor 1 (Year 10): 71% of pupils improved their grade performance in the end of year PPEs.</p> <p>Tutor 1 (Year 11): Pupils who had isolated significantly completed portfolio pieces to the expected level according to their pathway.</p>		
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		<p>Pupils accessed support more quickly. Where clusters of underachieving SP2-4 pupils have been identified in KS3, according to the skills criteria they are assessed against, the provision of in class support is now provided by Academic Tutors.</p> <p>Feedback was more proactive and therefore allowed pupils to adapt their work independently.</p>	<p>Pupils in year 11 at California Drive obtained a portfolio of work to evidence a grade, where previously predicted a Grade U.</p> <p>Next steps - Academic tutors to continue to work in classes with identified pupils. California Drive continues to be supported.</p> <p>Literacy Planet launched with cohorts identified through testing.</p>		
<p>Numeracy support and Academic Tutoring – KS3</p>	<p>To improve the <u>core numeracy skills</u> of pupils who enter the Academy with low levels of numeracy.</p> <p>Pupils with low levels of basic numeracy struggle to access the curriculum in maths and around the school.</p> <p>An updated <u>KS3 curriculum</u> for pupils with a structure and resources provided to support the teacher.</p> <p>Focussing on developing <u>core numeracy skills</u> will allow them to engage in the curriculum.</p>	<p>COVID has resulted in a reduced number of pupils accessing tutoring due to the disruption to the school year. Next year more pupils should have access to the tutoring programme.</p> <p>The focus this year has been pupils with low numeracy on entry to the Academy. Next year we want to expand to include higher attaining disadvantaged pupils who are below expectation.</p> <p>The strategies included within the curriculum (4 box starter, prior knowledge, unit assessments and fluency booklets). Work needs to be completed to quickly embed the strategies new members of staff.</p>	<p>Numeracy ninja scores (core numeracy) have significantly increased for the disadvantaged pupils accessing the program. In cohort 1- Y7 disadvantaged pupils improved by an average of 130% moving from 9/30 to an average of 20/30. Y8 disadvantaged pupils improved by an average of 50% in this period.</p> <p>In cohort 2- Y7 disadvantaged improved by an average of 68%, Y8 disadvantaged improved by an average of 27%, with Y9 being included in cohort 2 and making average improvements of 68%.</p>	DSI	

		<p>We know over the course of the year COVID has caused more disruption to the disadvantaged pupil's education than their more advantaged peers, next year we need to continue the monitoring of interventions and curriculum changes with reduced COVID disruption.</p>	<p>Key stage 3 curriculum redevelopment has ensured improved standard of teaching and learning across KS3. Learning walks from CTLs and the Subject Director highlight these improvements.</p> <p>The prior knowledge assessments and fluency booklets ensure there are a continual recap of core skills. In addition the tutoring program supporting those falling behind. The data referenced above shows the positive impact on core numeracy skills. In addition the data shows that the proportion of disadvantaged pupils at or exceeding expectation in Y8 and Y9 has remained relatively steady. The proportion of Y7 pupils has dropped slightly.</p> <p>Next steps - Tutoring program to be expanded to focus on KS3 disadvantaged pupils identified as being below expected on both the core and extension maths pathways, in addition to the numeracy ninja's focus.</p>		
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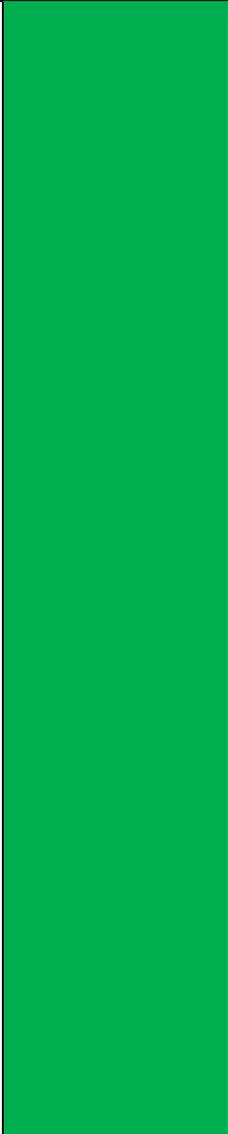
<p>Homework and revision support</p>	<p>Teaching staff use interleaving practice strategies routinely in lesson and check Disadvantaged pupils work first.</p> <p>Homework club to support pupils with homework and routines.</p>	<p>Interleaving introduced in several faculties as standard practice.</p> <p>Year 10 Live Parents' Event held to launch 'One Big Year', upcoming Y10 PPE1s and three subject specific revision assemblies were held in form-time to support in the run up to PPE1s.</p> <p>Homework club needs to be relaunched in the LRC from September as a provision for Pupil Premium pupils - promote home learning. Due to Covid restrictions, homework club was unable to run regularly during 2020-2021.</p>	<p>Gap between non-PP and PP has maintained a steady improvement between Year 10 Data Point 2 P8 -0.24 to Year 10 Data Point 3 P8 -0.19</p> <p>Deep Dive pupil voice evidenced that most pupils understood what interleaving was, why it was used and were very positive about how it benefitted their learning.</p> <p>Three weeks of subject revision P7 sessions were held and subject specific revision assemblies, in the run up to PPE1s to support revision. P8 from Data Point 2 to Data Point 3 shows improvement between Year 10 Data Point 2 P8 -0.24 to Year 10 Data Point 3 P8 0.19.</p> <p>Next steps - To focus on homework support at KS3.</p>	<p>ARE/ETA</p>	
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<p>Transition support</p>	<p>One-to-one support for disadvantaged pupils through the transition process from primary school to Ossett Academy to ensure that pupils are prepared for their move to Ossett Academy and parents/carers are engaged with the Academy.</p> <p>EEF evidence suggests that 'transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.'</p>	<p>Virtual process was enhanced from previous year, although plans were in place to also hold taster day onsite this did not go ahead due to Covid.</p> <p>Increased visits to primary schools, increased live events for parents, increased written and electronic communications to parents.</p> <p>Summer school opened to full year 6 cohort on admissions list for Ossett and initial take up was estimated at 80-100 pupils.</p>	<p>Number of Disadvantaged pupils on our Summer School Cohort was 21 (13% of Summer School cohort) Number of pupils that are both SEN and PP on Summer School Cohort was 4.</p> <p>Next steps - Repeat process for next year, running days onsite to enhance the virtual experience.</p> <p>Summer School was funded by DfE as a year 6 catch-up. If funded by DfE in next year will repeat similar format.</p>	<p>SGI</p>	
<p>Catch Up funding initiative</p> <p><i>See Catch Up Strategy 20202021 for more detail</i></p>	<p>To work towards closing the P8 gap between disadvantaged pupils and non-disadvantaged pupils through developing interventions to proactively meet the needs of our disadvantaged learners.</p> <p>EEF Covid 19 Support Guide for Schools states that - '<i>Research conducted by the EEF and others around the world strongly suggests that compensating for the negative impact of school closures on the gap will require a sustained response.</i>'</p>	<p><i>See Catch-Up review 2020-2021 for lessons learned.</i></p>	<p><i>See Catch-Up review 20202021 for impact</i></p>	<p>ARE/ETA</p>	<p>Separate Catch Up document</p>
Cost					£61,793.64

iii. Other approaches					
Action	Intended outcome and evidence and rationale for this choice	Lessons learned	Impact and next steps	Staff lead	To be continued 2021-22?
'Disadvantaged First' Attendance initiative	<p>To ensure an improved attendance of the disadvantaged cohort. This improved attendance should lead to an improvement in attainment.</p> <p>By making sure disadvantaged pupils are targeted first this should have an impact on disadvantaged attendance.</p>	<p>EWO and PYL Fast Track process with a clear focus on PP pupils and SEND pupils.</p> <p>Attendance phone calls with a priority on PP pupils to ensure known absence, with further capacity would want to increase calls to remind pupils/parents that are PP to return following Self Isolation and lockdown and which day.</p> <p>Home visits and welfare calls by attendance team after 3 days of absence.</p> <p>Home visits prior to Year 10 Supporting Success evening to those PP families known to not engage.</p> <p>Re-launch of pupils using attendance tracker pages in planner and adding RAG stickers each week.</p>	<p>From the 80 pupils placed on fast track only 5 of these have progressed to FPN and 2 to prosecution, so 75 pupils successfully improved their attendance.</p> <p>During lockdown: 673 pupils received 1 or more welfare calls 6 pupils had at least 1 welfare meeting 87 pupils had at least 1 home visit.</p> <p>Of the above 169 were Pupil Premium – this equates to 25% -above our Disadvantaged average of 21%.</p> <p>Focus on PP half term 5 with 10 pupils per year group for 'quick wins' led to 0.10% increase.</p> <p>Next steps - Continue to use Fast Track, FPN and Prosecutions next year.</p> <p>Continue PP home visits and attendance stickers weekly.</p>	SGL, EWO	

			Need a new strategy for year group focus as not shown enough positive impact.		
'Disadvantaged First' Pastoral initiative	<p>To use the Student AIMS to identify and remove barriers for individual pupils.</p> <p>To assess the impact of interventions and change them where necessary.</p> <p>By sharing information through Student AIMS subjects should be able to put appropriate interventions in place to have an impact with individual pupils.</p> <p>By monitoring the impact of interventions, effectiveness can be judged, and only appropriate interventions used and continued.</p>	<p>Created and developed Inclusion Panel with a tracker for pupils in each year group to target, this led to targeted support based on need with a priority placed on PP pupils.</p> <p>SEND and PP Deep Dive led to staff training to increase Wave 1 in the classroom and Increasing effectiveness of Learning Mentors working individually and in small groups.</p> <p>HUB Learning Mentors working directly with pupils on Outcome Star following Inclusion Panel Meetings.</p> <p>Training and implementation of Outcome Star as assessment and review tool to help identify and reduce barriers to learning.</p>	<p>123 pupils identified and supported through the inclusion panel, reduced to 47 pupils at the close of the year still requiring further support – showing that 76 pupils benefitted and responded to interventions and support.</p> <p>Over 24,000 Above and Beyond messages sent via MCAS.</p> <p>Mental Health Intervention increased - 28 Disadvantaged pupils accessed this support over the academic year, representing 23% of the Mental Health Officer's cohort.</p> <p>Outcome Star impact: Pupil 1 - improved in 3 areas of the Star: School & Learning, Your Routine, Attention and Organisation this helped reduce his C4 for standards, detentions, and behaviour.</p>	SGI, EGR. ASM	

			<p>Pupil 2 - improved in 3 areas of the Star: How you Behave, Family and Being Healthy this helped reduce his C4 removals from lessons, his behaviour around school and helped support his relationships with home.</p> <p>Pupil 3 - although we didn't complete a second Star (due to Self-Isolation) he improved and had reduced behaviour incidents.</p> <p>Pupil 4 - improved in 4 areas of the Star: Family, Attention and Organisation, How you Feel and Friends. Student is now attending Star Bereavement in Wakefield.</p> <p>Pupil 5 - improved in 2 areas of the Star: School and Learning and How you behave, her C4s were reduced for her behaviour in lessons.</p> <p>Next steps - PYL and Inclusion Tracking meetings scheduled for next year. Continue use of Outcome Star. Continue to use praise. Continue level of Mental Health support.</p>		
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<p>First' Aspirations initiative</p>	<p>To prevent pupils becoming NEET post 16.</p> <p>To ensure all Disadvantaged Pupils are making the right option choices at Year 10.</p> <p>To raise aspirations of Disadvantaged Pupils at KS3.</p> <p>EEF evidence on aspiration – <i>'Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves.'</i></p>	<p><u>NEET</u>: Year 11 Pupil Premium pupils targeted as a priority for one-to-one Information, Advice and Guidance with next steps 1618.</p> <p><u>Alternative provision</u>: vital provision to support identified pupils.</p> <p><u>Options choices</u>: all Year 9 Pupil Premium pupils met with an SLT member to discuss and ensure options choices were chosen with clear rationale and best-fit future aspirations.</p> <p><u>Go Higher West Yorkshire Project</u> run Term Three with Year 10, although with significant disruption with COVID absence towards the end.</p> <p><u>KS3</u>: York University programme unable to run – need to relaunch for 2021-2022.</p>	<p><u>NEET</u> - 98.11% of the PP cohort have completed a post 16 application and have a positive destination for September 2021. To be confirmed in November 2021.</p> <p><u>Alternative Provision</u>: 3 places secured at Elland Road.</p> <p><u>Options Choices Year 9</u> – several amendments were made to Year 9 Options resulting from discussions, pupils were very pleased to have someone to discuss choices with 1-2-1 and this should lead to a smoother transition into Year 10. This resulted in 97% of Disadvantaged pupils gaining their first options choices.</p>	<p>ETA, DGR</p>	
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			<p><u>Go Higher West Yorkshire Project Year 10</u> - 25/30 pupils identified to take part did so. 100% received their post-16 aspirations group session and 22/25 the one-to-one careers meeting (COVID attendance – remaining 3 to be picked up in September). Pupil voice feedback was very positive: 100% surveyed said the one-to-one careers meeting was ‘very useful’ <u>and</u> would recommend it. Their written feedback evidenced that they liked how personalised it was to them, they now had more ideas about what was available to them for when they leave school and they learned about what it was like at university.</p>		
<p>Pupil Premium Plus strategy</p>	<p>Use of PP+ money to improve the academic progress and social and emotional well-being of Children in Care (CiC).</p> <p>This money is allocated for use with CiC and where appropriate should be used to help these pupils progress.</p>	<p>Funding previously allocated to enrichment provision e.g. peripatetic lessons were unable to take place for a significant proportion of the current academic year. This shall resume in 2021/2. Alternative resources were purchased e.g. drumming books to support continued provision at home.</p>	<p>Ongoing curriculum provision and curriculum resources (hard copy) provided to a CiC in a remote provision (with limited access to the internet), enabled the pupil to access education and make the transition to a specialised provision. This was commended by the IRO.</p>	GRO	

		<p>Additional curriculum resources (hard copy) were provided and effective in reducing the gaps in learning for pupils in remote locations e.g. GCSE Maths and English resources.</p> <p>Laptops were provided to two pupils (one funded by a charitable organisation). This enabled the CiC to continue to access online learning and support. This was effective in supporting home learning and strengthening access to a wider range of resources.</p> <p>SEN resources were provided to two pupils, this has been effective in maintaining their provision especially when combined with online resources e.g. Twinkl, Clicker 8 and Nessy.</p>	<p>Potential gaps in learning were reduced through online access to curriculum provision and support.</p> <p>One CiC (SEN – EHCP) received additional tuition to support numeracy through an external provider. This was a weekly session (80 mins) during term time.</p> <p>Specialised SEN resources enabled effective differentiation during home learning and reduced the potential learning and progress gap.</p>		
Parental engagement strategy	<p>Increased parental engagement for our disadvantaged pupils through proactive and supportive strategy for Years 7-11 including involvement in 'One Wakefield' collaborative partnership programme.</p>	<p>One Wakefield collaborative partnership programme with focus on parental engagement did not run 2020-2021. This will run in 2021-2022 so will be renewed focus for the upcoming academic year.</p> <p>Calendared events continued, although some were rescheduled due to lockdown.</p> <p>Parents Evenings ran virtually via Teams.</p>	<p>Disadvantaged parents/carers accessed live events and were able to utilise their support: Weekly SLT Live Parents' Events and SLT or Pastoral Leader Pupils Live Events held throughout Term Two via Teams.</p>	ETA, ARE	

	<p>EEF evidence on behaviour interventions – <i>‘Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.’</i></p>	<p>Additional Live Events were held during lockdown.</p> <p>This contributed to 97% of disadvantaged pupils gaining their first options choices.</p>	<p>Support provided for - how to access remote learning, how parents can support their child with remote learning, how to revise, promoting positive recognition, subject spotlights, outlining plans for the Academy to re-open and mental health support. These all resulted in increased levels of pupil engagement in remote learning.</p> <p>Year 7 Supporting Success Event held 09.02.21 via Teams. Disadvantaged parents/carers accessed subject specific good practice with how to support their child at home following their annual report, especially where their child may have fallen below expectation. This resulted in maintaining a 95% Disadvantaged pupil engagement in remote learning from Year 7 pupils.</p> <p>Year 8 Supporting Success Event held 25.03.21 via Teams.</p>		
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			Rescheduled Year 10 Parents' Evening held 22.04.21 with SLT targeted appointments for some of the Super 60. 100% of SLT mentored pupils were either met at Parents' Evening or spoken to at an alternative time.			
					Cost	£186,045.89
					Overall cost 2020-21	£272,712.33