Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Evelyn Grace Academy
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Y7 – Y11
Date this statement was published	Sep 2021
Date on which it will be reviewed	Sep 2022
Statement authorised by	Tim Dainty
Pupil premium lead	John Rowley
Governor / Trustee lead	Sam Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£300,348
Recovery premium funding allocation this academic year	£45,748
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£346,096

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to nurture talent for life-long happiness and success. We believe that all all our students can achieve this regardless of their background and circumstances. We support students to do this through our curriculum and high-quality teaching, with our objectives being:

- Disadvantaged students perform academically in line with non-disadvantaged students
- Disadvantaged students make rapid progress compared to their peers nationally
- All disadvantaged students go to a post-16 provider of their choice and have the character strengths to be successful there

Out pupil premium strategy works to achieving these objectives by ensuring that students receive a high quality of education. Due to the high level of socio-economic disadvantage within our cohort, many of our approaches are whole-school.

We also offer targeted intervention supports disadvantaged students to make good progress. Alongside the academic curriculum, we ensure that students take part in enrichment activities each week to nurture their interest and talents. We also support the well-being of our disadvantaged students with external agencies to ensure students are supported pastorally.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some disadvantaged students may be more likely to have a low attendance rate
2	Our students joining the school with reading ages lower than their actual age
3	Our students joining the school with low levels of numeracy
4	Some disadvantaged students are more at risk of exclusion because of associated social, emotional and mental health difficulties
5	Some disadvantaged students may be more likely to live in neighbourhoods where gang culture and other criminal activity present challenges for their safety and wellbeing
6	Disadvantaged students are twice as likely to be not in education, employment or training (NEET) and at higher risk of ending up in poverty as adults. (2014 'State of the Nation')

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Develop the quality, rigour and consistency of Teaching and Learning	- 100% compliance with routines - 80% 2+ for 100% by AUT2 - 80% 2+ for Cold call by AUT2 - 0% shouting out - 100% Silent solo demonstration
Students engage with their learning and endeavour to improve which then leads to strong outcomes	- Power Bi learning walk data at 90% 1 or 2 for silent solo demonstration phase, with 50% at a 1 - 100% books seen on book-looks have ILT in, with 75% having ILTs at a 1 or a 2 - 100% classes are set online quizzes fortnightly - 90%+ students have a 90% completion rate for online quizzes - 80% Co-planning monitored achieve 1 on the co-planning monitoring rubric, with 100% achieving a 1 or a 2
Ensure all staff have consistently high expectations for behaviour and routines	- Staff know and follow our routines and rewards & sanctions policy - Sanctions vs. merits ratio is 1:3 - 100% compliance with key routines in lessons - 80% Grading of 2+ for signature strategies - 0% calling out - 100% silent solo demonstration - Disruption and defiance detentions reduce - Weekly On-calls reduce
Mastery intervention is taught effectively and has impact on student progress	- Students identified - Tutors and ATTs in English and Maths deliver effective lessons - Progress of students in Mastery lessons - Progress of students in AM Maths and English Mastery - Progress of students mentored in the Coachbright programme and NTP tutoring
Reading ages of students are in line with their actual age	100% completion of Reading tests Average reading age progress of 6 months per term

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student culture – ensure routines are deeply embedded and lead to exemplary climate in lessons • Culture policy has been revised • All routines and scripts revised • Staff trained on new routines as part of staff induction • Staff trained in sanctions and rewards • Training to staff in briefing on SLANT, Tariffs, Silent Solo Demo • Training students in assemblies • Following up through character slides each week with SEE values session on merits and sanctions • Staff briefing as training on Mondays	What happens in the classroom will make the biggest difference not just to disadvantaged students but to all students. Improving teaching quality generally leads to greater improvements as catch up is difficult: we should aim to get it right first time round for all children. *EEF Attainment Gap Report 2018*	1, 2, 3, 4
Teaching & learning – Mastery of six signature strategies • WTDs for cold calling & 100% • Staff Training on strategies • Staff Briefing as training on Fridays • Video exemplars of staff • SLT and MLT training on setting action steps, scripting and practising coaching conversations • Power BI analysis used in line management meetings	What happens in the classroom will make the biggest difference not just to disadvantaged students but to all students. Improving teaching quality generally leads to greater improvements as catch up is difficult: we should aim to get it right first time round for all children. *EEF Attainment Gap Report 2018*	1, 2, 3, 4
Remote learning • SLT training on setting action steps, scripting and practising coaching conversations • Video of coaching conversation • Model Power BI analysis and LM discussion for SLT	Student engagement was lower during lockdown in schools with the highest deprivation. Students with limited access to IT and study space were likely to have lower levels of engagement. *NFER: Schools' responses to Covid-19: pupil engagement in remote learning. June 2020*	2, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *117,467*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic intervention – use of Mastery programmes to help students to 'catch-up' • Use in small group teaching (2-4 students) • Identify topics/students that will make the most difference • Use results of diagnostic testing • Coachbright mentoring programme • AM Maths and English Mastery • PM Mastery sessions – focus on English/Maths/Science	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. This will be especially important after students had six months away from formal education. *EEF Attainment Gap Report 2018*	2, 3
Coachbright tutoring • Employed in English, Science & maths • Provide academic support to students who have been identified as needing support through our baseline testing and diagnostic assessment program A structured program will be put in place to close the gaps for students with HODs providing topics	Staff with degrees in the subject offering subject expertise along with pedagogical understanding. HODs for the dept. that they are in giving support and completing quality assurance.	2, 3, 6
Reading • Baseline Reading tests for all • All students in Y7-10 to complete NGRT reading test • CTG, AR and AIR training for all staff. WTDs for all these areas sent out to staff	The factor most likely to influence children's educational attainment is their socio-economic profile and access to cultural capital. GCSE exams require a reading age of 15.7 years in order to be able to fully access the paper.	1, 2

• DEAR reading in tutor groups weekly – Training in staff induction • The Day reading in tutor time weekly - Training in staff induction • Academic Reading in lessons and in MTPs - Training in staff induction • Academic Reading in homework every three weeks • Fresh Start used as intervention Reading comprehension programme used for students once they graduate from Fresh Start	Targeted support for students who have a reading age well below chronological age	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£ 144,629*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student culture Retention of DOLs who either do not teach or have very low loadings	They may devote their time to supporting staff and students in the wide range of issues they face. Disadvantaged students suffer disproportionately where behaviour is poor and learning is disrupted.	1, 4, 5, 6
Exclusions reduce Use of our own internal exclusion room.	PP students are disproportionately excluded and so alternatives must be sought so that students are kept in education and secure strong outcomes and avoid being NEET	4, 5, 6
Students aspire Spiral, a charity that work with students at risk of exclusion, to engage with Y10s and Y11s	A number of Y10/11s are at risk of underperforming (poor overall progress) and so are receiving support to help keep them engaged with learning	1, 6
Students aspire Into University	This is a programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration	1, 6

Total budgeted cost: *£ 346,096*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of expenditure: Previous Academic Year 2020-21

Summary of results

Group	2019 EM 4+ %	2020 EM 4+ % (CAGs)	2021 EM 4+ % (CAGs)	2019 P8	2020 P8 (CAGs)	2021 P8 (CAGs)	2019 A8	2020 A8	2021 A8
PP	40%	52%	55%	-0.40	0.0	-0.6	3.6	42.4	36.6
Non-PP	42%	67%	77%	-0.35	1.2	0.11	3.6	49.9	43.4
Gap	2%	15%	22%	-0.05	1.2	0.71	0	7.5	6.8

The gap between PP and non-PP students widened from the previous year. However, both pp and non-pp students improved their performance in all measures. Where pp performance had been well below the NA is now would sit round average. The table above shows the headline figures from the end of year exam results.

1. Improve classroom teaching and curriculum equity.			
Barrier / Desired outcome	**Action**	**Impact**	**Lessons learned**
Students develop their eloquence	Students have an increased vocabulary	Internal assessment performance was showing a marked improvement. Papers had been set and graded centrally comparing across the network and some subjects had used external marking to verify results.	Focussing our resources on the quality of teaching had shown improvement across all student. However the gap widened between PP and non-Pp students so we must learn quickly how we can get our PP students to keep up with the level of improvement shown by non-PP students.
	Students become proficient in constructing clear – increasingly complex- sentences, managing to punctuate correctly and effectively.		
Students master core knowledge	Develop a Knowledge–rich curriculum with embedded strategies to help our students memorise and apply essential knowledge		
Students are ready to learn.	Embed the behaviours in our students that allow them to become cleverer and kinder		
2. Provide targeted academic support or intervention.			

Barrier / Desired outcome	Action	Impact	Lessons learned
Students are responsible for their revision	Tutor sessions to train students on revision techniques	Internal assessment performance was showing a marked improvement. Papers had been set and graded centrally comparing across the network and some subjects had used external marking to verify results.	Focussing our resources on the quality of teaching had shown improvement across all student. However the gap widened between PP and non-Pp students so targeted intervention for PP students in morning mastery, P7 mastery and tutoring will be key.
Students reading age is in line with their actual age	Fresh Start Lexia	Fresh Start had a big impact, with students making 6 months progress.	We will target Fresh Start at all KS3 year groups, mapping Spanish alongside English Intervention to withdraw students. Lexia used for all year groups

3. Wider pastoral, enrichment and other strategies.

Barrier / Desired outcome	Action	Impact	Lessons learned
Student culture – ensure routines are deeply embedded and lead to exemplary climate in lessons	Retention of DOLs who either do not teach or have very low loadings	They devote their time to supporting staff and students in the wide range of issues they face. Disadvantaged students suffer disproportionately where behaviour is poor and learning is disrupted and so DOLs are a constant presence in lessons and on the corridors. They worked incredibly hard to ensure students were able to access remote learning and then to ensure the students completed work set. Engagement levels were higher than nationally published data during 'lockdown'.	This will continue again in the current academic year.
Reducing exclusions	Use of our own internal exclusion room.	External exclusions have been reduced while the number of days spent in our internal exclusion room have not increased. It allows our IE manager to work closely with 'at risk' students and help them remain in lessons so learning can be maximised.	This will continue again in the current academic year.
Students are motivated to engage in their learning	Spiral program to engage Y11s	Student engagement in the programme was excellent before lockdown. Students at risk of being NEET were engaged and making good progress.	Continue where possible during this academic year.
Students aspire.	Into University	This had some good impact on students involved. Lots	Trips to universities and ensuring year 7 and 8 cohorts

		of enthusiasm from students coming out of sessions.	are engaged with the programme

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spiral workshops	Spiral
Fresh Start	Ruth Miskin
Lexia	Lexia
1:1 tutoring	Coachbright

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A