

Please Note: Pupil Premium funding is estimated because the student census and financial year are different.

1 Summary Information					
School	The Vale Academy				
Academic Year	2020-21	Total PP budget	£144,875	Date of most recent PP Review	Sept 2020
Total number of students	801	Number of students eligible for PP	195	Date for next internal review of this strategy	July 2021

The Vale Academy Pupil Premium Profile 2020-21																		
Year	Total Students	PP Students	%PP	KS2 Reading			KS2 Maths			% Higher Band			% Middle Band			% Lower Band		
				PP	Other	Diff	PP	Other	Diff	PP	Other	Diff	PP	Other	Diff	PP	Other	Diff
7	153	44	28.8	100.3	104.0	-3.7	104.5	104.5	0.0	41.9	53.7	-11.8	53.5	39.8	13.7	4.7	6.5	-1.8
8	167	50	29.9	101.3	104.8	-3.5	102.4	105.2	-2.8	51.1	60.3	-9.3	40.4	36.2	4.2	8.5	3.4	5.1
9	109	28	25.7	100.1	105.1	-5.0	102.2	104.5	-2.3	33.3	61.3	-27.9	59.3	36.3	23.0	7.4	2.5	4.9
10	130	37	28.5	100.6	102.5	-1.9	100.1	103.0	-2.9	33.3	48.9	-15.6	63.9	45.6	18.3	2.8	5.6	-2.8
11	124	22	17.7	97.5	103.1	-5.6	98.5	104.4	-5.9	9.5	52.6	-43.1	66.7	45.4	21.3	23.8	2.1	21.7
Total	683	181	26.5	100.4	103.9	-3.5	102.2	104.2	-2.0	37.4	55.4	-18.0	54.6	40.5	14.1	8.0	4.1	4.0

TVA Pupil Premium Attendance Profile 2019-20		
	% Attendance	% PA Students
Non-PP Students	95.8	9%
PP Students	93.1	22%

2. Key Indicators (most recent Y11 2020)				
	TVA PP Students 2018-19 Ave	National Benchmark 2019 (ASP)		TVA PP Students 2020 (Centre Assessed Grades)
Progress 8 score average	0.18	National Others +0.13	Like-for-like -0.45	+0.39
Attainment 8 score average	43.29	National Others 50.15	Like-for-like 36.77	44.53
Progress 8 English	0.09	National Others +0.11	Like-for-like -0.44	+0.15
Progress 8 Maths	+0.36	National Others +0.11	Like-for-like -0.39	+0.66
Progress 8 English Baccalaureate Slots	+0.47	National Others +0.14	Like-for-like -0.50	+0.68
Progress 8 Open Slots	-0.29	National Others +0.12	Like-for-like -0.48	+0.09
Attainment 8 English	9.24	National Others 10.59	Like-for-like 8.09	9.26
Attainment 8 Maths	9.00	National Others 9.78	Like-for-like 7.00	8.97
Attainment 8 English Baccalaureate	13.07	National Others 14.64	Like-for-like 10.14	13.39
Attainment 8 Open	12.01	National Others 15.15	Like-for-like 11.32	12.91
Progress 8 score average for Higher Ability Students	+0.02	+0.01		+0.50
Progress 8 score average for Middle Ability Students	+0.49	-0.02		+0.42
Progress 8 score average for Lower Ability Students	-0.40	-0.22		+0.11
% Attaining 9-5 in English (Best) and Maths	46	50%		40
% Attaining 9-4 in English (Best) and Maths	77	71%		66
% Entering the English Baccalaureate	13%	National Others 44%	Like-for-like 27%	17%
% Absence (Ever 6 FSM)	6.9	7.2% (2017)		6.9%
% Persistently Absent (Ever 6 FSM)	19.3%	21.6% (2017)		22.0%

3. Barriers to future attainment (for students eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A	Literacy + Reading Ages + Power of Language: the majority of disadvantaged students arrive below average in English skills and we have a high proportion of low prior attainers in the Pupil Premium group and a very small proportion of high attainers. Pupil premium students arrive with an average reading age of 11.8- a year and a half below other students. We have 19 students eligible for the Pupil Premium with reading ages of 8 or below. There is a whole school focus on literacy in place. Word of the Week is a strategy for this year. Furthermore, it is clear that students lack cultural capital in knowledge and vocabulary meaning they are at a disadvantage in accessing various subject curricula.

B	Pastoral: Some of our students have Social Skills difficulties, incorrect uniform, lack of support at home and need mentoring/counselling, anger management issues, etc., Although this is not just isolated to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle in school and need support through this via mentoring.
C	Homework/Revision/Organisation: There is an in-school gap for students eligible for the Pupil Premium around homework behaviour logs and performance in exams meaning that students need support with homework and further strategies on revision. Knowledge retention and recall has also been identified through work scrutiny, exam results and teacher feedback.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance: There is an attendance gap between our PP students and Non-PP students and this is at its highest among PA Students (12% compared to 29%)
E	Enrichment: Many of our students eligible for the Pupil Premium do not have a wealth of life experiences or experiences of high standards of vocabulary
F	Digital Disadvantage: Many PP students do not have access to computer hardware to enable them to complete online tasks set.

4. Desired outcomes (desired outcomes and how and when they will be measured)		Success Criteria
A	The progress of our disadvantaged students is above National Others.	Progress 8 score gap to National Others
B	The progress of our disadvantaged students in ALL their subjects is above National Others.	Progress 8 score gap within baskets.
C	Our disadvantaged students attend the Academy regularly, behave well and complete homework/revision.	PP attendance and PA above national, Exclusions above national for same group, P8 scores.
D	Our Disadvantaged students experience a range of enrichment/extra-curricular and have high aspirations for their future	Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.
E	Our Disadvantaged students are confident, able to express themselves eloquently and have high aspirations for themselves and their future.	Destinations Data, Achievements and Partnerships information, alumni.

Long-Term Plan (3 Year Timescale)	
Priority 1	Reading: there is a clear gap in disadvantaged students' literacy skills on arrival and a key priority is to close gaps in reading through bespoke reading intervention and wider literacy strategies .eg. vocabulary development through Word of the Week.
Priority 2	Attendance: a support programme to be implemented and developed in order to address some of the individual barriers to attendance.
Priority 3	A priority will always be in place around our disadvantaged students pastorally. With interventions in place to assist with care, organisation, equipment, uniform, mental health, food, water, confidence, homework, revision and relationships to name a few.
Priority 4	Aspirations and Experiences – there is a clear gap in the aspirations and amount of enrichment experiences that our disadvantaged students receive outside of school and before they arrive with us. The priority is to ensure that there are a plethora of experiences that drive forward confidence and aspirations – there should be as many opportunities as possible and a key target group of students each year identified who are reluctant and bespoke experiences arranged for them, such a trip to the pantomime, a London Theatre experience and Stratford visit. The academy funds peripatetic music lessons for all students who want them.

5. Planned Expenditure						
Academic Years		2019-2022				
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.						
Key: Amended approaches from last year. New approaches for this year. Continued and Sustained approaches from last year.						
i. Quality of teaching for all						
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?	Budgeted Cost per year
<p>Leadership places the Pupil Premium Strategy at the heart of the Academy through recruitment, retention and training of the very best leaders.</p> <p>P8 and A8 of disadvantaged above national others (+0.39) through the recruitment and retention of the very best in teaching staff and through the funding of leadership to drive through the strategy.</p>	Recruitment, retention, responsibility, leadership.	EEF recommends improving teaching as having the largest impact on disadvantaged students. Recruitment, retention, leadership and lead practitioner roles in maths has led to a P8 score of +0.39 with A8 at 44.5. Consistent staffing/ leadership structure in place for the Core Subjects. Recruitment of new English CL this year. Strategies for Disadvantaged students across the academy. Including intervention support in English and Maths.	Line Management Meetings, Subject Leaders Meeting, Leadership CPD, Whole School CPD, Lead Practitioner Program. Delta CPD	NW/CZ	Termly through SLT Quality Assurance – Lesson Obs, Light Touch, KS3 and KS4 Assessment Points. Annually through results.	£18000
A well trained Teaching and Learning and Leadership Team ensure our disadvantaged students experience the very best quality first teaching. P8 and A8 of disadvantaged above national others (+0.39) through a range of targeted CPD qualifications to ensure leaders are as experienced and qualified as they can be to improve the performance of the disadvantaged.	NPQML for identified Leaders NPQSL for staff identified for potential and new senior leaders	All of the courses provided are by nationally recognised organisations and qualifications recommended or provided by Delta. EEF recommends improving teaching and the Lead Practitioners leading this improvement of T&L with Middle Leaders improving their leadership and Leadership qualifications and research projects around improving the performance of the disadvantaged will have an impact.	Qualifications achieved, Performance Management, Line Management Meetings, Subject Leaders Meeting, Leadership CPD, Whole School CPD, NPQS.	NW/CZ	Annually through performance management, Line Management Meetings across the year and Lead Practitioner Meetings.	£6800
A well trained teaching body delivering outstanding teaching and aware of the very best teaching strategies to tackle the barriers to learning of disadvantaged students. P8 and A8 of disadvantaged above national others (+0.39) through Teaching Staff, Leaders and Support Staff are trained on the best strategies to deploy when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality T&L for all learners. Performance Management process focuses on Teacher	Staff CPD Program,	The increased focus on quality wave 1 teaching led to improvements to the P8 Score of the disadvantaged.	Staff CPD questionnaires feedback. Performance of subgroups for each year group of disadvantaged.	NW/CZ	At RAG through SLT meetings, line management and annually through results and performance management process.	£2500

standards alongside observation cycles						
Curriculum plans well sequenced to address gaps and barriers to learning in knowledge and cultural capital through strategies such as cognitive recall, interleaving driving independent writing opportunities. CPD program across the year to build on last year's CPD and further close the attainment and progress gap between our disadvantaged students and national others so we are significantly above.	CPD, INSET, Curriculum planning time, Middle Leaders Training, Big Ideas strategy.	After a successful year last year tweaking SOW, LTP and MTP to ensure that the our curriculum was correctly sequenced and plans to benefit all students with a particular focus on disadvantaged in English. This year to continue to embed any changes and look deeper into the metacognition of our low prior attainers and Boy's English and literacy skills to improve the outcomes in English, History and MFL. Learning journeys produced for all courses across the academy.	CPD Program, Subject Leader and Subject Meeting Minutes, ADP Priorities, Line Management Proformas, SLT Curriculum Planning Sheets.	CLs	Outcomes through RAG Reports QA, CPD QA through SLT.	£3200
Language strategy in place to drive further improvements in the quality of written and spoken language in our disadvantaged students directly addressing vocabulary, knowledge and cultural capital gaps for learning and life. P8 of Disadvantaged English to be above national others and the other baskets at the academy through improving the language of students and have them access and use aspirational vocabulary	Development of Word of the Week and Seven Deadly Sins.	The Academy relaunched the literacy strategy last year to focus on improving the quality of written and spoken language across the school. Since this has been identified as a barrier to learning for our disadvantaged, this will have an impact on their sustained independent writing for English and EBACC subjects as well as giving them crucial life skills of being able to orate confidently, eloquently and with ambitious and accurate vocabulary.	Staff CPD Agendas. Reading Ages. English attainment and progress scores. Feedback at SLT.	MON	After each report cycle through SLT meetings, line management and annually through results and performance management process.	£4500
Leadership ensures that the Pupil Premium Strategy is embedded at the heart of the school strategy and development plan with all staff understanding the strategy and their role within it. P8 and A8 of disadvantaged increased and significantly above national others (+0.39)	Leadership	Associate Vice Principal totally responsible for the Pupil Premium provision. A range of briefings/INSET and CPD directed at all staff (to revisit and train up new staff). This is regularly "banging the drum" to keep the focus of staff on our disadvantaged rather than direct CPD.	Monitor performance through report data showing progress, attainment, attendance, exclusions, behaviour and attitude to learning.	GW	Pupil Premium Expenditure Report, Governing Body, Pupil Premium Action Meeting.	£20000
Total Budgeted Cost						£55,000
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?	Budgeted Cost per year
Incisive intervention to drive forward rapid improvement in outcomes for students who chronically low reading ages on arrival at the academy. Students with reading ages below 9 to receive bespoke intervention. Students with reading age below 10 go on to the Toe by Toe programme. PP	Bespoke reading intervention eg Corrective Reading Toe by Toe and Nessie	Students with low reading ages cannot access GCSEs and need time to improve their reading ages. Reading Recovery shows an improvement of	Monitoring and tracking the reading data.	MON	Half termly. Annual report.	£4000

students show an average increase of 12 months.						
Incisive intervention leading to rapid outcomes. Underachieving disadvantaged students in English get support to take PP P8 Eng Score to above +0.4	English Intervention	Any pupil eligible for the pupil premium who is underachieving receives either 1-to-1 or small group intervention with feedback. This could also mean extra support in English lessons.	Report information. KS3 Data Report. Y10 and Y11 RAG through SLT.	MON	Half termly Annual report	£4000
The gap between the average reading ages of disadvantaged students and non-disadvantaged diminishes (+9 months per year). Impact also on P8 and A8, particularly EBACC and English subjects, in all subjects due to literacy content of new GCSEs/BTECs. Also adapted this year to ensure more stretch and challenge in our disadvantaged readers with higher reading ages.	Reading Ages and Reading for Pleasure	Literacy Co-ordinator Library Costs Toe by Toe Decoding Tutor Time GL Assessments Corrective Reading	September and March Reading Tests – PP and Non-PP to be making same progress. The average reading age of disadvantaged students increases by an average of +12 months per year.	MON	SLT Meeting 3 times per year. Governors twice per year. Literacy Line Management 3 times per year.	£12000
Expert IIAG careers and aspiration advice to improve aspirations and destinations of our most disadvantaged.	Encompass Careers Hub membership, LEP, Humber Enterprise Region	Membership of various careers hub means we are able to provide significantly above the requirements of the Gatsby Benchmarks and disadvantaged students at risk of NEET can get more frequent and regular IIAG.	NEET figures and destination data continue to be above national and more disadvantaged students go on to University or Higher Level Apprenticeships.	GW/ Careersinc	Annually Through Careers Line Management and Annual Careers Report.	£6000
Aspirations for students from a deprived post code area or have no history of family at university are raised through enrichment experiences with Universities and Local Business.	Working with NCOP and Aim Higher Humber on a variety of trips, projects, experiences, strategies to improve the numbers going to university.	Aim Higher Program. Fully funded range of experiences. Raising FE aspirations through the Sixth Form taster days, all PP students invited.	Numbers of students from deprived post code areas increases.	CZ/GW	University applications and destination data	£3200
Parents and students of targeted disadvantaged students invited in to meet the Principal. Disadvantaged P8 score to be significantly above national others.	Maths and English Support Package	A support package developed and implemented to target underachieving disadvantaged in maths and English at Y10 and Y11 including: <ul style="list-style-type: none"> • After school boosters • Half term workshops • 1-to-1 intervention • Hegarty Maths • Maths masterclass intervention with some students instead of core PE. 	After every report cycle, performance is analysed and responses made. Also monitored through maths and English RAG meeting, line management and performance management as well as observations and book scrutiny.	GW	Maths and English P8 Score of this group.	£5000
Students arriving in Y7 with an ARE below in Maths to receive rapid catch-up support with use of Catchup Premium AND the Pupil Premium to close any gaps in learning.	Y7 1-to-1 Maths Intervention	A maths learning mentor employed to carry out 1-to-1 tuition on all disadvantaged students who came in to the Academy achieving below ARE in maths.	Half termly using report data. Y7 Report Data Booklet. Summer Report Data.	GW/JPT	% of Students from this group achieving in Maths at end of Y7.	£7000
Students arriving in Y7 with an ARE below in English to receive rapid	Y7 Lexia program. Extra English Lessons.	Targeted students, in Years 7 with a score below ARE in Reading	Half termly using report data. Y7 Report Data	GW/MON	% of Students from this group achieving in	£7000

catch-up support with use of Catchup Premium AND the Pupil Premium to close any gaps in learning.	Corrective Reading, Toe by Toe Programme	KS2 SATS, who have low levels of literacy receive extra lessons to accelerate their progress. Supporting this intervention programme is the Secondary Reading Strategy which seeks to instil in students a love of reading. This scheme is heavily promoted within school and is timetabled in conjunction with English lessons. Alongside the	Booklet. Summer Report Data.		English at end of Y7.	
Maths Disadvantaged Progress 8 continue to be significantly above national others through incisive intervention in and outside of the classroom.	Maths Intervention	Students still underachieving after class intervention receive support outside of the lesson from maths mentor.	Students across all year groups. All underachieving PP students receiving intervention.	JPT	En/Ma RAG	£7000
From 20222 Disadvantaged students with issues identified with being able to independently revise to receive intensive revision workshops.	English and Maths Hotel	Take key PP students to Whitgift/Dallowgill for revision workshops.	Students chosen by Deputy Headteacher in May. SLT presence in hotel.	GW	Results target disadvantaged students each year to achieve a P8 score of +0.5, Eng to be +0.3 and Maths to be +0.5	£6000
Improve the knowledge, cultural capital and aspirations of disadvantaged upper prior attaining students. Continue to achieve a Disadvantaged Upper Prior Attainment P8 and A8 score above national others through a raising aspirations program	HAPP Program	All Upper PP Students take part in a strategy featuring FE, HE, Networking, Entrepreneurs, CV Workshops, Mentoring, Group Mentoring, Leadership Opportunities, Ambassador Opps.	Reporting direct to SLT 3 times per year.	CZ	3 times per year. P8 Upper Score	£2000
Sustain disadvantaged attendance and move to significantly below national for FSM students to achieve an attendance figure above the national figure for all students.	Attendance Programme	Huge link between our PP Students Attendance and their achievement. Targeted support from our on site Attendance Officer for PP.	Attendance measured via Power BI throughout the year.	GW/JEK TR	4 times per year through SLT and Attendance data.	
Improve P8 Ebacc and Ebacc attainment measures through use of language assistant	Targeted use of Language assistant	Language Assistant to focus work on PP students	Monitoring, work scrutiny lesson obs.	GP	Ebacc RAG	£2500
No PP students to be permanently excluded	Provide Alternative Provision places for PP students at risk of permanent exclusion	Disadvantaged students nationally more at risk of PX and life chances reduced.	Coordination of provision with chosen AP provider.	ACO/GW/JEK	Report back to SLT and Governors.	£20000
Total Budgeted Cost						£85,700
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?	Budgeted Cost per year
Over the next 3 years, increase the P8 and A8 score for disadvantaged students by increasing the quality of revision and homework for Y11	After school revision classes.	Disadvantaged students are identified who are not revising at home even with parent contact.	Impact taken on mock exams, results and pupil anecdotal feedback. Minibus home for those with transport issues.	GW/CZ	Mid way through 6 weeks and in final exam results.	£5000

disadvantaged students.						
Increased parental support for our Low Prior Attaining Disadvantaged Students leading to a P8 score in line with Middle and High Prior Attainers and national others.	Parent Evening Events.	Parents are invited in with students to learn how to help students revise, enrich and with homework. Free food, English, Maths and Mindset sessions.	All sessions held and an evaluation of pupil progress calculated to compare with a control group of the rest of the PP students.	GW	Results, RAG and attendance at academy events.	£1000
Disadvantaged Students who struggle to complete homework at home have a place to go to complete it. Attendance of homework club for PP is above 60% and Behaviour Logs for Homework reduces.	Homework Club staffed with mentors and teaching staff for an hour each day after school.	Research from barriers to learning and due to behaviour logs for homework (as well as issues around KS4 revision) highlighted an issue with students having a place to complete homework.	Club advertised well through Year Leaders, mentors and assemblies. Students with homework behaviour logs told to attend and this is QAed.	GW	Line Management	£3380
Aspirations of our brightest PP students are raised to become the first students in their family to attend university and NEET figures for HAPP is at 100% for Sixth Form or College.	A visit to a Russell Group University for every Upper Prior Attaining PP Pupil	Students get to see that they can go to universities like this and aspire and be more motivated.	Line Management of Careersinc.	GW/CZ	Evaluation after each trip. Follow up session arranged. Upper P8 Results.	£1000
Staff are able to access a wide range of data to act proactively for our disadvantaged.	Access to PowerBI	These are tracking systems we have used to ensure that staff can access up-to-date and detailed Pupil Premium information.	Evaluation in results.	CZ	Results	£200
Total Budgeted Cost						£11,080
Grand Total Proposed Spend for 2020 - 21						£151,280

6. Review of Expenditure							
Academic Year	2019-20	Total PP budget		£140,400	Date of most recent PP Review	Sept 2020	
Total number of students	782	Number of students eligible for PP		187	Date for next internal review of this strategy	Jan 2021	
i. Quality of teaching for all							
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued into next year?
Staff CPD Program, Subject Leaders' Program	P8 of disadvantaged to be above +0.3 through Teaching Staff, Leaders and Support Staff are trained on the best strategies to deploy when working with different groups of disadvantaged learners. Teachers also receive regular CPD on high quality T&L for all learners. Performance Management process focuses on Teacher standards alongside observation cycles.		P8 of disadvantaged was +0.39 which is above National Others. High Prior Attaining Students achieving a P8 score of +0.5 is worth celebrating.	Further CPD to take place to further embed the Language Strategy. Boys English also a focus next year. Relaunch and continuous PP CPD scheduled.		£3000	
P8 of Disadvantaged English to be increased through improving the	Whole school priority to improve the quality of written and oral communication through scaffolding writing,		P8 of disadvantaged English increased from -0.28 to +0.15. Also reflected it the attainment of	To continue the strategy and move into embedding across the academy sharing the best teaching practise.		£3000	

language of students and have them access and use aspirational vocabulary	aspirational vocab and technical terminology.		disadvantaged students in a range of subjects increasing the A8 score to by 1 whole point.				
Intervention Programme	Disadvantaged students in all year groups that have been identified as underachieving (or at risk of) to firstly receive wave 1 intervention in the classroom. Further support either before, after or during school or during school holidays is applied for certain core subjects especially in Y11.		Y11 Results.	Holiday boosters for maths and English had a huge impact. Interventions to always be by teacher in the classroom during the lesson.		£7000	
Disadvantaged Equipment	All disadvantaged students to receive a revision/study pack of equipment, resources and a "how to revise" seminar. Further assemblies across the year on revision and equipment and behaviour logs for equipment tracked with small group interventions were necessary. Students in KS3 to be provided with Knowledge Organisers to support learning in core subjects.		Pupil surveys show that students are more able to revise at home. Parent/Pupil Revision evening events had a 90% PP turnout with a 90% approval rating.	An effective strategy that reduced behaviour logs and contributed to the overall school's P8 figure of +0.39 for PP. A way of measuring the effect on pupil pride and esteem could be investigated.		£2000	
Tracking Systems	Seating Planner package bought in so teachers have more info about PP to hand, 4matrix bought in to help with deep analysis of Pupil Premium gaps, SIMS used with data manager time to create a Pupil Premium Register.		Y11 Results.	More confidence in using our own P8 score to identify potential underachievement especially in predictions.		£360	
Music Tuition	To provide peripatetic music lessons for all Disadvantaged students who request them. Students receive tuition for a range of instruments and participate in extracurricular music activities eg. band, orchestra, choir. PP students to take part in academy music events		PP students to continue with music lessons throughout their years at the academy	11% of PP students take part in music lesson. (in line with whole academy average 13%)		£4800	
How to support your child's learning booklets and revision packs	To provide parents of Y7 and Y11 with full details and information outlining homework and ways to support their child's learning and progress		Results, RAG KS3 progress.	Produce hard copies as well as PDFs to be sent home electronically.		£1000	
ii. Targeted Support							
Chosen Action/Approach	Desired Outcome/Success Criteria	Owner	Impact	Lessons Learned	Cost Per Pupil	Total Cost	To be continued into next year?
Reading Recovery	Students with severely low reading ages are caught up rapidly so		5 students selected with reading ages at below 9, average of 13	More students targeted.		£8000	

	they can engage with all their subjects.		months improvement for this group on Decoding. 10 students with reading ages below 10, average of 14 months improvement for this group on Toe by Toe programme.				
Reading Ages and increased Reading for Pleasure	Disadvantaged Progress in English to be above national others overall (+0.12) through the academy's Literacy Strategy.		The average reading age of disadvantaged students increased by an average of +14 months per year.				
English Intervention	PP students in KS3 who are underachieving in English receive extra intervention to get them back on track. KS4 crucial classes with high levels of PP receive learning mentor to assist in class, conduct 1-to1s and small group intervention.		Overall impact of this strategy for last 3- 5 years can be seen in the improvement of the P8 in English. English P8 score for disadvantaged increased	More students to be targeted.		£7000	
Maths Intervention	PP students who are underachieving in Maths receive extra intervention to get them back on track.		Maths P8 score for disadvantaged was +0.37.	Explore an alumni ex-pupil undergraduate to work with even more students		£7000	
Literacy Strategy	Reading Ages and reading for pleasure increases across the academy leading to increased access to all subjects and increased outcomes.		Average Reading Age of disadvantaged students across the academy improved by +14 months across last year and the whole school literacy strategy had a huge impact on the P8 score	The school will have full focus on the power of spoken and written language across next year to take the literacy strategy to the next level.		£4000	
Attendance officer	To enable one member of staff to focus on attendance including the delivery of attendance groups and the close monitoring of PP students' attendance. Attendance officer adds capacity to the team enabling other staff to focus on behaviour groups.		All Disadvantaged students' attendance monitored and where concerns are raised students are attending attendance groups. PP Attendance Data 2019-20	Telephone poor attending/late PP students to get them up. Home visits where needed.		£6,631	
Cover for revision sessions	Half day revision sessions for all Y11 Disadvantaged students prior to all GCSE examinations during study leave period (May-June 2020)		Didn't happen due to cancelation of exams.				
Use of Academy Mini Bus to transport disadvantaged students.	Allows disadvantaged students to access after school interventions and extra-curricular activities		14 PP students regularly used bus.			£4000	
VP to work 1 day a week on PP related activities	To oversee Disadvantaged progress (academic and social) across all year groups.		Disadvantaged students' academic/emotional welfare is closely monitored and tailored support given.			£16142	
Disadvantaged students termly data analysis	To enable CL to provide timely and specific intervention for underachieving PP students		Progress of Disadvantaged students monitored – action points sent to Curriculum Leaders for core subjects for			£14,431	

			implementation. P8 PP students +0.39				
Delta Directors intervention with PP students	To deliver intervention and track PP students in English, maths, Spanish and Science		PP students receive extra tuition and tracking to ensure accelerated progress is made. P8 score.			£20,800	
Uniform Allowance for student in need	To ensure that students have access to the correct uniform.		All Disadvantaged students in full uniform			£5000	
Free School Meals	To ensure that all Disadvantaged students receive their free lunch		All Disadvantaged students get lunch	Additional food to be provided at break to take account of the later lunch time.		£25000	
Student service manager and House manager to support transition	To enable full and timely support and intervention with any identified behavioural and transition issues		Transition is supported and any issues identified and dealt with swiftly	Additional transition visits for LAC students.			
CEIAG support	To ensure all Disadvantaged students in Y11 and Y8 receive CEIAG support.		All Y11 students are fully supported with post 16 applications, Y8 Disadvantaged students are supported with options choices			£4000	
Additional support for consumable resources for Disadvantaged students	To provide resources for individuals according to need.		Individuals are supported through: provision of equipment, revision guides, payment for educational visits directly linked to courses (eg geography field trip), purchase of uniform where needed and provision of counselling costs.			£8000	
ePEP	Training for staff and staff time to create individual plans for students including administrator		Students needs are identified			£6500	
1:1 English Intervention for LAC	Allow personalised intervention for identified students.		Students to gain additional time to develop literacy skills			£5580	
1 to 1 tuition for student recalled from AP	1 to 1 tuition for a student to be able to complete English, Maths and Science		5 outcomes achieved			£3000	
Alternative Provision for PP students at risk of Permanent Exclusion	Possibility of returning to mainstream education in Y11	ACo	Student still in AP and studying core subjects. Student achieved 8 GCSEs and gained place at FE College	Return to TVA term before exams.		£6800	
Total Spend for the Year						£173,044	

