

Pupil premium strategy statement: Tollbar Academy



1. Summary information					
School	Tollbar Academy				
Academic Year	2020/21	Total PP budget	£323180.00	Date of most recent PP Review	December 2020
Total Number of Pupils	1784 (including 12 & 13 -1958)	Number of pupils eligible for PP	370 (including 17 Service Children)	Date for next internal review of this strategy	April 2021
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average in 2019)	
Progress 8 score average (2019/20)			0.62	0.13	
Attainment 8 score average (2019/20)			52.20	50.1	
% achieving 9-4 incl. EM (2019/20)			78.60	71.5	
% achieving 9-5 incl. EM (2019/20)			46.40	50.1	
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	On entry, Pupil Premium students have lower levels of attainment at KS2 which can impact on progress and attainment at GCSE.				
B.	Lower literacy levels of Pupil Premium students on entry compared to other students may prevent them making good progress in Year 7.				
C.	Cohort of high ability Pupil Premium students, may need additional support to reach their expected progress due to external factors.				
D.	A small number of Pupil Premium students may have behavioural issues which could prevent their learning and impact negatively on their academic progress.				
E.	Pupil Premium students can present as having additional needs which may impact on their ability to access education. Without personalised support, progress and attainment is affected.				

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance rates for Pupil Premium students are below Academy and national figures for non-Pupil Premium students. This can have a serious impact on progress and outcomes.
F.	Some Pupil Premium students present as having low aspirations which can be as a result of a lack of positive role models or other external factors.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students joining the Academy in Year 7 to rapidly receive varied intervention to enable any gap in attainment to their peer group to be narrowed to reduce impact on progress and attainment at KS2.	Pupil Premium students in year 7 to be receiving targeted Academic mentoring support, reading tutorials (if required) and other forms of appropriate targeted intervention to enable progress. Pupil Premium students in Year 7 to be making positive progress against their KS2 data.
B.	Literacy levels of Pupil Premium students are improving in comparison to their entry levels. Evidence of good progress in Year 7 will be seen through internal assessments.	Pupil Premium students to be making progress with their reading ages and spelling ages following repeated testing and targeted interventions. Literature and computers to be readily available in the Academy so that Pupil Premium students are able to develop their passion for reading and fluency. Curriculum Observations to demonstrate that where possible reading opportunities are incorporated into lessons
C.	Cohort of high ability Pupil Premium students, will be receiving/accessing additional support enabling them to reach their expected progress whilst managing the impact of external factors.	A fully imbedded provision tracking and student progress tracking system is being used allowing Pastoral staff to identify suitable interventions for Pupil Premium students. Suitable and bespoke interventions are being implemented for individual Pupil Premium students.
D.	The small number of Pupil Premium students who have behavioural issues which were preventing their learning and impacting negatively on their academic progress to be receiving targeted behavioural support and where necessary accessing high level support.	All Pupil Premium students who have demonstrated behavioural issues to have completed Tollbar Behaviour Pathway documents by their Pastoral leader. In turn this will lead to the students receiving support for their behaviour. Academic progress of Pupil Premium Students whose behaviour is a concern to be tracked by their Pastoral Leader and made aware of support available and encouraged to access support.
E.	Attendance rates for Pupil Premium students to be improving towards the whole school Academy and national figures for non-Pupil Premium students. This will be reducing the impact on progress and outcomes.	Attendance and punctuality surgeries, School Action Panel and Governor Attendance Panels will be being completed for Pupil premium students that are a concern demonstrating improving attendance figures.
F.	For all Pupil Premium students to present as having high aspirations, positive role models or other external factors which encourage them in their schooling.	All Pupil Premium students will have engaged in some meaningful employer engagement to encourage high aspirations. All Pupil Premium students to have accessed Academic Mentoring support to increase aspirations. All Pupil premium students to have accessed Individual Career support from a careers advisor and those that require it to have received additional career guidance.

5. Planned expenditure						
Academic year		2020 - 2021				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome		Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.	Academic progress in English and Maths for Pupil Premium students to be closer in line with non-Pupil Premium students.	Targeted intervention at registration in English and Maths. Rearranging curriculum time to maximise opportunities for additional intervention in English and Maths. Specialists to deliver targeted intervention to middle and higher ability students and all teachers incorporate Pupil Premium data and targeted support in lessons/planning.	The level of academic progress in English and Maths for Pupil Premium students is below that of non-Pupil Premium students.	Ensure all elements highlighted in the action/approach column are actioned at the Academy and constantly reviewed as to their suitability. Curriculum Leaders for English and Maths to have regular line manager meetings and governor Review Meetings to evaluate progress of Pupil Premium students. Well publicized and targeted revision timetables for afterschool, weekend and holiday sessions.	VJW SJH	May 2021

B.	The gap between literacy rates in English for Year 7 students eligible for Pupil Premium, to be closing with non-Pupil Premium in order for the students to be making good progress.	Teaching supports students to achieve. Class data identifies students not performing. Identified students with low literacy levels to have curriculum time for reading tutorials. Reading and spelling levels to be regularly assessed and interventions put in where necessary. Small group literacy support for identified students.	Timetabled reading periods will provide focussed and structured time to develop literacy. Small group intervention provides high teacher/student ratios for the students most in need of support. Regular testing demonstrates progress and identifies areas for further intervention.	Lesson observations and drop-ins will review if progress is taking place. Qualified teachers will lead the reading interventions. Assessment is monitored and appropriate action taken.	DPP CMH	May 2021
	Total budgeted cost					£160207.86

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?
C.	Raise the attainment of high ability Pupil Premium students with suitably targeted intervention.	Additional sessions in Maths and English replacing tutor time. Targeted revision sessions for all subjects offered throughout the year including Academy holidays, weekends, after the Academy day and lunchtimes. Tailored revision sessions organised to target the higher ability cohort with an experienced English specialist. Rearranging curriculum periods to incorporate additional time to maximise opportunities for additional intervention in all subjects. Individual academic tutorial support provided to all Pupil Premium students.	The level of academic progress of Pupil Premium students is below that of non-Pupil Premium students. Revision sessions offer students structured time to develop their English skills. Additional periods offer students structured time to develop their knowledge and skills. Detail programme followed by mentors helps students with all aspects of learning.	Ensure all elements highlighted in the action/approach column are actioned at the Academy and constantly reviewed as to their suitability.	VJW SJH JHL CMH	May 2021

D.	Good attitude to learning and improved behaviour in the Academy enabling Pupil Premium students to learn and impact positively on their academic progress.	<p>All staff at the Academy including Curriculum Leaders and Heads of House to respond to behaviour issues and liaise with parents. When necessary, targeted behaviour modification sessions will be put in for students.</p> <p>Positive referrals and merits are issued to promote positive behaviour and progress.</p> <p>Pastoral Support Programme and various Academy reports are implemented to monitor and track individuals' behaviour.</p>	<p>Progress for all students is maximised when behaviour is good.</p> <p>Regular home school communication supports and reinforces the required behaviour standards.</p> <p>Individual support for behaviour is effective.</p> <p>Learning walk evidence looking at attitudes for learning and behaviour.</p>	Behaviour is regularly monitored. The pastoral team are proactive in ensuring they have a good knowledge of the students in their Houses.	VJW SJH HOH CLs	May 2021
E.	Raise Pupil Premium attendance to national average for all students so that they make positive academic progress	<p>Attendance team to identify, monitor and support students with attendance concerns. Early pastoral intervention and parental involvement.</p> <p>Full time EWO works with both students and parents within the Academy and at students' homes.</p> <p>EWO and Academy lead for attendance meet weekly to identify concerns and plan actions.</p> <p>Employ additional specialist teacher time to support the learning of those Pupil Premium students who have significant attendance issues.</p>	For students to make the expected levels of progress they need good attendance at the Academy.	EWO and the Academy lead for attendance to meet weekly to review all aspects. SAP meetings arranged to engage parental support.	SJH SKS	May 2021
Total budgeted cost						£191102.27

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?
Pupil Premium students will have access to wider/extra-curricular activities.	Free music tuition and instrument loan offered to Pupil Premium students. The Academy will use Pupil Premium funding to support these students in attending educational visits.	Financial constraints can limit pupils' ability to engage in extracurricular activities.	Correspondence with all eligible parents regarding financial support available.	SJH VJW	May 2021
			Total budgeted cost		£13250.00

6. Review of expenditure				
Previous Academic Year 2019/2020				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Academic progress in English and Maths for Pupil Premium students to be closer in line with non-Pupil Premium students.	Targeted intervention at registration in English and Maths. Rearranging curriculum time to maximise opportunities for additional intervention in English and Maths. Specialists to deliver targeted intervention to middle and higher ability students. All teachers incorporate Pupil Premium data and targeted support in lessons/planning.	Closing the gap between the English and Maths scores of pupils that are Pupil Premium with the scores of non-Pupil Premium in line with national results. Outcomes - The gap has remained low but the performance of students that are pupil premium has remained positive. A number of students made positive progress. 9 students have made negative progress but this was due to extenuating circumstances.	Targeted interventions worked to secure attainment at national standards. Focus needs to continue on the more able PP learners. Approach to continue.	

<p>B. The gap between literacy rates in English for Year 7 students eligible for Pupil Premium, to be closing with non-Pupil Premium in order for the students to be making good progress.</p>	<p>Teaching supports students to achieve. Class data identifies students not performing. Identified students with low literacy levels to have curriculum time for reading tutorials. Reading and spelling levels to be regularly assessed and interventions put in where necessary. Small group literacy support for identified students.</p>	<p>Interventions were in place for targeted students. 70% of students receiving individual support made more than 6 months progress in reading age in 6 months. 65% of students receiving individual support made more than 6 months progress in 6 months in spelling age.</p> <p>100% of Pupil Premium students in Y7 to be “on target” in English. Evidenced with Progress Point data.</p> <p>Outcomes - 97% of students achieved their target as evidenced from the most recent Progress Point. 39% of students achieved significantly above their target.</p>	<p>Early targeting of specific students proved effective. Where students have made slower progress, intervention programmes have been reviewed and targeted intervention has continued into Year 8. Most lesson plans identify students who are underachieving so individuals can be targeted in lessons. Approach to continue for new Y7 cohort.</p>	<p>Cost of A and B = £133,580</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C. Raise the attainment of high ability Pupil Premium students with suitably targeted intervention.	Additional sessions in Maths and English replacing tutor time. Targeted revision sessions for all subjects offered throughout the year including Academy holidays, weekends, after the Academy day and lunchtimes. Tailored revision sessions organised to target the higher ability cohort with an experienced English specialist. Rearranging curriculum periods to incorporate additional time to maximise opportunities for additional intervention in all subjects. Individual academic tutorial support provided to all Pupil Premium students.	<p>The gap between Progress 8 scores for high ability Pupil Premium students and non-Pupil Premium students to be narrowed.</p> <p>Outcome - The gap has remained low but 7 students with complex needs means the gap has failed to narrow.</p>	<p>Continue to offer additional support and specifically target students at risk of not making expected progress. This was the first year of the new English and Maths specifications and there is increased confidence in these for the following year (particularly with some teachers having marked for exam boards in summer 2019).</p> <p>Issues with tiers of entry in Maths are reflected in this data.</p>	
D. Good attitude to learning and improved behaviour in the Academy enabling Pupil Premium students to learn and impact positively on their academic progress.	<p>All staff at the Academy including Curriculum Leaders and Heads of House to respond to behaviour issues and liaise with parents.</p> <p>When necessary, targeted behaviour modification sessions will be put in for students.</p> <p>Positive referrals and merits are issued to promote positive behaviour and progress. Pastoral Support Programme and various Academy reports are implemented to monitor and track individuals' behaviour.</p>	<p>School measures are working effectively to prevent permanent exclusions and support student behaviour.</p> <p>Reduction in disruptive incidents in classrooms. Evidence of targeted intervention and support for identified students. Learning walks focusing on Pupil Premium students' progress and attitudes to learning.</p> <p>Outcome - Learning walks and targeted Pastoral care has ensure improved behaviour, tracking and pupil engagement.</p>	Ongoing and continuing	Cost of C,D & E = £169,139

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
E. Raise the aspirations of students so they can achieve their full potential and engage in a suitable course post 16.	<p>Attendance team to identify, monitor and support students with attendance concerns.</p> <p>Early pastoral intervention and parental involvement.</p> <p>Full time EWO works with both students and parents within the Academy and at students' homes.</p> <p>EWO and Academy lead for attendance meet weekly to identify concerns and plan actions.</p> <p>The gap between attendance percentages of Pupil Premium students and non-Pupil Premium students to be narrowed. The attendance percentage of Pupil Premium students will be 95% or higher.</p>	<p>Increased Progress 8 and Attainment 8 scores for Pupil premium students which will give more opportunities. Enrichment opportunities focusing on aspirations to be evidenced. Academy's NEET figures to remain low.</p> <p>Early indications suggest all students are engaged in employment or training, however figures are not available until November.</p>	<p>Continue with approach including regular attendance meetings.</p> <p>Early indications suggest all students are engaged in employment or training, however figures are not available until November.</p>	
F. Pupil Premium students will have access to wider/ extra-curricular activities.	<p>Free music tuition and instrument loan offered to Pupil premium students.</p> <p>The Academy will use Pupil premium funding to support these students in attending educational visits.</p>	<p>All PP students are offered music tuition and instrumental loan with 30 students taking this up. Support is given for educational visits on an individual basis.</p>	<p>Continue with approach.</p>	<p>Cost of F = £55,595</p>