

## 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	North Birmingham Academy
Number of pupils in school	1151
Proportion (%) of pupil premium eligible pupils	60
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	20-09-2021
Date on which it will be reviewed	December 2021
Statement authorised by	Robert McGinty
Pupil premium lead	Rebeca Velarde
Governor / Trustee lead	Niall Gallagher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£559,630.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£559,630.00

## Part A: Pupil premium strategy plan

### Statement of intent

*At North Birmingham Academy there is a shared vision of all stakeholders that aim to ensure that all of our students achieve the best possible outcomes. This is in line with a trust vision of 'opening minds and opening doors'. In addition, our whole academy ethos of 'thinking big', 'doing the right thing' and 'showing team spirit' encompass our academy strategy. This is central to a world class curriculum intent and implementation which is carefully planned and delivered alongside the academy's personal development programmes and high-quality pastoral care. We believe that this will ensure that our disadvantaged students are prepared for the world of work and beyond once graduating from our academy.*

*Our focus is to ensure that students receive high quality first teaching providing scaffolding and deepening strategies so that students substantive and disciplinary knowledge is developed. The academy appreciates that we must mitigate and reduce the risks from lost learning due to the COVID-19 pandemic and this will be supported by our initiatives in teaching, the wider support offered and targeted intervention/tuition.*

*In addition, the academy aims to:*

- Raise the achievement of our pupil premium students at Key Stage 4.*
- Embed a whole academy literacy strategy which incorporates a brand-new reading approach.*

- *Be strategic in our approach to attendance for pupils to ensure that the highest levels of punctuality and attendance are advocated and systems are in place to identify and support individuals.*
- *Increase our student's cultural capital and future careers pathways by providing students with a wide range of opportunities and high quality guidance to*

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reading ages below chronological age</b></p> <p>The proportion of disadvantaged pupils in KS3 have reading ages substantially below their chronological ages (over 9 months below).</p>
2	<p><b>Prior attainment of pupils.</b></p> <p>PP Students' prior attainment is consistently "significantly below" national expectations in all year groups. In each year group the proportion of students in the "low" prior attainment band is substantially higher than national. In each year group the proportion of students in the "high" prior attainment band is substantially lower than national average.</p>
3	<p><b>Increasing number of students with SEND and EHCP</b></p> <p>The proportion of students with SEND needs in the Academy is increasing with particular challenges in Y7 in 2020/21. The proportion of students with EHCP plans is in the lowest 40% nationally but has increased to 13 pupils with plans. This reflects the local context and challenges in accessing additional support for those students with substantial needs/disabilities within a mainstream setting.</p>

4	<b>Progress and attainment of PP Students</b> Disadvantaged pupils have made significantly poorer progress than other pupils for the last three years; statistics show this increases the risk of school exclusion.
5	<b>Larger numbers of pupils with SEMH needs</b> The school has a large number of pupils who experience social and emotional well-being challenges; this has increased significantly during the COVID pandemic.
6	<b>Lack of cultural capital to succeed across the curriculum.</b> Independent study skills, general knowledge and the cultural capital agenda are typically under-developed for a high proportion of pupils.
7	<b>Persistent Absence has increased since COVID-19 pandemic</b> Proportion of pupils who are persistently absent or have attendance below the national average is too high.
8	<b>Reduction in community services supporting our students.</b> A reduction in community policing capacity means support for vulnerable students and families has reduced significantly in the last three years.

## 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
Reduce the proportion of disadvantaged pupils with a reading age substantially below their chronological age.	<ul style="list-style-type: none"> <li>- Number of disadvantaged pupils with reading age in line with their chronological age increases by 25%.</li> <li>- Significant reduction in pupils 12 or more months below their chronological age</li> </ul>

<p>Improve the progress of disadvantaged pupils</p>	<p>The gap amongst our disadvantaged pupils and their peers is narrowed by:</p> <ul style="list-style-type: none"> <li>- At KS3, the proportion of students receiving a curriculum score of 3 or 4 increases from 2020-21 (46%) and narrows the gap to their peers</li> <li>- At KS4 there are a greater number of pupils achieving a positive progress score compared to 2020/21 unvalidated data (42%) and narrows the gap to their peers.</li> <li>- The proportion of students gaining a grade 4+/ 5+ in English and Mathematics combined increases from 2020-21 (59%) and narrows the gap to their peers.</li> <li>-</li> </ul>
<p>Ensure that the needs of disadvantaged pupils with SEND are met effectively through appropriate support and intervention.</p>	<ul style="list-style-type: none"> <li>- Progress of SEND pupils at the end of KS4 is in line with other SEND pupils nationally.</li> <li>- Reduction in the number of SEND pupils who are persistently absent compared to their peers.</li> <li>- Early identification of students with additional needs through clear induction programme and quality first teaching.</li> </ul>
<p>Staff are well-equipped to support the social, emotional and mental health development of disadvantaged pupils through being attachment aware and trauma informed.</p>	<ul style="list-style-type: none"> <li>- The academy will apply to be a School becomes a recognised “trauma informed, attachment aware provider”.</li> <li>- Rates of exclusion remain significantly lower than local and national averages.</li> </ul>

	<ul style="list-style-type: none"> <li>- Reduction in negative behaviour incidents.</li> <li>- Decrease in students not attending lessons due to SEMH issues.</li> <li>- Greater engagement with parents through parent voice.</li> </ul>
Implementation of high quality Careers information, education, advice and guidance strategy ensures that disadvantaged pupils have access to a wide range of information and experiences to support their successful progression to appropriate destinations.	<ul style="list-style-type: none"> <li>- Number of pupils described as NEET at the end of KS4 is in line with national trends.</li> <li>- An increased number of pupil's access apprenticeships as well as FE places.</li> </ul>
Ensure that all disadvantaged pupils have the opportunity to participate in personal development offer.	<ul style="list-style-type: none"> <li>- Participation in extra-curricular activities reflects the school population. Uptake of disadvantaged students is in line with their peers.</li> <li>- Participation of disadvantaged pupils is in line with peers who attend rewards trips and educational visits.</li> </ul>
Reduce the number of disadvantaged pupils who are persistently absent.	<ul style="list-style-type: none"> <li>- 2019/21 and 2020/22 – number of disadvantaged pupils who are persistently absent is in line with national expectations.</li> </ul>
Improve the overall attendance of disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Average attendance for disadvantaged pupils in all year groups is at or above national expectations.</li> </ul>

## 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: £321,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part funding of a SENCO and Deputy SENCO to support the identification and wider strategies to support our learners with SEND/ECHP plans.</p> <p>Providing whole school CPD and training on SEMH and Thrive programme ensuring that is embedded across the academy with the curriculum.</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p><a href="http://semh.co.uk/types-semh-intervention/">http://semh.co.uk/types-semh-intervention/</a> <a href="http://semh.co.uk/tracking-semh-intervention/">http://semh.co.uk/tracking-semh-intervention/</a> <a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</a></p> <p><a href="https://portal.thriveapproach.com/approach/info/credentials/">https://portal.thriveapproach.com/approach/info/credentials/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/social-and-emotional-learning/</a></p> <p><a href="https://www.crownhouse.co.uk/assets/look-inside/9781781351048_REVISED.pdf">https://www.crownhouse.co.uk/assets/look-inside/9781781351048_REVISED.pdf</a></p>	<p>3. 5. 8. 4.</p>
<p>Part funding of Deputy Safeguarding Lead and SLT whole academy safe</p>	<p>'Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, <b>a feeling of safety and being part of the community</b>, and, of</p>	<p>5. 8. 7.</p>



<p>guarding lead to localise our support for pupils based on a reduction in community policing and family support.</p>	<p>course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.’</p> <p>Ellis, S. and Todd, J. (2018) Behaviour for Learning, Routledge.</p>	
<p>Weekly calendared CPD sessions for all teaching staff that allows teachers to plan effective sequences of lessons so pupils build their schema and knowledge of subject curricular.</p>	<p><a href="https://warwick.ac.uk/fac/soc/cedar/projects/completed05/contprofdev/cpdfinalreport05.pdf">https://warwick.ac.uk/fac/soc/cedar/projects/completed05/contprofdev/cpdfinalreport05.pdf</a></p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p>	<p>1. 2. 4. 5.</p>
<p>SLT PP Lead part funded, to develop curriculum tracking and intervention needed with our disadvantaged pupils.</p> <p>Introduction of Period ‘0’ to support the learning gaps in English and Mathematics 4 and 5+ crossover.</p> <p>Provision of Saturday school for pupil</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-highquality-teaching">https://educationendowmentfoundation.org.uk/support-forschools/school-improvement-planning/1-highquality-teaching</a></p> <p><a href="https://www.prodigygame.com/blog/data-driven-instruction/">https://www.prodigygame.com/blog/data-driven-instruction/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>2. 4.</p>

premium students who are at risk of not achieving 4 and 5+ in English and Maths.		
HLTA support to support vulnerable pupils with smaller group sizes to improve progress and attainment for students.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1. 2. 4.
Partly funded attendance offer and attendance administrator to raise attendance of our students and reduce the persistent absence.	<a href="https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a> <a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</a> <a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a> <a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a>	7. 8.

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £114,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy interventions will provide resources to support pupils with their reading comprehension progression (McGraw Hill)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf</a></p> <p><a href="https://www.mheducation.co.uk/schools">https://www.mheducation.co.uk/schools</a></p>	<p>1. 2.4.6.</p>
<p>Targeted numeracy interventions support pupils with their</p>	<p><a href="https://www.nationalnumeracy.org.uk/what-numeracy/why-numeracy-important">https://www.nationalnumeracy.org.uk/what-numeracy/why-numeracy-important</a></p>	<p>2. 4. 6.</p>

<p>mathematical understanding.</p>		
<p>Continued development of the curriculum across the academy to ensure that it:</p> <ul style="list-style-type: none"> <li>- Maximises the impact of assessment,</li> <li>- Focuses on long term memory and recall.</li> <li>- Emphasis on inclusion.</li> <li>- Mastery of composites and components</li> <li>- Knowledge rich</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF%20Metacognition%20and%20self-regulated%20learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF Metacognition and self-regulated learning.pdf</a></p> <p><a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p>	<p>1.2.4.6.7.</p>
<p>Subscription to digital services to support literacy and numeracy progress and narrow the gap.</p> <ul style="list-style-type: none"> <li>- White Rose</li> <li>- Hegarty Maths.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1.2.</p>

<ul style="list-style-type: none"> <li>- Literacy Assessment Online,</li> <li>- GL assessments.</li> <li>- AQA Exam Pro</li> </ul>		
<p>Purchasing revision guides (hard copy and online copies for year 11 and 13 pupils to support outcomes for 2022 GCSE and A Levels.</p>	<p>Pupils from a disadvantaged background are less likely to purchase/afford quality exam board revision guides to support their examinations for GCSE and A Level. Regular retrieval practice is important, because active retrieval aids later retention (Roediger et al., 2011)  <a href="https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/">https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/</a></p>	2.4.6.
<p>Year 11 residential trip to Corris (Wales) to support student at risk of not gaining English and Maths at 4/5+</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	2.4.6.
<p>Ingredients provided for students to participate in Food Technology Lessons.</p>	<p><a href="https://www.gov.uk/government/publications/food-teaching-in-secondary-schools-knowledge-and-skills-framework">https://www.gov.uk/government/publications/food-teaching-in-secondary-schools-knowledge-and-skills-framework</a></p>	2.4.6.
<p>Free peripatetic music lessons</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2.4.5.6.

CAT4 testing in years 7/8 and post 16	<p>“The CAT4 data is a great tool to help the school know the potential of each student, supporting the teachers to adjust their teaching strategies and methods to best fit their class needs.”</p> <p><a href="https://www.gi-education.com/case-studies/understanding-how-your-students-learn-best/">https://www.gi-education.com/case-studies/understanding-how-your-students-learn-best/</a></p>	1.2.3.4.5.
Learning Support Assistants used to support students identified as underperforming in order to close gaps in attainment and progress compared to their peers.	Intervention support assistants lead small group work with disadvantaged SEND pupils to reduce the gap in reading ages. (At least 40% on track) Successful progress demonstrated in six-week plan-do- review cycle.	2.

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

Budgeted cost: £124,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partly funded attendance offer and	<a href="https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a>	7.

<p>attendance administrator to raise attendance of our students and reduce the persistent absence.</p>	<p><a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-in-schools/</a></p> <p><a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a></p> <p><a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a></p>	
<p>Purchase of year group class texts to be read every morning for 20 mins.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1.6.
<p>Partly funded 4 non-teaching pastoral leads across year 7-10</p>	<p>The HOY structure enables staff to monitor key students daily and track progress. PM that don't teach are able to access students more timely and spend a greater amount of time with parents to ensure engagement</p>	4.7.
<p>The academy will ensure that attendance interventions are timely and take into account the individual students' circumstances.</p> <p>The academy will make use of more 'real-time' data and use this to produce information that is</p>	<p><a href="https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-inschools">https://www.synel.co.uk/news/5-strategies-to-reduce-chronic-absence-inschools</a></p> <p><a href="http://northumberlandeducation.co.uk/wpcontent/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wpcontent/uploads/2016/08/PPAttendancestrategies.pdf</a></p> <p><a href="https://www.sec-ed.co.uk/bestpractice/strategies-for-reversing-poor-schoolattendance/">https://www.sec-ed.co.uk/bestpractice/strategies-for-reversing-poor-schoolattendance/</a></p>	7.8

<p>simpler to analyse and make speedily interventions to support attendance of PP students.</p>		
<p>Revision skills workshops for both KS3 and KS4 students.</p>	<p>Students will benefit from using a wide range of revision strategies to find a suitable one or more that suit their personal learning traits. This will help pupils plan for summative and external assessments.</p>	<p>2.4.6</p>
<p>Rewards visits to recognise the achievements of our students who encompass the whole academy values and also those who make the more academic progress from their starting points.</p>	<p>Pupils identify the rewards process as a key motivator in our culture and ethos meaning that there is greater chance of engagement and attitude to learning improving.</p>	<p>6.7.</p>



Professional Services Education: School Support, Education Psychologist (TIASS), Autistic team, Speech & Language, Dyslexia Screening, Sharing Panel, Urban Devotion Birmingham. Combined Cadet Provision	Additional external support to link with the community meaning pupils will benefit from increased well-being and support. These links will be proactive in identifying early diagnosis of pupils meaning the academy can build a more effective strategy for our pupils.	3.4.5.6.7.
Provide high quality CIAEG programme and support for pupils.	Building confidence, encouraging aspiration - <a href="https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/">https://educationinspection.blog.gov.uk/2018/06/12/building-confidence-encouraging-aspiration/</a>  Disadvantaged schools leading the way for careers education - <a href="https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education">https://www.unifrog.org/blog/disadvantaged-schools-leading-the-way-for-careers-education</a>	4.6.7.
Breakfast club every morning from 7.30am to support attendance and punctuality to the academy every day.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation of Breakfast Clubs - School briefing.pdf</a>	7.
Breakfast club with water / fruit before all external examinations.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation of Breakfast Clubs - School briefing.pdf</a>	4.7.
Thrive as a tool to support SEMH to reduce exclusions.	<a href="https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/">https://www.thriveapproach.com/about-thrive/the-thrive-approach/benefits/</a>	3.4.5.6.7.

Total budgeted cost: £ 559,630.00

## **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.

#### **Pupil Premium Rationale 2020-21**

North Birmingham Academy is located in an area with relatively low levels of education attainment – with over 50% of the intake having lower than national standards on entry to the Academy. Disadvantaged students have made significantly poorer progress than others for the last two years, and the Academy has a large number of students who experience social and emotional well-being challenges (22%). Independent study skills and general knowledge are underdeveloped for a high proportion of students. Progress and attainment of pupils in Maths has been consistently low for the last 3 years. Lastly, the pupils who are persistently absent and have a lower than average attendance is significantly high (86.14%).

There are relatively high levels (top 20%) of multiple-socioeconomic deprivation indicator in the local area and extremely high levels of crime evident, including petty crime, violent crime and issues such as substance misuse. Attitudes to self and school indicate relative low expectations and aspirations for education across the student cohort.

The proportion of students with SEND places in the Academy is increasing with particular challenges in Y8 for the Year 2020-21. Nationally, the proportion of students with EHCP are in the lowest quintile, which reflects the local context and challenges in obtaining additional support, particularly for students with significant challenges in a mainstream setting.

The desired outcomes of the Pupil Premium strategy include:

Outcomes	Evidence/Impact	Lessons Learnt
<p>1. Reduce proportion of disadvantaged students with reading ages substantially below their chronological ages</p>	<ul style="list-style-type: none"> <li>● At least 40% of SEND students have made progress in interventions.</li> <li>● Reading age impact for last academic Data: Low evidence due to COVID pandemic 30% students below in their chronological reading age in KS3. - need ongoing support in the next academic year.</li> <li>● EAL support - 4 new starters reintegrated to mainstream during this Academic year - Limited impact due to COVID pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing support next academic year to ensure it is in line with the National SEND average.</li> <li>● Curriculum revamp explicitly teaches tier 2 and 3 vocabulary</li> <li>● Literacy marking codes support teachers identifying key SPAG errors early to help pupils.</li> </ul>
<p>2. Improve the proportion of disadvantaged pupils who achieve the basic qualification of English and Maths at grade 4 and above</p>	<ul style="list-style-type: none"> <li>● 59% of disadvantaged pupils in 2020 -2021 achieved a grade 4 and above in English and mathematics compared to 75.3% of non-disadvantaged pupils.</li> <li>● 72% of disadvantaged pupils achieved a grade 4 in English compared to 82% of non-disadvantaged</li> <li>● 64% of disadvantaged pupils achieved a grade 4 and above in Maths compared to 79.5% of non-disadvantaged</li> <li>● Provision ongoing for 2021/2022 due to</li> </ul>	<ul style="list-style-type: none"> <li>□ Clear data analysis reviews explicitly reviewing PP progress of these pupils will SLT and middle leaders.</li> <li>□ Use of Saturday school for PP learners has shown good attendance and progress of learners who attended.</li> <li>□ Use of SLT to call home to those not attending Saturday school has improved attendance.</li> </ul>

<p>3. Ensure that the needs of disadvantaged pupils with SEND are met effectively through appropriate support and intervention</p>	<ul style="list-style-type: none"> <li>● Develop the use of provision maps to underpin QFT.</li> <li>● Edukey used as a universal tool- to provide strategies and support whole staff delivering QFT.</li> <li>● Ongoing next academic year - Positive impact on teachers knowledge and understanding of pupils' needs.</li> </ul>	<ul style="list-style-type: none"> <li>● Where teachers annotate there learner passports, this has supported the students progress in the classroom.</li> <li>● Curriculum MTPs now explicitly define scaffolding strategies to support learners acquiring substantive and disciplinary knowledge.</li> </ul>
<p>4. Staff are well-equipped to support the social, emotional and mental health development of disadvantaged pupils through being attachment aware and trauma involved.</p>	<ul style="list-style-type: none"> <li>● Increased referrals for Mental Health - SEMH provision and recovery support increased by 35%</li> </ul>	<ul style="list-style-type: none"> <li>● Regular CPD needed to continued to support the students with SEMH in the academy.</li> <li>● Regular weekly student focus and student team meetings support the welfare and progress of these students.</li> </ul>
<p>5. Careers information, education, advice and guideline strategy ensures that disadvantaged pupils have access to a wide</p>	<ul style="list-style-type: none"> <li>● Number of pupils described as NEET at the end of KS4/5 is minimised 0.</li> <li>● An increased number of pupil's access apprenticeships as well as FE places.</li> </ul>	<ul style="list-style-type: none"> <li>● More engagement with local and national providers needed to ensure that students are exposed to a wide range of career pathways.</li> <li>● Regular tracking and updating of internal destination data supports</li> </ul>

<p>range of information and experiences to support their successful progress to excellent destinations.</p>		<p>the academy in supporting students to the most appropriate destinations.</p>
<p>6. Ensure that all disadvantages pupils have opportunities for personal development</p>	<ul style="list-style-type: none"> <li>● Trips - no applicable last academic year.</li> <li>● Rewards (Amazon vouchers) - to motivate pupils - Across each year group.</li> </ul>	<ul style="list-style-type: none"> <li>● Regular half termly rewards assemblies provide an incentive for good behaviour and attendance.</li> <li>● Tracking of extra-curricular club attendance supports the academy in ensuring uptake improves.</li> </ul>
<p>7. Improve the progress and attainment of disadvantaged pupils in Mathematics</p>	<ul style="list-style-type: none"> <li>● Attainment in maths 64% 4+ and P8 in maths -0.29 (unvalidated)</li> </ul>	<ul style="list-style-type: none"> <li>● Still a consistent gap between PP and non-PP learners.</li> <li>● Use of teacher folders, CPD around disadvantaged pupils and PP clear part of data driven teaching needed.</li> </ul>
<p>8. Reduce the number of disadvantaged pupils who are persistently absent</p>	<ul style="list-style-type: none"> <li>● 15% students are PP- monitored by Attendance lead</li> </ul>	<ul style="list-style-type: none"> <li>● Use of real time data needed on daily basis to inform interventions so they happen timelier.</li> </ul>

<p>9. Improve the overall attendance of disadvantaged pupils</p>	<ul style="list-style-type: none"><li>• Overall Attendance PP 85.2%</li><li>• Overall, PA PP 42.7%</li></ul>	<ul style="list-style-type: none"><li>• More effective daily calls.</li><li>• Use of Fast Track process needs more effectiveness.</li><li>• 3 Day visits regardless of if parents have been in contact to be implemented.</li><li>• Higher profile of attendance and importance. (use of big screens/twitter/website/assemblies/letters)</li><li>• Drop-in session for parents (PP targeted pupils)</li></ul>
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## 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*

<b>Programme</b>	<b>Provider</b>
Mentoring programme support across the community especially during Lock down	Urban Devotion Birmingham
Supporting students with learning skills using memory techniques	Elevate Education



