

Pupil Premium Strategy 2020-21

What is the Pupil Premium Grant?

The Pupil Premium (PP) is a government initiative introduced in April 2011. It targets additional funding for disadvantaged children in the following categories:

- Students who are, or who have been previously (in last 6 years), eligible for free school meals (FSM)
- Looked After Children (LAC)
- Service Child Premium (children with parents in the armed forces)

What barriers do pupils eligible for the Pupil Premium Grant face?

The barriers and challenges disadvantaged pupils face are complex and varied. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children:

- Poor reading, writing and numeracy skills resulting in some difficulty in accessing the curriculum
- Low aspirations and ambition resulting in low self efficacy
- Historic poor behaviour that resulted in severe loss of learning return on time invested by staff

We allocate our Pupil Premium Grant to resources that aim to close the gaps in these areas. We also allocate resources in line with the Inspiration Trust Pupil Premium Strategy.

How do we decide how to spend the Pupil Premium Grant?

In deciding how to use our Pupil Premium Grant, we draw upon the following sources:

- Sutton Trust report: “The Pupil Premium: Next Steps” available [here](#).
- Education Endowment Foundation Teaching and Learning Toolkit, available [here](#).
- Research on disadvantaged pupils and the vocabulary gap, available [here](#).
- Our professional experience of what works best.
- Our expert knowledge of our school’s context

What did the outcomes of our pupils who attract the pupil premium tell us in 2019/20?

We need to carefully monitor gaps between PP and Non-PP for the new Y10 cohort and their transition to KS4.

We need to identify pupils who may need additional support early so early intervention work can take place within department from the start of KS4

We need to review forecasts for new Y11 PP pupil with higher prior attainment and consider to what extent they may need additional intervention to ensure they maximise their full potential

We need to review provision for pupils working from home during COVID-19 to ensure quality, access and timely feedback

We need to increase access and awareness of the hardship fund

We need to support pupils' wider enrichment engagement, including music, sports and drama & improve the proportion and number of disadvantaged pupils taking part in extra curricular activities to further their interests and develop leadership opportunity through sporting fixtures, competitions and school events

We need to continue literacy intervention in Y9 for pupils who are likely to have not made sufficient advancement in reading ages by the end of KS3

We need to continue to raise the attendance, and therefore achievement of all pupils, but particularly those who attract the pupil premium

From this evidence we have identified the following priority areas for spending:

- Improving attendance
- Raising aspirations
- Improving outcomes
- Securing post-16 education or training for all

Summary Information					
Academic Year	2020-21	Total number of pupils	809	Date of most recent PP review	18/11/20
Total PP funding	£446,007	Number of pupils eligible for PP	450 (56%)	Date planned for next internal review	June 2021
Progress 8 score for previous year	+0.31	Attainment 8 score	44.68	E/M Grade 5+	39%

Overall aims of strategy

Aims	Success Criteria (specific and measurable)
To narrow and close the gap between the achievement of these pupils and their peers across KS3 and 4, particularly at Grade 5+ E/M	Improved outcomes for PP pupils to reach above 48%
A specific focus on narrowing the GCSE attainment gap in English and maths.	Improved outcomes for PP pupils to reach above 48% in both En/Ma
That 100% of pupils progress to further education, employment or training after they leave Great Yarmouth Charter Academy.	NEET score of zero.
To improve attendance for PP pupils in all year groups	PP pupils maintain a 95% average attendance and a reduction in Persistent Absence to below 15%

Spending Allocation

Quality of education for all				
Action	Intended outcome	Intended impact: Will this meet the success criteria?	Lessons learned from previous years	Cost
Contributions towards staffing; Assistant Heads of Year, Safeguarding officer, Attendance officers	To narrow the attainment gap and support all PP pupils in accessing the curriculum and to liaise with PP families to improve attendance.	<ul style="list-style-type: none"> 57% of PP pupils achieved a positive Progress 8 score compared to 48% the previous year. Progress 8 increased to a score +0.31 (2020) from 0.11 (2019) The attainment gap has narrowed to 5.9% in the 9-4 measure and both progress and EBACC attainment has risen moderately over the last 3 years 	These roles are vital in narrowing the attainment gap and improving the quality of education we provide at Great Yarmouth Charter Academy. The quality first teaching approach and high expectations are actively employed by these key staff daily. We will continue to use them as effectively during the next academic year.	£240,551.19

Contributions towards TLR for PP Champion	Support PP use across the school.	PP pupils were monitored at each data collection point and necessary interventions were put into place.	A PP co-ordinator will help oversee the day-to-day management of the minimum guarantee in a bid to raise attainment further.	£5224.80
Contributions towards Vice Principal Safeguarding	Improvement of attendance, raise aspirations and improve learning behaviours.	Improved behaviour and attendance. See impact data below.	We will continue the Charter focus of highest expectations for all pupils.	£26,543.97
Professional Services	External careers guidance, translation services, Horatio House alternative provision all contribute to PP pupils engaging in education.	All PP are now in post-16 education, employment or training. Pupils accessed alternative provision to ensure education played a central role in their lives. Translators attended parents' evenings and are available at request to support our PP EAL families.	All such professional services are to be retained.	£12,544.79
Licences and Subscriptions	Hegarty maths, online resource. Thinking Reading.	Hegarty maths is accessed by the vast majority of pupils to study topics relevant to the curriculum at their own pace. Thinking Reading will have commenced this academic year.	Pupils found Hegarty maths to be easily accessible and useful. We will continue to use this product.	Hegarty Maths - £6,619.22 Other licenses - £2,870.24
After school sports clubs and swimming lessons	Broaden opportunities and experiences to improve social skills.	Sports clubs were well attended (especially by LAC pupils) and allowed for participation in extracurricular activities.	We will continue to offer as many sports clubs as possible post COVID-19.	
Targeted support				
Action	Intended outcome	Intended impact: Will this meet the success criteria?	Lessons learned from previous years	Cost
Raising Achievement team and Academic Mentors	Small group intervention to boost attainment in maths and English	The attainment gap will be narrowed further.	This approach was hugely successful and will continue.	£69,172.87

Music lessons	Lessons, tuition and use of instruments for all specified PP pupils.	Many of these pupils will go on to study music at GCSE and the fact they can play an instrument will be a mandatory skill.	This will be reviewed with the Trust SSL throughout the course of 2020/21	£2,061.00
Holiday sessions and Saturday morning classes	Close gaps in learning focusing on the literature elements of the course.	Pupils were specifically targeted and those who attended these sessions improved their English Literature grade with pupil voice reporting an increase in confidence after attending. Holiday sessions were very well attended with certain days recording over 100 pupils.	We will host Saturday sessions in the run up to exams only. Holiday sessions will run in Oct, February, Easter and May half term.	£9,676.88
School and pupil Transport	To allow all pupils safe and efficient travel to school	The few pupils who accessed this service all attended school and all who applied were approved.	This strategy will continue throughout 2020-21	£879.70
Educational Materials	More focussed revision and ability to engage with syllabus content.	Subjects such as art and PE were able to provide PP pupils with key materials such as digital devices, sketch books & uniforms to support engagement.	This will continue but curriculum leaders will be encouraged to play a more active role in sourcing appropriate revision materials.	£69,141.65
Pupil Uniforms	Items of uniform provided to ensure attendance.	PP pupils were fully able to attend school.	Heads of Year will apply for hardship funding through the academy intranet and will be approved by the Senior Vice Principal.	£4,818.27
Other approaches				
Action	Intended outcome	Intended impact: Will this meet the success criteria?	Lessons learned from previous years	Cost
Data manager	To drive the regular data reporting for staff and parents	New systems for reporting have been introduced to look at the new summative assessment data, and how to relay it to parents effectively to allow for support from home.	That this role is pivotal in providing accurate and up to date information to staff and parents alike.	£20,000.00
Rewards	To inspire and motivate.	The pupil in question was able to be with his peers for an end of school event.	We need to devote more funding towards rewards in a bid to raise aspirations.	£2,347.21

Total expenditure				£446,007
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Planning ahead - 'Three year strategy' 'Impact' Section to be updated annually. Budgeted costs to be projected over three years and updated annually.

Quality of teaching for all					
Intended outcome (including success criteria)	Actions/Approach	Rationale/Evidence Base	How will we ensure it is well implemented?	Staff Lead	How/when will we review?
Staffing and curriculum developments	Curriculum is effective and delivered effectively to ensure knowledge is stored in the long term memory of pupils. Holiday and Saturday	High leverage learning opportunities within a structured environment that allows pupils to re-visit key knowledge and build on prior learning.	Carefully structured programmes of study designed by experienced staff and moderated by Trust wide specialist subject leaders.	SPL	July 2021
Expressive writing	Gaps between PP and non PP pupils is narrowed. Reading and writing age improvement	Direct Instruction programme designed to improve reading and writing ages.	Lesson drop ins, observations, CPD.	LWR	Termly
Contribution towards Thinking reading scheme of learning.	Improved attainment in literacy leading to PP pupils being able to better access the subject of English.	Phonics programme that offers a transformational approach to teaching literacy across Key Stage 3.	Lesson drop ins, observations, CPD.	LWR	July 2021

Contribution to support staff working with PP pupils	Contribution to sustaining adult support staff in lessons in order to help close the attainment gap.	Focus on 1-2-1 in class support for PP/SEN pupils who are not making expected progress. Also deliver small group work (literacy, numeracy, speech and language) intervention based on individual need.	Direct management from SEN department. Staff survey	CGX	April 2021
Budgeted costs					
2019-2020	Total cost:	Breakdown of costs:			
2020-2021	Total cost: £XXXXXXXX	Breakdown of costs:			
2021-2020	Total cost: £XXXXXXXX	Breakdown of costs:			
Impact					
2019-2020	Impact (was success criteria met?)		Lessons learned		
How/will the strategy be amended for the year ahead?					
2020-2021	Impact (was success criteria met?)		Lessons learned		
How/will the strategy be amended for the year ahead?					
2021-2020	Impact (was success criteria met?)		Lessons learned		
How/will the strategy be amended for the year ahead?					