

Pupil Premium Strategy 2019-20

Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

At The Ebbsfleet Academy we share the vision that students' progress and attainment should be determined by hard work, ability and merit and not by parental wealth or family background. We are committed to closing the gap in attainment that exists between Pupil Premium and non-Pupil Premium students. In the academic year 2019/20 The Ebbsfleet Academy estimates it will receive £186,065 in funding for Pupil Premium, of which £11,000 is the Year 7 Catch-up premium. Below is a summary of how this money will be spent and the impact it is hoped that it will have on our students.

Vision:

To reduce and ultimately eliminate the pupil premium attainment and progress gaps by addressing and minimising barriers to learning.

Strategy:

The reasons behind the lower progress and attainment, nationally, of students who qualify for the Pupil Premium are many and complex, but can be summarised under six barriers to learning:

- Barrier 1: Poor attendance
- Barrier 2: Special educational needs and disabilities (SEND)
- Barrier 3: Low attainment in core subjects, or poor reading skills preventing students from fully accessing the curriculum
- Barrier 4: Low confidence and resilience
- Barrier 5: Low parental aspirations
- Barrier 6: Low rates of home learning

At the Ebbsfleet Academy, the core of our Pupil Premium strategy is to identify which of these barriers are faced by each Pupil Premium student and provide targeted support to reduce or eliminate each barrier and help each student to realise their potential.

Aspect	Action	Intended Outcome	Investment
Barrier 1: Attendance	<ul style="list-style-type: none"> • Attendance officer (AO) to target PP students for attendance intervention • HOH/AP meet fortnightly to review students within their house to agree actions. • Tutors phone home for every student below 96% five times a year • VP/HOH/AO conduct attendance panels with PP students five times a year • AO sends absence list daily • AO to meet with parents of low attenders at parents' evenings. • Academy Council attendance panels to be held every six weeks targeting PP students with attendance below 94% • SLT mentoring of students with low attendance. • Appointment of an additional pastoral leader to support vulnerable students. • Principal to directly line manage Attendance officer to increase accountability. • Publication of weekly tutor group and House attendance figures to be published in EA news and displayed outside classrooms. • Attendance Officer to maintain 100% attendance board. • HOH to monitor the issuing of 100% attendance badges. • Attendance reviewed in tutor time weekly. • 100% attendance to be rewarded with every student each half term through assemblies and non-uniform. • 100% attendance to be used as part of the criteria to celebrate Year 11 success each half term. • Tutors and teachers to welcome students back upon return from absence and demonstrate that their presence in school is valued and important. • A breakfast club will be established to provide breakfast to pupil premium students who need it. 	Halve the gap in attendance between PP and non-PP students from 6.8% to 3.4%	£15,333

Aspect	Action	Intended Outcome	Investment
Barrier 2: SEND	<ul style="list-style-type: none"> • Implementation of SEND policy. • Implementation of Fresh Start strategies for SEND-friendly classrooms. • Accelerate the progress of SEND and PP students through greater personalisation of learning • Further improving our curriculum provision for our SEND and vulnerable learners in all year groups. • CPD sessions to be delivered on effective support for Students with SEND. • Weekly SEND breakfasts to share best practice for support specific students with SEND. • Monitoring of implementation of SEND policy and implementation of 'Fresh Start' strategies through regular learning walks. • Monitoring of the quality of work of students with SEND through book scrutiny exercises. • Use of MINT Class to highlight students with SEND and facilitate the exchange of effective support strategies. • Implementation of 'Plan B' behaviour strategy to support PP-SEND students with poor behaviour records. 	<p>Y11 PP-SEND students to achieve FFT5 targets.</p> <p>Reduction in the proportion of behaviour points received by the 7 % of PP-SEND students from 13% to 10%.</p>	£36,518
Barrier 3: Low attainment in core subjects and reading	<ul style="list-style-type: none"> • In liaison with core DOLs, establish intervention groups to target weaknesses in English, maths and science. • Tutoring in English, maths, science and reading of selected PP students by Year 12 students. • Reading intervention targeted towards PP students with this identified as a specific area of weakness delivered through a reading club. • Running holiday exam prep sessions for key exam groups. 	<p>Halving of the PP vs non-PP gap in reading age residual from 6 months to 3 months.</p> <p>Halving of the reading age deficit of PP students in the reading intervention from -3.3 years to -1.65 years.</p> <p>Improved core subject performance for identified PP student relative to those not receiving such support.</p>	£17,867

Aspect	Action	Intended Outcome	Investment
Barrier 4: Confidence and Resilience	<ul style="list-style-type: none"> • Collect data on confidence and resilience through student survey. • Teachers to target PP students for positive (honest!) feedback. • Teachers to make a point of celebrating failure – not the failure itself but the risk taking, confidence, effort and the learning-opportunities it provides. • Push PP participation in enrichment and other extra-curricular activities. • Encourage participation of PP students in the Duke of Edinburgh’s Award scheme, with financial assistance to help cover some of the costs and reduce barriers to participation. • Continuation of personal development work through the SMSC programme, Academy Days and assemblies. • Work by the pastoral team to provide emotional support and build resilience in vulnerable PP students. • Intensive support provided by the Lighthouse to build confidence and resilience in PP students with significant behavioural problems. 	<p>Improvement in self-reported confidence and resilience.</p> <p>Reduction in PP/non-PP exclusion ratio to 2:1 or better (the ratio of exclusions per PP to exclusions per non-PP).</p> <p>Substantial PP student participation in extra-curricular activities.</p>	£36,913
Barrier 5: Low parental aspirations	<ul style="list-style-type: none"> • Collect data on parental aspirations through student survey. • KKE to meet with all students identified as affected by low parental aspirations to help ensure they have appropriate careers aims and ambitions. • Ongoing identification of students at risk of NEET and provision of additional support and opportunities to help them develop clear goals and pathways. 	<p>Improved aspirations of PP students evidenced by comparison of student survey data.</p> <p>Reduction in Y11 PP NEETs from 38% currently identified as vulnerable to less than 10%.</p>	£530
Barrier 6: Lack of home learning	<ul style="list-style-type: none"> • Tutors to prioritise PP students when checking prep, and to follow-up through parent phone-calls where lacking. • Work closely with Y11 tutors on the Y11 pupil premium students with markedly low HL (list below). • Provision of prep catch-up sessions giving students a quiet space to study. 	Halving of the PP/non-PP HL gap from -48% to -24% (net points awarded for HL)	£60,800

<p>General classroom teaching</p>	<p>Communication of barriers to learning:</p> <ul style="list-style-type: none"> • For each class, PP students will be categorised as to whether they face barriers to do with attendance (only attendance), attainment (low core attainment, reading age or SEND) or attitude (low confidence and resilience, low parental aspiration, lack of home learning). • A Venn diagram will be produced for each class that shows which categories each PP student fits into, and communicates the appropriate supportive strategies to use. <p>Learning personalisation: Teachers are to use the following supportive strategies:</p> <ul style="list-style-type: none"> • Attendance: <ul style="list-style-type: none"> ○ Tutors and teachers to welcome students back upon return from absence and demonstrate that their presence in school is valued and important. • Attainment: <ul style="list-style-type: none"> ○ Students are ‘first port of call’ during activities ○ Ensure students are suitably challenging themselves. ○ Monitor volume of work closely, setting clear daily targets. ○ Prioritise books for marking/checking first • Attitude: <ul style="list-style-type: none"> ○ Prioritise students for contributions to class discussion. ○ Find something positive to say to each student every lesson. ○ Tutors to prioritise during prep-checking. ○ Tutors to follow-up lack of HL with parents on a weekly basis. <p>Staff development:</p> <ul style="list-style-type: none"> • Provision of CPD sessions on how best to support PP students. 	<p>Y11 PP students meet FFT 5 targets in their June 2020 examinations.</p> <p>Halving of the PP-non-PP KS4 attainment gap from -0.53 to -0.26.</p>	<p>£3,280</p>
<p>Monitoring and maintenance</p>	<ul style="list-style-type: none"> • PP-focussed learning walks (three times per year) • Reporting on PP to Academy Council at each meeting (12th December, 2nd April, 4th June): <ul style="list-style-type: none"> ○ Updated data for each of the barriers outlined above, including comparison of PP vs non-PP ○ Participation of PP students in intervention and enrichment activities. ○ Provision of additional support for PP students such as mentoring, EWO support etc. ○ Updated categorisation of students • PP progress and attainment to be discussed in data analysis meetings (at leadership, departmental and classroom teacher levels). 	<p>Maintaining continual focus on PP students.</p> <p>Identification of issues and continual refinement of the strategy and approaches.</p>	<p>Included in above costings</p>