



Diverse
Academies



Tuxford Academy
Excellence through Teamwork

Pupil Premium Strategy

Updated October 2020

Current National Guidelines

The Pupil Premium Grant is a Government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces. Schools decide how best to use this funding, but must report, in a transparent manner, how it is used, and evaluate the impact of any actions or initiatives funded by the grant. At Tuxford Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding. While the number of students receiving free school meals determines much of our Pupil Premium Grant, we are also required to narrow the achievement gap between all the various groups of students. Consequently, we reserve the right to use this funding to address the underachievement of any student, and not just those students who attract it.

Introduction and Purpose

This action plan sets out Tuxford Academy's current approach to closing any achievement gaps. It also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At Tuxford Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the Academy. At Tuxford, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a program of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions. Currently, 11% of our students are supported by Pupil Premium funding.

Aims & Objectives

Key Aims: Diminishing the Difference

1. To develop a clear direction and focus to diminish the difference across all areas of the Academy; especially PP students.
2. To embed 'Closing the Gap' across the whole Academy curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP students.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.

Pupil Premium Funding 2020-2021

Pupil Premium funding is presently regarded as being continuous funding, so many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives. The Government's reclassification of Pupil Premium eligibility to cover any students who have been eligible for FSM in the past 6 years has resulted in the Academy receiving £188,710, with 161 students qualifying for the Grant. An outline of how the Academy has targeted the spending of this money is shown below.

Students eligible for Pupil Premium

The PPG per pupil criteria and unit funding for 2020-2021 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children, pupils in year groups 4 to 15 as recorded in the January school census recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

Pupil Premium Strategy

Summary Information					
Academy	Tuxford Academy				
Academic Year	2020-21	Total PP budget	£188,710	Date of most recent PP review	October 2020
Number of students (Year 7-11)	1247	Number of students eligible for PP	161	Date for next internal review of this strategy	July 2021

In school barriers
A large number of disadvantaged students have low level literacy and numeracy skills and have a lower SAS relative to other students
A high proportion of disadvantaged students also have Special Educational Need, therefore have an additional barrier to learning which they have to Overcome
The disadvantaged students have a lack of academic organisation, which slows their academic progress relative to other students
External barriers
Attendance rates for PP students in some years is slightly lower than the non-PP students, this reduces their school hours and causes them to not perform as well as their peers

Desired outcomes	
High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP	Pupils eligible for PP in Year 7 make expected progress by the end of the year. This will be evidenced using Star Reader and Star Number.
Improved rates of progress across KS3 for all PP students	Pupils eligible for PP make as much progress or above as 'other' pupils across Key Stage 3. Where they are not, departments to implement interventions, monitored by the faculty progress leader and the college team
Improved rates of progress across KS4 for high attaining pupils eligible for PP	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress or better than 'other' pupils identified as high attaining, across Key Stage 4. Where they are not, departments to implement interventions, monitored by the faculty progress leader and the college team
Increased attendance rates for pupils eligible for PP	Overall attendance among pupils eligible for PP improves and is in line with 'other' pupils

Planned expenditure 2020-21

Category	Provision	Cost
Strategic leadership and staffing	Allow a strategic approach to be adopted so that interventions are targeted effectively and timely. Academic and pastoral staff to support students. To 'narrow the gap', especially in terms of attainment and progress, in literacy and Numeracy, with a particular focus on pupil premium students. This includes small group tuition, small withdrawal classes and 1-1 tuition	£125,000
Curriculum support	To provide students with additional academic targeted support in a conducive environment during and outside of school hours	£24,000
Enrichment	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	£10,000
Staff CPD	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school	£3,000
Music tuition	To allow students to engage with additional enrichment opportunities	£3,000
Resources	Additional resources to track, monitor and support students in making expected or above expected progress as well as additional revision materials for students	£16,000
Summer school/Extended transition	To 'narrow the gap' and to provide a full week of engagement for Pupil Premium Students and those who achieve 84 or below in their KS2 SATS	£3,000
Uniform	To ensure all transition Pupil Premium students have access to full school uniform	£5,000
Books	To encourage students to read for pleasure	£1,500
Total		£190,500

Expenditure – Academic year 2019-20				
Provision	Purpose	Cost	Outcomes/Impact	Reason for
Strategic planning and Resources	To enable Leadership Team to access training and providing resources in order to support provision for PP students	£8,000	Capacity created for nominated LT, Heads of College and progress leaders to meet to discuss PP strategy and create tracking system. Achievement for all PP review states the Senior Leadership team communicates and models its vision and determination to secure continued improvement of outcome for disadvantaged students	<i>Increase capacity of SLT: The leadership taking responsibility.</i>
Staffing in English and Maths	To allow smaller group work and TA support in English and Maths	£65,000	To diminish the difference between PP and non-PP students so that PP students make the expected or above progress for their age	Quality Teaching First is paramount and Marc Rowland –‘A Practical Guide to Pupil Premium’, agrees that schools that create the best outcome for pupils, recruit, train and retain great teachers and support staff. www.nationaleducationtrust.net

Academic support for PP students on a one-to-one, small group basis	Targeted support provided to assist students with their academic studies	£30,000	100% of CLA students engaged in 1:1 or small group tuition in both English and Maths which had a positive impact as 100% achieved both Maths and English In KS3, literacy intervention has provided an average increase reading age of 0.7 months	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months progress. This is supported by the Sutton Trust and Marc Rowland 'A practical guide to Pupil Premium'
Academic support through after-school study clubs	To provide students with a conducive, supervised environment which allows them to complete homework, revision or gain support with exam technique	£10,000	Increased number of students engaging in the after school study clubs, hence supporting increasing progress	After-school clubs and sports can improve the academic performance and social skills of disadvantaged 18school pupils, research finds http://www.bbc.co.uk/news/education
Targeted CEIAG	To raise aspirations of PP students and increase numbers of disadvantaged pupils able to access RG universities or quality apprenticeships.	£5,000	The NEET figure in 2020 were significantly below national averages, with all students in education or training	Being taught about career opportunities in school, as well as meeting employers, has a "meaningful and statistically significant impact on later earnings". www.stem.org.uk
Student well-being day	To ensure all students with a particular focus on PP are educated about well-being and British values	£3,000	All students aware of personal safety, both electronically and physically, through the delivery from outside speakers.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and

			100% of students now aware of My Concern Safeguarding package through Global Awareness and assemblies	attainment itself (four months' additional progress on average). Sutton Trust EEF Teaching and Learning Toolkit
Student well-being	To raise aware that the culture, ethos and environment of the academy influences students health and wellbeing of pupils and their readiness to learn	£3,500	All students are aware of the well-being team and the support they can offer. All PP students have had the offer of mindfulness	PHE outline the link between student health and well-being and attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf
Pastoral Intervention and Support Sessions	Targeted support put in place to assist students with either pastoral or academic issues	£15,000	An extensive range of support, both pastoral and academic offered to PP students to assist their progress from the PP mentor, Heads of College and Progress Leaders. Fixed term exclusion levels remain well below National Average for PP students	DfE identifies that a school needs to meet all children's assessed needs. The EEF states Social Emotional Learning interventions might focus on ways in which students work with (and alongside) their peers, teachers, family or community
Music provision	Extracurricular activities, musical instrumental tuition	£3,500	Students engaged in music tuition provided by PP funding to ensure PP students are not discriminated against in terms of tuition and use of instruments	To enhance the curriculum and provide equal opportunities and provisions www.stjosephs.camden.sch.uk/PDFPolicies/Premium.pdf

Year 11 Attainment 2019-20		
	Students eligible for PP	Students not eligible for PP
% achieving 5 4+ including English and Maths	50%	69%
% of students achieving a standard pass in English and Maths	English = 72% Maths = 64%	English = 91% Maths = 76%
Attainment average 8	41.15	50.3

It is important to acknowledge the unique situation of this year's cohort and the impact which Covid-19 had on their results. Students did not take exams at the end of their courses and therefore were awarded Centre Assessed Grades (CAGs). As a result of this, performance data has not been published by the DfE.

Strategies for closing the achievement gap

Interventions

There are three distinct waves of intervention:

Wave 1 - The effective inclusion of all children in high quality teaching & learning

To include:

- Differentiation in the class to an individual level
- Literacy support in class
- Small group work within the class
- Working with peers of a similar/higher ability
- TA support in class
- Invited to after school sessions
- Practical activities
- Revision guides
- Modelling exemplar materials

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

Wave 1 provisions are in place. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after Academy booster classes; holiday revision clubs, withdrawal classes during the Academy day.

Wave 3 - Specific targeted interventions for identified students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 or small group basis where the teacher does not expect students to make the expected progress in a group situation.