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 premium grant expenditure 2019-20
 

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*This document is continually under review and will change during the course of the year*

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	955
Total number of pupils eligible for PPG	469
Amount of PPG received per pupil	£935
<b>Total amount of PPG received</b>	<b>£414,685</b> <i>(to be adjusted once numbers are confirmed Nov 2018 £438,515)</i>

Previous performance of disadvantaged pupils					
	2016	2017	2018	2019	2020
Progress 8 score	-1.10	-1.05	-0.38	-0.68	<b>-0.07</b>
Attainment 8 score	30.7	28.7	37.90	31.3	<b>38.51</b>
English progress 8 score	-1.13	- 1.11	-0.68	-0.59	<b>-0.05</b>
Maths progress 8 score	-1.0	-1.05	-0.57	-0.81	<b>-0.29</b>
English 4-9 (previously A*-C)	33%	44%	53%	57%	
Maths 4-9 (previously A*-C)	21%	38%	50%	38%	
Basics	22%	24%	40%	31%	<b>52%</b>
P8 Gap	0.50	0.62	0.20	0.42	<b>0.32</b>

## Objectives of PPG spending

To diminish the difference between Non-PP and PP students for:

- levels of achievement
- levels of literacy
- levels of numeracy
- levels of aspiration
- levels of opportunity
- levels of engagement

### **We will do this through:**

Improving attendance and punctuality of PP students.

- The percentage gap between the attendance/punctuality of disadvantaged students and their non-disadvantaged peers will diminish YOY and in relation to NA%.
- Persistent Absence will significantly reduce YOY and in relation to NA%.

Reducing fixed-term exclusions of PP students.

- Percentage of fixed term exclusions attributed to disadvantaged students will diminish YOY and in relation to NA%.

Increasing engagement rates of PP students and their families.

- Engagement rates of PP students in relation to Student Leadership, Enrichment and attendance at Session 6 will increase.
- Parental engagement will increase.
- Opportunities for PP students will increase

Improving outcomes for PP students.

- Gaps in attainment of disadvantaged students achieving a good pass in both English and maths will rapidly diminish YOY and in relation to NA%: 35% as a minimum.
- The school progress 8 score for PP students will improve to below -0.3.
- Reading age of disadvantaged students' progress in line with chronological age.
- All PP students will have an appropriate Post-16 destination.
- The in-year data for students in years 7-10 will show a significant closing of the disadvantaged/other students' gap across all subject areas.

Proposed allocation of PPG spending by item/project							
Initiative	Proposed Cost	Rationale	Who?	Impact	June RAG	October End point	Overall impact (Assessed in September 2020)
5-2-1 Tuition and maths / English coaching.	£16,000	To implement DTT package of intervention in order to improve progress and attainment of disadvantaged students in Y11 Maths/English.  Smaller teaching sets.	MFI IMI/SLY/PHA/LDA  SLT Link: GME	Close gap further in Maths and English attainment		This will continue but readjusted to meet new requirements. Coaches appointed for Aut 2019	Engagement was positive and we will be using this initiative again. The impact was negated due to the national lockdown. However, the Centre Assessment Grades show that both Maths and English have progressed significantly.  Maths P8 increased by 0.56 and English P8 increased by 0.4 overall.  Disadvantaged P8 increased by 0.62 overall.
KS3 Achievement Leaders to raise standards in English, Maths & Science: Y7/8	£30,000	Implement early days intervention for Y7 students to raise their working at levels in Writing, reading and Numeracy.  To diminish gaps in achievement for Y8 students in English/Maths/Science.  To improve literacy and numeracy skills	RTY HOV/IMI/TAK  SLT Link: MWA	Attainment gaps to close to be seen through data  Settings will be equally split  Progress rates will be the same for PP and Non PP	Work has begun  HOV IMI have started key groups of PP students completing catch up work to fill gaps of missed knowledge  Impact seen data  <b>Science needs establishing</b>	Science Leader has settled into the school.	Prior to lockdown there was a 2% gap in PP basics in year 8. This will be a longer term impact and we will continue working on this.
Developing Literacy Skills – KS3: Think English  English KS3 Mastery Curriculum to accelerate progress rates	£10,000	To further develop literacy skills and oracy through 'Think English' training and developing the curriculum at KS3 (weekly focused lesson).  To improve reading ages in line with chronological age.	RWI  SLT Link: MSH	Reading ages to improve throughout school  Impact seen through attainment data  Literacy levels increased	Year 8 completed poetry slam as a year group  Staff all received literacy training Nov 30 <sup>th</sup>	Has now been embedded but adaptations being made  Evidence for reading ages hasn't been provided –	

SLT Link focusing on Literacy of disadvantaged students.		To improve outcomes at KS4			Posters/display information has been shared with staff- Dec  New scheme of Wk data positive	SLT link has left.  Lexia has not been renewed for 2019/20  In place for Aut 2019.	
Appointment of Assist Principal with responsible for Pupil Premium & Engagement	£30,000	To lead on the implementation of the PP Plan.  To champion disadvantaged students and their families.  To ensure that faculties implement strategies to diminish gaps in subject areas / reducing in-school variation between subjects  To increase engagement and up-take of enrichment activities / Session 6.	GME  SLT Link: LMO	Gaps will close even further  Monitoring and data analysis will be more closely done		Continuing lead	The previous SLT link has left, but this is a continued spend through the appointment of an Assistant Principal for Raising Achievement and Pupil Premium.
Raising Achievement Coach for Disadvantaged students.	£10,500	To identify, monitor and mentor underachieving disadvantaged students in KS3.  To coordinate and monitor the impact of a range of strategies.	KPE  SLT Link: PMI	Gap will close  PP students engagement will be improved less FTE and better attendance	Recent data has been supplied and is currently been analyzed at to make sure impact tis a strong as it possibly can be  There may be amendments to this programme.	Programme has been completely changed or 2019/20  Albion will do own Analysis of programme  Impact limited but linked to SEMH in Sep 19	Based on the Centre Assessment Grades, the data shows that this did have an impact.

Allocation of Senior Leader responsibility to lead on progress and attainment of Most Able students including Most Able Disadvantaged students.	£10,000	To ensure staff know how to engage disadvantaged HATs.  To develop CPD/staff ability to deliver stretch & challenge in lessons.  HATs make measurable progress in EBACC subjects compared to Aug 2018 and baseline assessments in Oct 2018.	PHA  SLT Link: MWA	PP HATs to achieve in line with Non PP HATS		Whole score data went down inc HATs  2019/20 – plan been redesigned with new clear focus and remit. Whole school and Faculty RAPs in place.	
Allocation of Senior Leader responsibility to lead on CEIAG and WRL  Expand Connexions SLA to ensure greater focus on destinations of disadvantaged students.	£10,000	Connexions engagement / programme for most vulnerable learners  Tracking and monitoring of PP destinations data  Cohort identified for engagement and raising aspirations programme  New courses in place to engage vulnerable and disadvantaged learners.  All disadvantaged students have access to financial capability lessons/sessions and identified students to achieve external accreditation for this.	NAT  SLT Link: MWA	All students will receive a varied CEIAG curriculum to suit individual needs  NEET figures for PP will be similar to Non PP  College/6 <sup>th</sup> form numbers will be relevant to students  Parents engaged in CEIAG	Work has begun to monitor PP attendance to even and specific 'diet' they receive.  All Year 10 and Year 11 PP students have received meetings first with connexions.  Year 11 PP onto second meeting see CEIAG data	This will continue 2019/20  NEET figures support evidence  However, programme will be developed further  ALL of year 11 will go to a university trip	
SEMH Support - Murray Hall Counselling	£10,000	Therapeutic support and counselling takes place for every disadvantaged student who has more than 1 FTE, or is <92% attendance or who has been identified as a safeguarding concern.  PA and FTE reduces YOY and in relation to NA%.	JHA  SLT Link: PMI	Reduced FTE for students		Actual cost 18,000 up to Dec 2019. We have increased provision and spend for Jan 2020: 24,000.	

SLT secondment to lead on Behaviour Recovery in order to further support a YOY reduction in FTE	£6,000	To develop Rewards  To upskill staff  To work alongside AP for Attendance & Behaviour in order to reduce FTE	YBR  SLT Link: LMO/DSM	Reduced FTE for PP students  Attendance improved for PP students  Less internal exclusion for PP students  Engagement on par with Non PP students	BR system had little measurable impact although much anecdotal. A new Behaviour lead will be appointed.	New Behaviour AP in post and a specific team for interventions has been created.	
Increase SLA for Sandwell Inclusion Behaviour SuPPort Team	£8,000	To provide a Advisory Teacher for SEMH & additional hours from a Educational Psychologist and a Learning SuPPort Advisory Teacher.  To upskill staff  To provide additional and specialist suPPort for the most vulnerable disadvantaged students	TCO  SLT Link: LMO	FTE figures decrease  Improved engagement  Lower PA for PP students		Despite YOY increase in FTE, the impact has been positive in relation to diagnosis of SEND need. Additional EHCPs as a result of increased closer working with LA.	
Academic / Pastoral mentoring (Y11/Y10).  SLT time for targeted suPPort work.	£5,000	In-year academic and attendance data shows the gap between the target groups of students close between them and their non-PP peers on an individual basis.  Targeted Year 11 students make accelerated rates of progress in line	SLT GME  SLT Link: LMO	Attainment Gap closes	Led by KRI and DMA	Programme was abandoned and not followed the same as last year.  2019/20 it has been reinstated	
West Bromwich Albion <i>Attend to Achieve, Believe to</i>	£10,000	The percentage gap between the attendance on Pupil premium and non-pupil premium students	KPE  SLT Link: PMI	PA improves  Attendance improves		Data from West Bromwich sessions to be analyzed	

Achieve – WBA SLA & strategy in place		across the academy will further diminish. Reduction in PA. Reduction in late %				in full for impact from DC2	
Purchasing uniform and equipment for disadvantaged students.	£1500	The percentage gap between the attendance on Pupil premium and non-pupil premium students across the academy will further diminish. FTE will diminish in comparison to 2017/18 and NA%. Increased progress rates.	YMO/LJA SLT: PMI/JWI	Attendance improves PA improves Engagement improves	Continues 25 ties purchased plain blue to lend to students via pastoral hub – they are being used and monitor being kept by pastoral staff	This will continue	
Pupil premium trip/department subsidy	£8,000	PP students in Y11 achieve a Progress 8 score of below -0.2. The percentage gap between the attendance on Pupil premium and non-pupil premium students across the academy will further diminish FTE will diminish in comparison to 2017/18 and NA%. Increased progress rates at KS3.	JWI/GME SLT Link: GME		Has been shared with staff and bids are coming in  Bids continuing Impact measured through results  Key Stage3 impact evident	Has proven successful in supporting of new courses and attendance  Change however needs to be directed at progress	
Session Six and Saturday schools and 2 x	£6,000	PP students in Y11 achieve a Progress 8 score of below -0.2.	LDA/GME SLT Link: MWA			Food was provided very well attended	

revision residential		40% achieve at least 4-9 in The Basics.				Will continue Only 1 residential this year however	
Safeguarding & Interventions Coach & Behaviour Support Managers in post	£42,000	Improved attendance and outcomes of identified cohort of students (when measured against baseline, YOY and NA%).  Evidence of improved provision/suPPort in line with safeguarding need.  FTE reduced for target students.  Access to Early Help/additional interventions.	TWH / PWA  SLT Link: PMI/DSM		In very early stages – appointment made.	New model in place from Sep 2019.	
Re-focus and re-deploy the pastoral team to create a student welfare hub.	£27,000	To ensure all student welfare interventions are centrally located as a one- stop shop for all, but in particular, disadvantaged students.  To expand the team of PM's to ensure that there is capacity to deliver targeted interventions for PP students – the aim being to significantly reduce FTE YOY, in comparison to NA% and other students.	DSM  SLT Link: LMO	PP students access Pastoral hub  PP students and parents more engaged	Hub built.	Hub was built.  Leadership of hub is under negotiation as we look to use interventions etc more productively  Currently PP attendance and behavior is below Non PP	
Ensure students currently accessing off- site Alternative Provision make progress at	£74,000	To improve life chances and oPPortunities for our most vulnerable young people accessing alternative provision.  Progress and attainment will improve YOY and in	NAT/TCO  SLT Link: LMO	Students achieve grades at the end of courses which allow further progress		Regularly monitored by NAT  Attendance system set up Year 11 mocks sat	



least in line with peers.		relation to NA%. Off-site students will make progress in line with on-site peers.				<p>maths achieving 2-4</p> <p>Reconsider AP providers for 2019/20</p> <p>Consider working programme</p>	
EWO / Apprentice Attendance Officer & Family Liaison Officer in post.	£24,000	To improve attendance and reduce PA YOY and in comparison to NA%. To diminish gaps between disadvantaged and other students.	Instill Ex / JHA  SLT Link: PMI/DSM	<p>Improved monitoring of attendance</p> <p>Detailed analysis of PP attendance provided</p> <p>Less PP PA and higher PP attendance rates</p>	YOY improvements in relation to PA at HT5	<p>Changed leadership in Jan to PMI impact to be measured by term 3</p> <p>Improved attendance</p>	
Develop engagement activities and wrap around care offer: Club WOA, Breakfast Club	£4,000	<p>To promote and support parental engagement.</p> <p>To ease transition between holiday/term-time.</p> <p>To improve attendance and reduce behaviour issues as children maintain contact with school, procedures and expectations.</p>	TCO  SLT Link: CSM	Students more engaged ( PP name on registers)		Breakfast club does occur and is well attended and will be continued	
Develop individual faculty PP RA strategies & provide access to additional resources: curriculum, enrichment, revision: Bidding System / Impact & Evaluation	£10,000	<p>To further embed the whole school ethos of diminishing the gaps for disadvantaged students.</p> <p>To evaluate and embed Faculty-led RA plans for PP students</p>	GME  SLT Link: LMO	Attainment gap closes	<p>PP steering group has begun work on this process.</p> <p>A member from every faculty is involved and they each have a responsibility</p>	This will continue into 2019/20 but with new parameters to it	

					Edgmond for key stage3 – has led to residential for KS 3 been planned. Alton towers – year 10/ 9 actioned  Year 7/8 – beach visit		
Develop on-site Alternative Provision strategy to engage the most vulnerable learners (Team Exceed).	£8,000	Historically, outcomes for off-site Alternative provision have not been reflective of the ability/potential of students. We want to improve outcomes and oPPortunities for our most disadvantaged students by at least ½ a grade YOY and in relation to NA%. We want attendance to be at least in line with whole school % and to significantly narrow the gap when measured against NA%.		We may pursue this strategy in 2018/19.	2018/19 strategy will be released Sep 2019.	Team Ambition strategy in place from Sep 2019.	
Appoint an additional teacher/s in raising standards of disadvantaged students in maths/science	£51,500	Improve progress & attainment rates of disadvantaged students in maths & science				All set up – KS3 team in place	
Sea cadets						Has been launched and begun	

Total PPG received	0.25 x £
Total PPG expenditure	£ Proposed SPEND: £411,500
PPG remaining	To be discussed ( <i>*adjust. £46,315</i> )

*\*adjustment based on increased student numbers*

## Objectives of PPG spending

To diminish the difference between Non PP and PP students for :

Aim	Met with evidence	Next plan
Levels achievement	<ul style="list-style-type: none"> <li>• Key Stage 3</li> </ul> <p>PP have made more progress and gap has considerably closing</p> <p>PP attainment better than previous year</p> <p>PP attainment still not line with Non PP</p> <p>Attendance and punctuality improved</p> <p>Behaviour programme reintroduced</p> <p>Pastoral suPPort</p> <p>DATA to show met</p> <ul style="list-style-type: none"> <li>• Key Stage 4</li> </ul> <p>PP achievement lower than previous</p> <p>PP progress rates are lower than Non PP Bidding pot to suPPort</p> <p>DATA to show not met</p>	<ul style="list-style-type: none"> <li>• Continue with RADY</li> <li>• Continue with T n L</li> <li>• Deliver training re P intervention and suPPort</li> <li>• Maths Mastery introduced</li> <li>• Literacy review</li> <li>• Attendance suPPort</li> <li>• Equipment provided / transport</li> <li>• Breakfast club suPPort</li> </ul> <p>KS 4</p> <p>Academic Mentoring</p> <p>Revision plan</p> <p>Further SLT suPPort</p> <p>Settings</p> <p>Residential</p> <p>Revision drop down days</p> <p>RAP plan developed</p> <p>Bids to suPPort curriculum</p> <p>Alternative provision</p> <p>Part time timetables suPPorted with work</p> <p>Session 6 suPPort</p>

<p>Levels of Literacy</p>	<ul style="list-style-type: none"> <li>• Key Stage 3</li> </ul> <p>Introduced the English mastery and English Key Stage 3 lead – improved outcomes/progress</p> <p>Poetry days</p> <p>Literacy mats simplified and used in classrooms</p> <p>No reading tests occurred</p> <p>Key Stage 4</p> <p>SMART start</p>	<ul style="list-style-type: none"> <li>• Literacy development</li> <li>• Reading tests relaunched new programme</li> </ul> <p>TCO and HOV</p> <ul style="list-style-type: none"> <li>• literacy plan from Literacy review</li> <li>• SMART start</li> <li>• Reading dog</li> <li>• Volunteers</li> <li>• Homework club</li> </ul> <p>KS 4</p> <p>Curriculum</p> <p>Drop down days</p> <p>SuPPort from academic coach</p>
<p>Levels of numeracy</p>	<ul style="list-style-type: none"> <li>• Key Stage 3</li> </ul> <p>Introduced KS 3 lead – outcomes progress increased</p> <p>Timetables rocks stars</p> <p>Key Stage 4</p> <p>My tutor – positive impact on cohort 83% achieved</p>	<ul style="list-style-type: none"> <li>• SMART start</li> <li>• Further maths days /activities</li> <li>• Maths mastery programme</li> <li>• SuPPort from academic coach</li> <li>• Homework club</li> <li>• MyTutor</li> </ul>
<p>Levels of aspirations</p>	<ul style="list-style-type: none"> <li>• Key Stage 3</li> </ul> <p>Visits increased</p> <p>CEIAG</p> <p>Assemblies</p> <p>Rewards assemblies/prizes</p>	<ul style="list-style-type: none"> <li>• Albion</li> <li>• Cadets</li> <li>• CEIAG</li> <li>• GROW programme</li> <li>• Rewards further developed</li> </ul>

	<p>Rewards evening INpower Cadets Academic achievement Attendance</p> <p>Key Stage 4 CEIAG Some had university visits Some went to college Rewards Rewards evening INpower</p> <p>NEET figures PP students aPPlying to college to do A levels increased</p>	<ul style="list-style-type: none"> <li>• Enrichment programmes</li> <li>• Student voice</li> <li>• Session 6</li> <li>• visits</li> </ul>
Levels of oPPortunity	<ul style="list-style-type: none"> <li>• Key Stage 3</li> </ul> <p>End of year trip Inpower Poetry day Trips inc Ingestre hall Voting University lecture External visitors inc football players Student leadership Performance</p> <p>Key Stage 4</p>	<ul style="list-style-type: none"> <li>• Visits /trips – year group and subject specific</li> <li>• Curriculum developed</li> <li>• Student voice</li> <li>• External Visitors</li> <li>• Homework club</li> <li>• KS 3 residential</li> <li>• Performance</li> </ul>

	<p>End of year trip Voting Inpower Poetry</p>	
<p>Levels of engagement</p>	<ul style="list-style-type: none"> <li>• Key Stage 3/ 4 – numbers have increased</li> </ul> <p>House system Bidding pot to suPPort Pastoral structure changes Assemblies Voting Enrichment Charity days Student leadership Competitions Sports day Cadets Attendance suPPort Breakfasts</p> <p>DATA</p> <p>50% PP student are student leadership/voice</p> <p>45% enrichment attendees were PP</p>	<ul style="list-style-type: none"> <li>• House system – permanent Heads of House</li> <li>• Pastoral structure changes</li> <li>• Rewards system</li> <li>• T n L</li> <li>• Parental meetings</li> <li>• Mentoring</li> <li>• Profiles developed on key students</li> <li>• Bids to provide students with equipment to achieve</li> <li>• Attendance suPPort</li> <li>• Sports day</li> <li>• Breakfast</li> <li>• Session 6</li> <li>• Equipment</li> </ul>

Focus for 2019/20

- levels of achievement
- levels of literacy

- levels of numeracy
- levels of aspiration
- levels of opportunity
- Levels of engagement

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#### Increasing engagement rates of PP students and their families.

Engagement rates of PP students in relation to Student Leadership, Enrichment and attendance at Session 6 will increase.

Parental engagement will increase.

OPPortunities for PP students will increase

#### Improving outcomes for PP students.

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The school progress 8 score for PP students will improve to below -0.3.

Reading age of disadvantaged students' progress in line with chronological age.

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