



**Pupil Premium Strategy
2020-2021**

Pupil Premium Funding Report 2020/21

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 Erdington 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 Erdington'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 Erdington 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, Erdington Academy.

At Erdington Academy, 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 programme 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.

Quality First Teaching & Intervention

Erdington Academy recognises the value and uniqueness of every student, and we understand that some students need more support to ensure that our community is inclusive and equal. As an academy, we ensure that all staff employed are highly trained and effective, and tailor training for all staff.

At Erdington Academy we are aware that the key to success for all students is ensuring that all day-to-day teaching meets the needs of each learner, rather than simply relying on interventions to compensate for teaching that is less than good. Where more support is needed the school allocates the best teachers to teach intervention groups. All teaching staff are aware of who is eligible for the PPG, and this informs their planning.

The Academy is committed to making sure that support and intervention (including adjustments where necessary) are made in a timely fashion. This is achieved through regular half termly monitoring, and the use of regular robust assessments which allow teachers to give students effective and timely feedback.

For 2020/21 our additional funding is broken down into:

PP: £568,000

Catch Up Funding: £32,000

Students eligible for Pupil Premium

The PPG per pupil criteria and unit funding for 2020/21 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2345
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

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.

Full eligibility criteria and funding guidance can be found here:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

Impact of Pupil Premium funding:

The strategies to support PP pupils are chosen for their effectiveness based on cost and outcomes, many of the strategies used have been successful in previous years, while others have been adopted because of other schools' successes, empirical evidence or research undertaken by staff. The PP Toolkit provided by the Education Endowment Foundation has been a critical source of guidance in planning the PP allocation in this academic year and informing the strategies chosen. The toolkit can be located here:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Aims & Objectives

Key Aim: Closing the Gap

- To develop a clear direction and focus for closing the gap (Diminishing the Difference) across all areas of the academy, in particular key performance indicators reported nationally
- To embed “closing the gap” across the whole academy curriculum, using a range of effective resources and strategies
- To raise levels of attainment and narrow the gap between targets groups and individuals, specifically for PP students
- To improve the knowledge and understanding of the most effective Pupil Premium approaches, informed by national research and implemented across the academy.

In-academy barriers

Our Pupil Premium strategy has a key focus on the following areas, which have been identified as barriers to learning at Erdington Academy:

- Key contextual deprivation for students in the area around Erdington academy are Housing and Crime
- Students have a low level of literacy and vocabulary
- Students have a low level of numeracy
- There is an absence of a family culture of learning and parental engagement with school life
- Higher prior attainers do not make sufficient progress
- Disadvantaged Students do not make sufficient progress in Maths, compared to English
- Disadvantaged Students do not make sufficient progress in History and Geography
- Disadvantaged boys are not making as much progress as disadvantaged girls

How will we use Pupil Premium funding in 2020/21 to support our students?

Category	Provision Overview	Funding allocation	Intended impact
Staffing	<p>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 one to 1:1 tuition and small withdrawal classes. Data leaders to track PP.</p> <p>Specialist staff: Attendance, Careers, Librarian, Teaching Assistants, Higher Level Teaching Assistants, PP Champions, Achievement Coordinators, Participation leads, Behaviour.</p>	£540,000	Improved feedback to disadvantaged pupils and their parents with more interactions through the use of Achievement Coordinators, Year 11 pastoral lead and Heads of House.
Attendance support	Subsidised travel to and from Erdington Academy To ensure all Pupil Premium students have access to their learning at the academy; support for students to meet and exceed attendance targets / rewards for meeting attendance targets.	£1000	Improvement to key indicators for PP students e.g. attendance, punctuality and progress.
Enrichment	To ensure all students are able to access learning inside and outside the classroom through agencies, outside providers, motivational speakers and subsidised educational visits e.g. the Academy pays for all music tuition for students to learn how to play an instrument.	£1000	Improvement to key indicators for PP students e.g. attendance, punctuality, no. of referrals, NEETs.
Enrichment	Resources for faculties to be used on trips, experience enhancing opportunities and improving teaching and learning	£400	Increase in the percentage of PP students participating in extracurricular and house events.
Subsidised additional uniform	To ensure all Pupil Premium students have access to their learning at the academy by complying with Erdington Academy's uniform expectations.	£600	Improvement to key indicators for PP students e.g. attendance, punctuality, no. of referrals, NEETs.
Student Learning Resources	Providing learning resources to students e.g. revision guides for Year 10 and 11, ingredients for students studying Food, calculators for examinations and in key subjects. Additional tuition outside literacy and numeracy, to support further academic studies in all other curriculum subjects and access to specialist software such as Lexia for further academic support.	£5000	Additional resources that improve learning and progress. Optimal results come from short, regular sessions.

Student Learning Resources	Academy-wide resources on Closing the Gap throughout the year.	£5000	Improvement in Progress 8 score for the academy, including the PP cohort, which is moving towards the national average.
Student wellbeing support	Provision of mentoring, careers and pastoral support such as the Think 4 The Future Mentoring and Franklin Scholars programme, hygiene packs, behaviour rewards etc.	£1000	Improvement to key indicators for PP students e.g. attendance, punctuality, no. of referrals, NEETs.
Staff training	Training of key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated throughout the academy.	£3500	Disadvantaged students achieve a positive Progress 8 score.
Student Rewards	Providing a range of rewards and celebration opportunities throughout the academic year	£1500	Improved motivation by students. Increased rewards:sanction ratio, greater rate of homework completion.
Assessment	GL Assessment package to encourage reading and support literacy.	£1500	Incremental improvements in teacher assessments and accelerator reading programme.
Assessment	Hold 'walking talking' mocks for Year 11 students in the Spring term. This is used to improve performance in examinations and promote Metacognition.	£500	Improvement in Progress 8 score for the academy, including the PP cohort, which is moving towards the national average.
Tackling deprivation	Provision of food for students during interventions and on the morning of GCSE exams.	£800	Improvement in Progress 8 score for the academy, including the PP cohort, which is moving towards the national average.
Tackling deprivation	Revision Materials to support achievement of target KS4 pupils	£4000	Improvement in Progress 8 score for the academy, including the PP cohort, which is

			moving towards the national average.
Tackling deprivation	Green Pens and resources for students	£250	Improvement in Progress 8 score for the academy, including the PP cohort, which is moving towards the national average.
Tackling deprivation	Facility for students to study and use ICT at the end of the academy day	£500	Improvement in Progress 8 score for the academy, including the PP cohort, which is moving towards the national average.
Motivation	Promotion of boys' celebration	£500	Improvement in engagement and progress of boys in all year groups; increased rewards:sanction ratio.
Teaching and Learning	Raise the profile of disadvantaged pupils to ensure effective planning and in class support. All teacher's active files to have clearly identified Pupil Premium students in each class.	£500	Improvement in engagement and progress of all PP students.
Contingency	To ensure effective intervention where additional support is required	£450	Improvement for PP students in all key indicators.

The PP Plan is reviewed on a yearly basis following the publication of national results, we also review key performance indicators at set points within the year to ensure the interventions that have been chosen are having the desired impact.