

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Barclay Academy
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dr M. Laban
Pupil premium lead	Mrs M. Charlwood
Governor / Trustee lead	Mr P. Webber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,610
Recovery premium funding allocation this academic year	£24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,825

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Barclay Academy's ultimate objective is to ensure that students from disadvantaged backgrounds achieve as well as all others and make the excellent progress needed to secure this. This plan focusses on improving literacy and numeracy levels so that all students are able to access the curriculum and, therefore, allow them to succeed. The key principles are: improving literacy and numeracy as well as attendance so that students from disadvantaged backgrounds are given the knowledge and tools that they need and to ensure that they are in school in order to maximise their learning time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Negative impact on progress caused by disruption to learning.
2	Insufficient progress for key cohorts: Middle and high attaining boys and girls, white British boys and disadvantaged SEND.
3	Poor levels of numeracy and literacy on entry.
4	There are increasing numbers of social care involvement with families.
5	Improving attendance post Covid
6	High levels of Social, Emotional and Mental Health problems.
7	Lacking cultural capital and low aspirations for future destinations

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
------------------	------------------

<p>Improve pupil learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving 4+/5+ in English and Maths.</p>	<ul style="list-style-type: none"> • PP students achieve or exceed, 4+ in line with national averages for all students.
<p>Improve pupil progress and outcomes for all especially for key cohorts.</p>	<ul style="list-style-type: none"> • PP students achieve or exceed, 4+ in line with national averages for all students. • PP students achieve or exceed, P8 averages in line with national averages for all students. • PP students achieve or exceed, A8 in line with national averages for all students.
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum</p>	<ul style="list-style-type: none"> • 90% of KS3 can read at or above their chronological reading age. • Standardised reading scores are in line with or above national averages.
<p>Improve attendance</p>	<ul style="list-style-type: none"> • PA rate for PP will be in line or lower than national averages. • PP students will achieve, or exceed, attendance in line with national averages.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £64,825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all teaching staff <ul style="list-style-type: none"> - External training of coaches - Purchasing Powerful action steps software - Provision of 1 period off timetable per three teachers being coached. - Purchase of texts to support coaching Portion of salary for coaching leads	June 2019, "The EEF guide to The Pupil Premium" states that "teaching should be the top priority, including professional development". The guide states that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils". "Students taught by the most effective teacher learn in six months what those taught by the average teacher learn in a year. Students taught by the least effective teacher take two years to achieve the same learning" (Hanushek & Rivkin, 2006). "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence" (Matthew A. Kraft, David Blazar, Dylan Hogan) strongly points to instructional coaching as the best method to improve teaching and learning.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy tuition Literacy tuition	The EEF's "improving literacy in secondary schools" and "Improving Mathematics in KS2 and 3" states that "Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7." Techniques explained in the guide are employed during sessions.	1,2,3

	<p>“Structured intervention support may be required for Year 7 pupils who are struggling to make progress” and “Interventions should start early, be evidence-based and be carefully planned”.</p>	
16-19 facilitating literacy and numeracy tuition	As suggested by the ESFA.	1,2,3
<p>Year 11 raising achievement plan- PP focused section:</p> <ol style="list-style-type: none"> 1. 1-2-1 PP interviews with SLT/HOK. 2. Year 11 Study Sessions 3. Targeted intervention sessions delivered by subject specialists and expert teachers. 4. Trust SEND ITT intervention programme 5. Targeted Year 11 residential revision weekend 	<ol style="list-style-type: none"> 1. These interviews target the lowest achieving/most disadvantaged PP students. A set of questions have been agreed and it is an opportunity for students to talk freely about their experience of learning. Within this key resources such as revision material, space to complete revision and homework at home is discussed. Historical data shows that PP students do not achieve as well as their peers, therefore these interview give information which can be implemented by staff to have a positive impact on students’ progress and well-being. 2. We have identified that a large number of PP students in Year 11 do not have a space at home to complete homework and revision. The EEF toolkit identifies that homework can have up 5+ months impact for students. Year 11 Study Sessions offers students a space to complete homework and revision after school for an hour, 3 times a week. The sessions are not used as a ‘punishment’ for students who are not completing homework, instead is setting a culture that we want to support all students with completing work outside of classroom as “Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance.” (EEF:2021). In addition EEF research has shown that the gap is widened for students from disadvantaged background as they may not have a quiet place to work at home, parental support a device to work on. The sessions are staffed by support staff who monitors attendance, supports students with their 	1,2,3

work and contacts teachers for support and additional resources. The member of staff has been able to create a safe and welcoming space for students. Central resources have been created including materials such as paper and pens. Access to computers is available for all students. EEF research on the impact of homework has been used to inform this activity.

3. Targeted intervention has been introduced during registration time. EEF states that *“Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.”* (EEF:2021). Registration content has been adapted to make sure that students still access core learning, such as PHSCE (including statutory teaching of RSE) and SMSC topics. Intervention sessions have been set up as small group interventions ranging from 4-6 students. EEF highlights that group size should not be above 6 students for maximum impact. The sessions are delivered by expert teachers throughout the week. Heads of Department have selected targeted students for example grade 3 /4 borderline students, those students who will not achieve both English and Maths at grade 4. Intervention groups are reviewed every 4-6 weeks to be responsive to the needs of students and after mock exams results. EEF research highlights that targeted small group intervention can have a 4+ months impact for student progress and this is an effective strategy for PP students. Though the research suggests that the sessions are run over a longer period of time, interventions are targeted for specific aspects of the subject content, which may not be relevant to the student at that point in time.

4. As part of a trust wide ITT provision, ITT trainees are working with the SEND department to deliver small group intervention. Students targeted include those students who

	are both PP and SEND. Trainees plan and deliver these sessions under the guidance of HODs, SENCO and SEND Trust lead. ITT trainees have received training as to how to run these sessions as EEF research shows that <i>“Providing training to the staff that deliver small group support is likely to increase impact”</i> (EEF:2021).	
--	---	--

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £60,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use behaviour support interventions to positively reinforce attitude to learning	EEF toolkit +3 months Behaviour interventions benefit all students in the classroom due to a purposeful learning environment being maintained	1,2,3,
Consistency through whole school behaviour policy	Clear expectations and boundaries for students. Creates a purposeful learning environment for all students. EEF supporting Behaviour in Schools Guidance	1,2,3
Barriers to attending school are identified and support given	The attendance of PP students to school is below national expectations. Many PP students have social and emotional barriers to learning and subject to external multiagency plans.	5
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance officer and HOYs work with parents. EEF Toolkit parental engagement suggests 3+ months progress.	4,5
Offer bespoke SEMH interventions to pupils	School counsellor Commando Jo or Jane	6

	EEF Toolkit Social and Emotional learning 4+ months	
--	---	--

Total budgeted cost: £194,825.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Improved outcomes across K3 and K4

Pupil premium overall attainment improved last year from previous years. The A8 gap (between PP and non PP) is in line with national and closing over the last 2 years. Predicted P8 and A8 gaps for the current year 11 have closed significantly despite the pandemic. Both the gaps for P8 and A8 are predicted to be smaller than national. This indicated improved teaching over time.

Improved literacy levels

Reading ages have improved with 66% of our students in Y7&Y8 improving beyond the number of months passed. 68% of Y7 and 69% of Y8 are now above expected and rising. PP students improved by an average of 4 months or more.

Consistent use of tutor time

All year groups follow a tutor time timetable with consistent PowerPoints and activities to support the learning. Implemented and reviewed by tutors and HOYS. Local and national issues have been added to support students. The programme is evolving and developing.

Support for SEMH students

Part time school counsellor provided one to one counselling for students who either did not meet threshold for CAMHS or who required crisis support.

Improved attendance

Attendance of PP students has improved despite the pandemic and falling attendance nationally.

2018/19 86.16%

2019/20 87.68%

2020/21 88.01%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Commando Jo	CJ Education services
Lexia	Lexia
GCSEPod	GCSEPod

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The Future Charity is supporting Barclay Academy's co-curricular programme by subsidising trips, sporting activities and music provision for those students who are in receipt of Pupil Premium funding.