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| **The 4 key barriers to closing the gap for our pupil premium students have been identified as:**  **Attendance;**  **Behaviour;**  **Reading Ages; and**  **Provision of Intervention strategies** | | | |
| --- | --- | --- | --- |
| **Focus of intervention/areas of spend** | **Cost ‘000** | **Success criteria** | **Impact** |
| **Attendance** |  |  |  |
| Ensure attendance of our pupil premium students is in line with / above national average  Consider   * Number of persistent non attendees * Attendance % * Late arrivals   Provide a pastoral team to drive attendance. | 32 | Attendance data is in line with national average.  Improve our attendance by 2%  In order to improve the outcomes of our disadvantaged students, attendance is critical. Students must be in school and on time to access quality first teaching so that attainment can improve.  The attendance officer is charged with following up attendance with the pastoral team. Weekly meetings track attendance, follow up visits, transport allowances and court actions. | **Attendance per DFE**  Autumn Term 2018 to Spring term 2019  PP **95.6%** (National 92.2%)  **Persistent absentees**  Autumn Term 2018 to Spring term 2019  PP **10.9%** (National 22.8%) |
| **Behaviour** |  |  |  |
| Ensure that the behaviour of our pupil premium students is addressed to maximise attainment   * Introduce and monitor class charts * analyse behaviour points * analyse reward points   Provide a pastoral team to drive expectations and behaviour. | 60 | Pupil premium students are rewarded on / above our non pupil premium students  Behaviour concerns are followed up by HOY on a timely basis | Improves attainment |
| **Reading Ages** |  |  |  |
| **Reading Ages (TA intervention)**  Students complete a reading test in September 2018   * students identified for 1 to 3 reading intervention sessions per week in form time and afterschool clubs. * students given additional learning support within the classroom. * SLT monitor impact and amend personalised provision.   Employ a whole school literacy lead who drives improvements in literacy across the Academy. | 80 | The majority of our pupil premium students have a reading age  above 10 prior to accessing KS3  above 12 prior to accessing KS4. | These students can access the GCSE curriculum.  Improve attainment across all subjects. |
| **Provision of an EAL coordinator**  Ensure small group provision is made for all our EAL students to improve their reading and understanding of vocabulary. | 15 | Small group intervention has a tracked impact.  Help these students access an appropriate curriculum. | **Progress 8 Actual 2019**  **EAL 0.46**  Non EAL -0.31 |
| **Peer tutoring**  Older, more able students hold reading clubs to students with a reading age below 9. |  | Improve literacy. | Help these students access an appropriate curriculum. |
| **Provision of Intervention Strategies** |  |  |  |
| **GCSE subject attainment**  Provide subject specific intervention sessions   * Before and afterschool programme in place for small group, targeted intervention * Saturday club for year 11s to be provided * Lunchtime homework clubs so students can access ICT, Art equipment * Holiday revision clubs * Provide access to GCSEpod, SAM Learning, Lexia, Accelerated reader and MyMaths   Provide revision guides and exam packs for pupil premium students in core subjects.  Provide ingredients for food technology courses.  Provide Art products for Art students. | 54 | Ensure our pupil premium students attain the same grades and progress as our non pupil premium students  Student voice of pupil premium students is heard and responded to and is positive  Close the pupil premium progress gap in all subjects by 5% so within 0.1 | **Progress 8 2019**  **All Subjects**  PP **+0.33**  NPP 0.26  **English**  PP **+0.35**  NPP +0.25  **Maths**  PP +0.29  NPP +0.40  **Less than npp but still positive in 2019**  **EBACC**  PP **0.32**  NPP +0.28  **Open**  PP **+0.37**  NPP +0.14 |
| **Brilliant club**  Focused intervention through the ‘Brilliant club’ in science and maths. | 21 | Pupil premium students make progress in science through small class intervention.  Close the pupil premium gap in Science and Maths by 5% | Monitoring impact for HPAs as move into year 10 |
| **Bolton School students**  Provision of additional support in core lessons. |  |  | Improve attainment |
| **Music**  20 minute weekly peri music service sessions provided for pupil premium students.  Provide lunch and afterschool music clubs | 10 | Raise the number of disadvantaged students that can access music academically and for enjoyment.  Student voice demonstrates a love for music.  Enhance the lives of our students.  Improve attainment within the Arts faculty for our pupil premium students. | Raise the profile of School bands, School Choir and the School productions.  Music progress  PP **+0.56** |
| **Welfare** |  |  |  |
| **CaMHs officer**  Ensure the mental health and welfare of our students is maintained   * provide bespoke counseling by a qualified CaMHs officer * strategies put in place * ‘Brain in Hand’ app rolled out. | 15 | Student voice reflects the help received. | Students enjoy their education. |
| **Forest Schools**  Vulnerable students are given additional support and mentoring. | 12 | Attendance improves  Rewards increase  Behaviour points are reduced.  Student voice reflects the help received.  Attainment improves. | See Academy data above. |
| **Link to external clubs**  External parties provide:   * Mentoring * Opportunities to attend milestone events * One to one tuition. | 13 | Attendance improves  Rewards increase  Behaviour points are reduced.  Student voice reflects the help received.  Attainment improves. | See Academy data above. |
| **Mentoring**  Senior leadership provide:   * Mentoring * Growth mindset coaching | 20 | Student voice reflects the help received | Promote a love of learning to improve attainment. |
| **Essa Experience**  A range of experiences including:   * First Aid qualification * Work experience * University trips * Young Enterprise * Earth Day   offered for all students across their 5 year education. These opportunities are linked to a wider world with the view to ‘broaden minds, enrich the community and advance civilsation’ (Speilman). | 40 | All students graduate within the Essa Experience parameters.  Promote a love for life. | 100 % graduated 2018/19 (2017/18)  Level 1 **12%** (9%)  Level 2 54% (55%)  Level 3 **34%** (36%) |
| **Careers programme**  Set up to provide additional benefits for our pupil premium students that includes   * University visit * College visit * Careers fair * Personalised future careers path. | 20 | All students graduate within the Essa Academy Careers Programme. | All pupil premium students access information and guidance for life outside Essa Academy, raising aspirations. |
| **Travel**  Provide travel to ensure our PP students   * Attend school * Heads of Year make home visits to address personalised needs * Participate in experiences | 5 | Personalised provision is logged | Students can access all experiences the Academy can offer to raise aspirations and improve their life outside of the Academy. |
| **Other**  Ensure our pupil premium students   * Have the correct uniform * Individual circumstances are addressed and PP student’s needs addressed through form surveys. * Cadets rolled out. | 25 | 10% increase in Cadet enrolment.  Personal success stories. | Students’ lives are enriched.  They can participate in Academy life with individual barriers removed.  74 students of which 49% pp enjoy cadets every week. |