



BARCLAY
ACADEMY
LIBERTAS PER CULTUM

PUPIL PREMIUM 2019-2020

Introduction

The Pupil Premium was introduced to help schools to close the attainment gap between disadvantaged pupils and their peers. It is based on eligibility for Free School Meals.

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

School will also receive £1,900 for each pupil who has left local authority care because of one of the following:

- Adoption
- A special guardianship order
- A arrangement order
- A residence order

Year 7 Literacy and Numeracy catch up premium

Background

The literacy and numeracy catch -up premium gives school additional funding to support year 7 pupils who did not achieve at least a level 4 in reading and/or maths at the end of key stage 2.

Pupil premium strategy

Summary information			
School	Barclay Academy		
Academic Year	2019/20	Total PP Budget	£178,495
Pupil totals	Year 7-11: 593	Number of pupils eligible for PP	186
		Catch up grant for Y7	£11,000

Current Attainment				
	Pupils eligible for PP in your school (national average)		Pupils not eligible for PP in your school (national average)	
% of PP pupils achieving 9-4 in English and Maths	39 % *	(44.5%)**	74% *	(71.5%)**
% of PP pupils achieving 9-5 in English and Maths	16 % *	(25%)**	45% *	(50.1%)**
Progress 8	-0.85 %*	(-0.44)**	-0.42 *	(+0.13)**
Attainment 8	31.4 *	(37.0)**	48.08 *	(50.0)**

- * Un validated data 2019
- **() national average for pupils eligible for PP (2018)

Barriers to future attainment (pupils eligible for PP)		
In school barriers (issues to be addressed in school, such as poor literacy skills)		
A	Literacy skills on entry to Year 7 are low for many students which slows progress across the curriculum and remain lower in KS3 than required for new GCSE curriculum	
B	Some higher attaining students on entry who are eligible for PP are making less progress than other high ability students	
C	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress	
External barriers (issues which also require action outside school, such as low attendance rates)		
D	<ol style="list-style-type: none"> 1. Lack of support with learning at home and a lack of engagement of parents of pupils who are most vulnerable to underachievement. 2. There are increasing numbers of social care involvement with a significant minority of families. 	
Desired outcomes (desired outcomes and how they will be measured)		Success Criteria
A	Improved literacy/reading and numeracy skills for students eligible for PP in year 7-9 <ul style="list-style-type: none"> • Boys engagement with reading improves • Improved grammar skills for all • More extended writing in all literacy-based subjects 	PP pupils in KS3 make rapid progress by the end of key stage, so that all PP pupils at least meet access to curriculum reading age of 9.6 years and are able to access GCSEs.
B	Improved rates of progress for specific subgroups of PP students <ul style="list-style-type: none"> • SEND • Boys 	Such students make as much progress at non-PP students by the end of KS4 in Maths and English and are as successful in Ebacc subjects and in overall progress 8 and attainment 8 scores.
C	SEMH issues of identified groups of PP students are further addressed	Fewer behaviour incidents recorded for these pupils, improved attendance and complete their GCSEs.

Planned Expenditure						
Academic year	2019 2020					
i. Quality of teaching for all						
Desired outcome	Chosen action	Evidence for this	How will we ensure it is implemented well?	Staff lead	Review	Cost
Improved outcomes across KS3 and KS4	Ensure that all staff use chosen TLAC strategies to support the learning in their classrooms	All research shows that the most important factor that affects the outcomes of pupils is the quality of teaching they receive. This is true for all students but particularly those from disadvantaged backgrounds.	All staff trained in TLAC questioning methods. All staff to use 8 effective habits as guiding principles when planning. Learning walks/observations are undertaken across the year to assess the impact of training on teaching quality.	LPH MCH	Ongoing	£50K
Implement new curriculums in Y7 including the teaching of grammar to all students in KS 3 and 4.	Time allocated to core lessons has increased. Grammar is taught weekly as part of the tutor programme. All KS 3 students to have one reading lesson a week and DEAR is now part of the tutor programme. Extended writing opportunities are to be embedded into curriculum areas.	There is much evidence that reading for pleasure drops rapidly in secondary and particularly with boys. Research shows that grammar is very important as it helps increase accuracy. Grammar forms the habit in the mind of the students and when combined with logic and rhetoric skills, it accustoms students to language accuracy.	Regular training for all staff who deliver the grammar curriculum. Reading logs are to be completed by all KS3 students to support their learning reading. Staff to discuss with students what they are reading. Work scrutinises will show examples of extended writing. HoDs to ensure that the opportunities are written into MTPs	LPH SBU	Termly	£20K
Improve the quality of curriculum provisions for	Develop an aspirational culture through a focus on strong academic progress /achievement (assemblies,	Research shows that students who are supported at home, given opportunities to experience activities beyond the	School has recently run careers events which have been very successful and have drawn in support from the local community –	KBR	Termly	£10K

<p>all students to ensure that they are ready for the next stage of education, employment or training</p>	<p>tutor time, enrichment programme provided by Uni of Herts and Cambridge. Embed our progressive careers programme from years 7 to 13 (e.g work shadowing/experience, mock interview day, careers fair)</p>	<p>classroom and well informed about the next stages are more likely to be aspirational and wanting to go on to further/higher education</p>	<p>this model will be used moving forward.</p>			
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Planned Expenditure						
Academic year	2019 2020					
ii. Targeted Support						
Desired outcome	Chosen action	Evidence for this	How will we ensure it is implemented well?	Staff lead	Review	Cost
Daily homework club for students	Continue to offer support for students who have difficulty accessing home learning at home by ensuring the Library is open before, during and after school. All students now confident users of MILK but access is sometimes the issue.	Offering students, a place to study throughout the school day leads to a no excuses culture.	Improve the profile of homework club. Ensure that there is enough access to PCs to ensure that students can complete online home learning. Line management of library and librarian to move to HOD English to develop an academic profile.	SBU EKE	Termly	£5k
Improved outcomes for KS4 targeted students	Students will receive targeted support during tutor time from senior members of staff. Supervised homework club took place every day after school during the year, students will be targeted to attend, especially those with poor study habits or limited resources at home.	Evidence shows that small group targeted work is beneficial to students but is time limited.	HOK 4 will identify students who are regularly failing to complete homework or who are disorganised.	JBN SOS	Termly	£5k
	In Autumn 1, key male students who need mentoring will be identified and paired with a senior member of staff who will work to improve their organisation and study habits.	This approach has been used in the past but with sixth form students, however this year a smaller more focused group has been identified for this mentoring project.	Weekly meetings will take place and after each data drop the identified students' data will be tracked	JBN SOS SLT	After data drops	
	Academic support sessions in addition to timetabled lessons with key staff from Autumn 2 onwards	Based on previous cohorts PP and other underperforming students	Different subjects will offer targeted sessions with small groups to ensure key	HOD	Half termly	£10K

		respond from targeted support	misconceptions are addressed			
High attaining boys on entry their progress through KS3 and 4	All HPA boys are identified in Y7. All departments identify students at the end of the year who have started to achieve lower grades. HPA who are falling behind are identified on seating plans Focus on early intervention and strong contact with home. Look at a variety of strategies to promote engagement of this group.	Gender gap in English. HPA students particularly boys progress was lowest of prior attainment groups	Close management by HODs Ensure that HPA boys attainment is tracked to ensure that they do not end up achieving below potential	HOK HOD SOS	After data drops	£5k

Planned Expenditure						
Academic year	2019 2020					
iii. Other approaches						
Desired outcome	Chosen action	Evidence for this	How will we ensure it is implemented well?	Staff lead	Review	Cost
Consistent and effective use of tutor time to enhance students learning	All tutor time sessions from Y7-11 rewritten to ensure a day by day consistency across each year group.	The need to embed strong study habits from year 7. A consistent approach which is built upon each year ensures depth of knowledge and understanding	All HOK/FTs have received induction and resources that will be added to over the year. Learning walks through tutor time to ensure all staff are consistently implementing and delivering the key messages.	SFU	Ongoing	
Support for underachieving SEMH students to ensure that their behaviour has less impact on outcomes	1:1 meeting with students and parents. Support, advice and strategies for students who are vulnerable often with dysfunctional lives.	Pupils need more intensive support and guidance to ensure that they are in a good place to learn. For a small number of very vulnerable students we will need additional emotional support beyond HOYs	Tracking of students by key members of staff. Review of outcomes at key points	SFU HOY RBU/CMA	Half termly	£5k
Improved attendance	Ensure close monitoring of PP student attendance. Ensuring that parents and students are supported in attending school every day and the value of education.	Poor attendance is directly linked to poorer GCSE outcomes for students. Students with 95%+ attendance achieve better outcomes and are able to fully participate in school life.	Close monitoring and early intervention. HOYs to work closely with students and families whose attendance is of concern.	SFU HOK HOY FT	Weekly	£15k
Ensuring all students have breakfast	Breakfast is available for all students every morning from 8am. Hot food as	Breakfast has been suggested to positively affect learning in students in terms of behaviour,	AHT and SEMH lead to oversee the provision.	SFU RBU	Half termly	£10k

	well as cold is served. The club is supervised by staff who ensure that students are ready for their day ahead.	cognitive, and school performance. Research shows that about 32% of students nationally do not have breakfast and therefore the impact this may have on their performance.	Students sign in to ensure accurate records are kept.			
Other expenditure	Emergency contingency to ensure that we PP students can fully participate in school life	Research shows that PP students often miss out on key events because of lack of financial support.	HOK and HOYs will ensure that students needs are being met and fully supported.	HOK HOY	Termly	£20K