



Lord Grey Academy

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Annual Pupil Premium report – September 2019- July 2021

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers. The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting.

The main barriers to achievement for disadvantaged pupils in this academy are:

- A. Lower than national literacy and numeracy levels. Students have gaps in core knowledge, skills and understanding which result in below average attainment in English and mathematics
- B. Low aspirations and/or lack of role models in higher education as well as experiences of activities that enrich their lives. As a result, students may arrive at school with too narrow a cultural experience, a lack of knowledge of what is out there and a limited understanding of the world to enable them to access and achieve in the curriculum.
- C. Students may encounter difficulties to access all the academy has to offer due to poor attendance and access to the social, emotional and material needs to support learning. Examples range from having the right uniform, equipment and educational materials that support learning to support with study at home.

Priorities to improve the outcomes for students eligible for the pupil premium include:

PP01 Teaching: ensuring an effective teacher is in front of every class. Further improving the attainment and progress of students both in English and Maths focusing on narrowing the gap between disadvantaged and their peers. **PP02** Targeted academic support: targeted academic support within wave 2 intervention in the class as well as how to link one-to-one or small group intervention to classroom teaching. Provision of tutoring, collaborative learning and platforms to enhance support for individuals. **PP03** Wider strategies: removing the non-academic barriers to success in school: attendance, behaviour and social and emotional support. Creating and developing cultural capital of students so that all, particularly those who are entitled to the pupil premium funding are able to place knowledge into broader contexts and improve their comprehension, inference and numerical skills.

Intended outcomes

PP01 Increased proportion of DAS learners achieving the basic measures, particularly in English and mathematics, and narrowing the gap to non-disadvantaged students nationally.

PP02 Improved outcomes across the whole curriculum (See A8 and P8) and increased engagement and participation in extended learning activities

PP03 improve overall attendance and reduce persistent absence for disadvantaged students

Total pupil premium funding for current expenditure plan: **395** students on PP. (funding September 2019-April 2020 £935 per PP student; April 2020 to March 2021 £955 per PP student).

Pupil premium expenditure plan September 2019 to July 2021: **377,225**

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
PP01 Teaching			
Purchase of revision guides to support PP learners in all subjects – specific guided approach to those students in sets 3 and 4 in each band.	1600	Support materials for revision and extension so PP students are working inline or better than expected in their subjects especially Core and Ebacc.	Students in Year 11 last year did not take GCSE exams, so it is difficult to know what the impact of this initiative would have been. Anecdotal evidence suggests that this builds confidence and engagement. Avg Progress 8 score per student in 2020 was -0.1 up from -0.7 in 2019. Avg Progress 8 score per student in Open Element 2020 was 0 which was an increase on previous year.

SEN support in class	91000	<p>Quality of resources enhanced. Enhanced levels of staffing. 1:1 teaching provided for some PP students.</p> <p>Provided support in Literacy & Numeracy such that levels of progress in both increase, the achievement gap is diminished and is in line or better than national expectations</p> <p>PP students are working at age related expectation or better by the end of the year 7.</p>	<p>Spring Term 2021- Year 7 and 8 are currently making better progress than previous year which we anticipate is due to English mastery. In Year 7, the vast majority of EHCP students are making expected progress. In year 8, the large majority of Lower Prior Attaining students are making expected progress with no remarkable difference between disadvantaged and non-disadvantaged</p> <p>90 students in Years 7 and 8 have followed the Lexia programme, which has supported literacy development. Student voice shows that students enjoy the programme. All students attend the sessions regularly and progress information from the programme shows that all students are making progress through its different levels towards Age related expectations. The impact of lockdown has had a detrimental impact on accelerating this progress in class, Individual students are identified and the Inclusive Learning Faculty provides SEN strategies and resources for use in class by the teacher and LSAs to ensure that barriers to learning are diminished. Year 7 students have read 10630370 words in year to date.</p>
The Brilliant Club	2000	<p>Attendance at least in line or better than non- PP students. Reduction in numbers of PP students with negative achievement/behaviour ratio; PP students secure a greater number or proportion of rewards in each year group or in specific subjects; PP students achieve at least in line with or better than their peers- particularly in maths and English.</p>	<p>12 High Prior Attaining students were given a taste of University life. As part of the criteria for selection, no family members had been to University. 10/12 students said they now aspire to attend University. Each student received mentoring and wrote a fully referenced 3000 word thesis on climate change. 2 students received a grade equivalent to a 1st class hon, 5 a 2:1, 3 a 2:2 and 2 a 3rd class equivalent. 1 student had their article published in The Scholar magazine issue 15. 11/12 strongly agreed they had increased</p>

			<p>knowledge of revision skills. 12/12 agreed they had improved their extended writing and project based learning skills. Over the 12 weeks, 9 C Points were awarded to 3 students of the group only. This compared to 21 to 6 students of the group in the previous 6 weeks.</p> <p>From March - June 2021, 12 Year 8 High Prior Attaining Students will be undertaking the year 8 version of the course.</p>
Art Materials	130	Greater nos or proportion of PP students supported in KS4. Increase outcomes in open bucket	<p>90% of Disadvantaged students were awarded their target grade or higher in Art GCSE 2020. 85% of Disadvantaged students were awarded their target grade or higher in Art Textiles 2020. An increase in outcomes was seen in 2020.</p>
PP02 Targeted academic support			
Bridge Academy	59000	Targeted Academic and pastoral support for students in order for them to access a wider curriculum. Exclusions for PP students to be in line with or below their non-disadvantaged peers. High quality counselling programme to be in place to meet the needs of the most vulnerable	<p>Students are accessing an Alternative Provision and will achieve outcomes better than expected progress. Students are achieving outcomes in English and Maths that were not seen in LG but also have access to alternative courses more fitting with vocational employment opportunities which could lead to progression at level 2 or 3. This has reduced the risk of exclusion leading to permanent exclusion. Bespoke small group wave 2 intervention focused. Students accessing Bridge essentially remain out of serious concern for their welfare and attend an educational provision avoiding permanent exclusion. LGA has not permanently excluded a student as a result.</p> <p>Year 7 - 1 (future referral TBC) Year 8 - 3 (1 at West, 1 at Central and 1 at South) Year 9 - 1 (Should be at West, but at Children's Hospital)</p>

			<p>Year 10 - 7 (2 at West, 5 at Central, although one is in care in London)) Year 11 - 8 (5 at West, 3 at Central) There is an immeasurable benefit to the students with regard to the students who are referred to Bridge as a result of significant challenging behaviour. The disruption to the learning of other students is also reduced leading to improved outcomes overall. Students referred to West are also able to access support for challenging anxiety and mental illness and as a result get the dedicated support required from a small team reducing stress and anxiety that often led to behaviours which created potential severe risk. The vast majority of students have been able to access a broad curriculum that suits their needs.</p>
Act 2 improve programme	1700	Targeted Academic and pastoral support for students in order for them to access the curriculum. Reduction in numbers of PP students with negative achievement/behaviour ratio; PP students secure a greater number or proportion of rewards in each year group or in specific subjects;	<p>Act2Improve worked with the school during lockdown 1 to provide support to vulnerable students while school was closed. All students identified had weekly mentor sessions to support them. Since September 2020 Act2Improve has continued to work with vulnerable students, both in groups and 1:1. The 1:1 work has had a positive impact on all 1:1 students: all of whom have reduced their behaviour points while working with the mentors. The group work has had a positive impact on several of the students in terms of attendance, behaviour and attitude, but this improvement is fragile and the work needs to continue.</p> <p>Act2Improve has continued to work with vulnerable students throughout the school year, including during Lockdown. There has been a significant amount of 1:1 work with students who were struggling to engage with school staff. There has been a significant increase in engagement from</p>

			<p>these students who have benefited from a positive male role model. There has also been a group work programme on avoiding exploitation. Students have been very positive about this and there has been a significant improvement in the reduction of behaviour incidents from the majority of this group. Act2Improve create an end of day report for each student after each session and this information is used to plan future interventions.</p>
Music Lessons	800	<p>Targeted support for students and development of cultural capital. Increase outcomes in open bucket.</p>	<p>It has shown to have a huge impact on the overall wellbeing and confidence of the 22 students involved. Teaching staff have stated they could see how much progress they were making week on week and the impact it was having. Some of the students are PP HPA or G&T in music which has helped to challenge them and we have quite a few SEN PP students too which again has been very beneficial to them.</p>
English tuition	1800	<p>Improved reading comprehension and pupils' reading capabilities.</p> <p>Improved progress and attainment.</p> <p>Improved outcomes in English KS4 and KS3 in line with non-disadvantaged peers.</p>	<p>Students taking part in English tuition report increased confidence in their own English skills. Many of the students have experienced gaps in learning and are benefiting from 1:1 support in order to close those gaps. This is demonstrated by improved engagement in the classroom. In Year 7, 166/269 (61%) students are at Age related expectations. With 80 students about half a grade away from Age Related Expectations suggesting by the end of the academic year, 91% of students will meet ARE. In Year 8, 97% of students have now met Age Related Expectations when 40% were under this measure due to Lockdown 1. In Year 7 English disadvantaged are outperforming non-disadvantaged at ARE but slightly more students who are disadvantaged are still half a grade behind. In Year 8 English there is no gap between non-disadvantaged and disadvantaged.</p>

Dyslexia resources	500	<p>Improved reading comprehension and pupils' reading capabilities.</p> <p>Improved progress and attainment.</p>	<p>Trained dyslexia assessor in place. LSAs have received training in literacy intervention. 3 students have received a diagnosis of dyslexia as a result of this. All dyslexic students have benefitted from a greater understanding of their difficulties: teachers have been provided with strategies in order to support them in the classroom. All students are using a word processor regularly in class as a result of the testing, which is supporting independence and is increasing their confidence.</p>
Sports specialist equipment	550	<p>Improved coordination skills for identified students with SEN, leading to improvements in engagement with learning</p>	<p>Lockdown prevented some use of the Kinball equipment which was designed to engage PP and SEND students in sport they might not otherwise have access to. Breakfast club (during which the sessions were held) was interrupted in the summer term due to the Covid restrictions. On return to school and following removal of some of the Covid restrictions a weekly Kinball club was established and regularly attended by 24 students, 25% of these students were PP (plus 29 % SEND) - this sport has been pivotal in allowing students who might find accessing extra-curricular sport difficult and has enabled them to take part in a sport they might not otherwise get to play. The focus on developing character traits of good sportsmen and women is also proving to have a positive impact on their confidence, communication skills and the development of good values. Their confidence in sport has also increased which has enhanced their enjoyment and success in PE and their physical coordination.</p>
Sports Leaders	300	<p>Improvements in engagement across the curriculum for students involved in the project.</p>	<p>All Level 2 and Level 3 Sports Leaders in the 2019/20 cohort achieved their qualification. Universities credit Level 3 Sports Leaders with UCAS points assisting students to gain places on their chosen courses. At Level 2 10% of students</p>

			<p>were PP students. PP funding paid for their kit enabling them to take part in county wide events and feel parity with their peers. Women, Get, Set, Go provides female students with the chance to develop their leadership, organisation and communication skills. This course runs in the summer term so did not go ahead in 2020. At Level 3 40% of the 10 students successfully completing in 2021 had been PP at some point since 2018. This is likely to have restricted their ability to access extra-curricular sporting activities and other outside clubs such as Guides, Scouts or Cadets. This course not only provides students with the academic benefit of UCAS points, aiding their transition to university but also gives them huge opportunities to get significant leadership experience under their belts. Their work with SEND and disabled students also gives them a wealth of experience in supporting others and much greater confidence in working with a diverse range of people - all hugely beneficial to their future lives. Many of these students will also have benefitted from the Level 2 qualification in the previous year.</p> <p>Staffing and Covid restrictions plus the difficulties in getting students together and out supporting others has meant that in 2021 Level 2 Sports Leaders and Women Get Set Go have not been able to go ahead.</p>
Targeted classroom support	15000	To improve outcomes in lessons and diminish the difference between disadvantaged and non-disadvantaged.	LSAs are able to work with students in the classroom and support as and when required. Having an additional adult to support disadvantaged students, often with low self esteem, helps to boost confidence and engagement in the lesson enabling the classroom teacher to support more widely within the lesson.

			In Year 7 English disadvantaged are outperforming non-disadvantaged at ARE but slightly more students who are disadvantaged are still half a grade behind. In Year 8 English there is no gap between non-disadvantaged and disadvantaged. Overall in Year 7, where LSAs have been supporting those curriculum areas, 69% of the cohort are at target grade or above. In Year 8, where LSAs have been supporting those curriculum areas, 72% of the cohort are at target grade or above. In Year 9, where LSAs have been supporting those curriculum areas, 70% of the cohort are at target grade or above.
PP03 Wider strategies			
Behaviour and Mentoring sessions	500	Improved early targeted intervention for PP students. Improved Early help support for PP students.	RESET has provided an in school provision which has reduced the need for fixed term exclusions for a number of students, and given students an opportunity to have different experiences. Students have recently participated in building raised planting beds and have planted vegetable seeds that they now tend and learn about. Students use RESET to check in, each morning as required where they can have a discussion with a learning mentor before accessing lessons in the main school. 100% of students have fed back to the Hub team that RESET has been a benefit to them in school in helping them to manage their behaviour and deal with difficult situations.
Summer School 2019-2020	550	Students build confidence and forge strong relationships with school staff. There is improved attendance during the school year because students have maintained links with school during the holidays.	Summer school was attended by a range of students from different year groups in order to stimulate and support students during the holiday. Students took part in practical activities with an emphasis on teamwork and confidence building. Summer School continues to benefit students

			throughout the year because of the relationships made with staff. Students are more likely to seek support from Learning Mentors because of the experience of the activities in the summer.
Free school Meals	65000	Students in all year groups have access to food during the school day to help them attend school and to provide support to disadvantaged learners.	2019-2020 We had 282 students in receipt of FSMs. 2020-2021 We have 327 students in receipt of FSMs.
Uniform	800	Students in all year groups are able to attend school and lessons in the correct uniform. Enable the pastoral team to provide support to ensure positive outcomes for disadvantaged learners via a selection of approaches including eg bus passes for PP students.	10 students were provided with support to purchase uniforms at the start of the school year. Supporting the purchase of uniforms reduces anxiety in families and means that students can access school without worrying about the impact of not having the correct clothing. The attendance of these students has remained high because they feel part of the community.
Duke of Edinburgh	1300	Improved confidence and resilience. . Students are more able to work as part of a team.	19/20 Year 11 we had a 93% completion rate which was a huge improvement on the previous 13% completion rate. In this cohort over 30% were PP students. All of these passed their D of E Bronze award. Pupils commented during the expedition unit that they were very proud of themselves. One pupil stated " if I can do this, then why can't I do more in school or when I get a job". Current year 10 cohort comprises 28% PP students and the year 9 has in excess of 25% PP students - far more than the national average. D of E - in 2021 students in Year 11 (28% PP) had a completion rate of 89% in the Bronze Award (against a national average of 66%) which is a great achievement. All students were able to take part in skills development, volunteering and an expedition. Some of these requirements were slightly amended due to Covid restrictions but

			<p>students all had the opportunity to benefit from a wealth of experiences that they might otherwise not have had. Volunteering and skills development in particular aided their confidence and gave them vital experiences they can rely on in later life. After a period of lockdown the experience of getting out and about on an expedition was particularly beneficial. Since the weather was poor, students had to show a great deal of resilience and determination to complete it.</p> <p>Current cohort of students are also on track to complete at much higher levels than national averages.</p>
Art therapy	1300	Improved social and emotional skills, leading to improved attendance and engagement with school	<p>1:1 work which has resulted in improved engagement and attitudes in school in 2019. All three students benefit from the provision of a safe space to explore their current situations. They are very positive about the therapy which allows them to reflect on their lives and therefore ensures they can fully engage in learning when in the classroom.</p>
Ride high	1600	Increased confidence and improved social and emotional skills, leading to improved attendance and engagement with school.	<p>All students taking part in Ride High report improved confidence and self-esteem. Attendance at school is good for all students taking part in this programme.</p> <p>2 students have accessed Ride High this year. This is fewer than usual because of the Lockdown and Covid restrictions. Students attending the programme have enjoyed their sessions and report improved confidence and self-esteem. This is having an impact on their engagement in lessons and their ability to focus in class.</p>
University Careers trip	370	Students build aspirations and plan for the future.	<p>10 Year 8 students participated in the visit. Before</p>

		Barriers for higher education are removed as students have a better understanding of funding and ways to access higher education.	the visit, 100% of the students did not consider university as a viable option. After the trip, 100% felt that it was achievable and that they would research courses for the future. Parents were invited in to discuss financing university to support the aspirations of the students.
IT provision and support over lockdown	2100	Students in all year groups have access to the curriculum during lockdown and where possible were able to access the 'google classroom' provision ongoing support since 'lockdown 1' to support learning outside the classroom.	<p>Total of 274 devices were loaned out to give access to remote education. 98 additional requests for data, 67 of those applied for and received via DFE. All year groups engagement with online learning has improved since Lockdown 1. All those lent a school device are all above the year group average, the most improved is Year 11 and KS5.</p> <p>Lord Grey Virtual School was established in October 2020 with all teachers uploading work to each year group and subject, synchronous lessons established in KS4 and KS5 since January with KS3 lessons live one per week from Feb HT 2021.</p> <p>Over the course of the next Lockdown, we have now allocated 306 devices out to the community to support learning both remote and some subjects with NEA as part of its assessment.</p>
Attendance and Behaviour support	125000	Significantly enhanced 'Head of House' team specifically targeting PP students to ensure PP students attendance is in line with or better than non-PP. To ensure PP students' behaviour is in line with or better than non-PP. To increase achievements so that PP students is in line with or better than non-PP. To increase outcomes so that PP students is in line with or better than non-PP.	Data shows a significant reduction in the gap between PP and non-PP students receiving C points. Heads of House monitor behaviour data daily and have been proactive in addressing the needs of PP students to ensure behaviour is rectified and then monitored. Where particular issues have been identified, strategies and interventions have been embedded to develop staff and student relationships. The use of the Behaviour Accountability Cards has seen a reduction in the number of C points PP students

			<p>have accrued, through being accountable for their behaviour and having regular conversations with their respective Head of House. The Head of House team provides emotional and social support to students endeavouring to maximise attendance where possible. PP attendance remains a priority as it is lower than non PP attendance but the gap between them is lessened by the impact of the Heads of House, through regular phone calls, parental meetings and Home Visits</p> <p>As a result of this support, there is no discernible difference between non disadvantaged and disadvantaged in all year groups for rewards and achievements.</p>
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review March 2021 July 2021