

# Pupil premium strategy statement Countesthorpe Academy

1. Summary information					
School	Countesthorpe Academy				
Academic Year	2020-21	Total PP budget	£237 795	Date of most recent PP Review	January 2019
Total number of pupils	1376	Number of pupils eligible for PP	259	Date for next internal review of this strategy	December 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving L9-5 incl. EM	24.5%	50%
% achieving L9-4 incl. EM	42.9%	74%
% achieving expected progress in English / Maths (+P8 score)	22/20	26/22
Progress 8 score average	-0.85	-0.11
Attainment 8 score average	32.12	47.57

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Levels of literacy and numeracy are much lower for disadvantaged students on entry to the Academy in Year 7 than compared to non-disadvantaged students (57% / 25%)
<b>B.</b>	Behaviour for learning
<b>C.</b>	PP Students make less progress than other students across the Academy
<b>D.</b>	Consistency of expectations

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Attendance for PP Students is below the target of 95% for all students which means that they fall behind
<b>F.</b>	Cohorts have changed over recent years with new challenges being brought into school

### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Improve reading ability of PP students:</p> <p>Improve reading ages of PP students so that they can thrive in the curriculum</p>	A1: 75% PP students RA within 2 years chronological (currently 43%)
<b>B.</b>	<p>Improve teaching and learning so that PP students' needs are more consistently met, with focus on literacy:</p> <p>1 Develop oracy in the classroom with the result that PP students (and non-PP) are better prepared for discussion and for writing formally</p>	<p>B1: 100% faculties have oracy planned within SOL by September 2019 and this is instrumental in lessons</p> <p>B2: English on track Y7 from 58.2% to 80+%, Y8 from 69% to 80+%, Y9 from 81% to 90+%, Y10 from 39% to 80%+, Y11 from 45% to 60%</p>

	<p>2 Improve writing of PP students so that they achieve in their curriculum and their exams</p> <p>3 Develop reading skills in all subjects</p>	<p>B2: all KS4 subjects understand and teach their own writing styles but through a consistent use of language</p> <p>B3: 100% faculties have reading strategies planned within SOL by December 2019 and this is instrumental in lessons</p> <p>B: P8 of PP students from -0.83 in 2019 and -0.5 in 2020</p> <p>B: Open Basket P8 from -1.37 (2019) and -0.8 (2020)</p>
<p><b>C.</b></p>	<p>Improve teaching and learning so that behaviour for learning supports good progress for all</p>	<p>Behaviour data shows the following improvements:</p> <p>Learning Walks and Lesson Observations see an improvement in engagement from 89% to 97% and that the quality of teaching moves from 84% good or better to 100% good or better overall.</p> <p>Learning walks show 100% of PP specific strategies in place. These include:</p> <ol style="list-style-type: none"> <li>1. Every PP student is asked at least one question per lesson and only 'Right is right' accepted</li> <li>2. Teachers check that PP students have responded to feedback during the lesson</li> <li>3. PP students' work is marked first</li> </ol> <p>PP HLTA will actively work with Departments to ensure that support is in place with PP students to ensure that they make the same progress as their Non PP peers.</p> <p>To ensure good progress of PP students we will aim for sets 1 and 2 particularly to be proportionately representative of PP students. It will be the role of class teachers and HLTAs to ensure that support is provided for these students to prevent their demotion.</p>

		<p>The most able PP students in Years 9 and 10 will participate in the Brilliant Club.</p> <p>Crest Award will be run for PP students in Year 8</p> <p>As a result of these actions the following will be seen across the Academy:</p> <ol style="list-style-type: none"> <li>1. The number of Value Points will move from PP students achieving an average of 13% of merits per year group currently to 20% by July 2021.</li> <li>2. The number of behaviour points for incomplete homework will be a representative percentage (20%) from September 2020.</li> </ol>
<b>D.</b>	Improve behaviour of PP students	<p>Reduced exclusions from 50% of the number of exclusions made to 20% or less of the number of exclusions made</p> <p>Improved rewards from 12% of the cohort to at least 20%</p> <p>Reduced behaviour points from 40% of all behaviour point to less than 20% of all behaviour points</p>
<b>E.</b>	Improve attendance of PP students	<p>Attendance improved from 91% to 95%</p> <p>Associated impact on learning</p>

## 5. Planned expenditure

Academic year

2020-21

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Expected cost	Staff lead and monitoring  When will you review implementation?
A Develop a culture of reading	<ol style="list-style-type: none"> <li>1. Reading Events run throughout the year with authors coming into the Academy.</li> <li>2. Introduction of STAR Reader to monitor the reading ages of students across the Academy</li> <li>3. All students in Yr 7 access the Library and take part in Reading lessons</li> <li>4. Literacy competitions run throughout the year to promote reading</li> <li>5. Liaison work with Primary Schools to ensure the culture of reading continues into Secondary</li> </ol>	Literacy is key to understanding and making progress. A disproportionate number of PP students arrive with literacy skills below their chronological age. EEF evidence shows that reading comprehension strategies can add an additional six months' worth of progress to a student.	Rewards/Prizes: £200  Photocopying: £500  Resources (new books): £500  Author visits £ 2 300  Total: £ 3 500	Literacy Co-ordinator and Librarian to arrange Reading Events on a termly basis beginning in the summer term of 2019  DTH and Literacy Co-ordinator to arrange competitions on a termly basis.  Librarian to monitor the number of books being taken out on a monthly basis and report to DTH. House points will be awarded based on the % of PP students who taken out books

<p>B Develop literacy in the classroom</p>	<p>Oracy CPD and embedding in SOL [think-say-say formally-write]</p> <p>Consistent writing structures in KS3</p> <p>Implement literacy strategy which develops understanding through CPD of writing structures in all KS4 lessons</p> <p>Reading CPD and embedding in SOL [reading strategies and reading accountability]</p> <p>Students in Years 7-10 to have their reading age tested annually with support provided for those identified.</p>	<p>Students also need further practice in how to write in the correct register in order for them to attain the highest grades.</p> <p>Literacy is not the sole responsibility of the English Department. Students need to be able to deconstruct subject specific vocabulary, have a clear understanding of what a particular instruction word/question word means in that subject and how to answer that particular question.</p> <p>Whilst there is no evidence to support this practice it will ensure that literacy remains at the heart of all that we do to raise attainment across the Academy</p>	<p>Cost of reading packages for all years: £6220</p> <p>CPD – time for peer observations, printing costs: £1500</p> <p>Total £ 7 720</p>	<p>AP Teaching and Learning</p> <p>LT</p> <p>Half termly from its introduction via the Academy's QA calendar. Actions to be taken to address issues as appropriate.</p>
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<p>C and D Develop behaviour for learning</p>	<p>Develop and extend teaching strategies so that student accountability is high, leading to greater student ownership of their learning. Strategies to include:</p> <ol style="list-style-type: none"> <li>1. Accountability – no hands up / show me / Mini whiteboards</li> <li>2. Minimum expectations of ‘no opt out’ / right is right/all the way right / bouncing questioning</li> <li>3. Skilled use of PiXL Strategies: DTT/PLC/Smith Pro forma</li> <li>4. Further development of Thinking Harder strategies</li> </ol> <p>Use more assembly time to share culture and create buy-in</p>	<p>There is no EEF evidence for this strategy. However, currently there is too much passive learning taking place. Changing our approach to increase the accountability of students should lead to improved behaviour for learning and ultimately better outcomes.</p> <p>High quality targeted feedback is proven by the EEF to enable students to make rapid progress (+8months)</p> <p>There is no EEF evidence to support this strategy however it is important that students have a clearer understanding of what is happening in their Academy and why.</p>	<p>Time for training with staff as groups and as individuals for the implementation of these strategies: £2000</p>	<p>All staff, reviewed through QA programme of Learning Walks plus Performance Management</p> <p>SLT/HoDs</p> <p>Half Termly</p>
<b>Total budgeted cost</b>				£13 220

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Expected cost</b>	<b>Staff lead</b> <b>When will you review implementation?</b>
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<p>A Improve reading ability of PP students</p>	<p>Reading programme with Year 7-9 will include one extra session per week for PP students</p> <p>PP students will have the opportunity to buy books for the Academy library to encourage reading</p>	<p>The EEF state:</p> <p>‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.’</p> <p>Evidence from the previous year show that the approach at CLCC meant that students made an average of an additional 12 additional months</p>	<p>Time of staff:</p> <p>2 days per week @UPS 1: £17000</p> <p>Resources (including STAR Reader ):£2000</p>	<p>JSH will have oversight of the Reading Programme. This is now in place. Reporting to LT will be on a termly basis via AP Teaching and Learning</p>
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<p>C Improve academic outcomes for PP students</p>	<p>Year 11 students have access to PiXL Build Up including GCSE POD which they access in school time to help boost their levels of understanding and engagement with learning.</p> <p>A number of PP students do not attend mainstream provision. Extra support will be put into these students with regards to English and Maths tuition after school or within their placement setting as appropriate.</p> <p>Year 10 PP students are to mentor Year 8 PP students.</p>		<p>Free this academic year</p> <p>Cost of tutors £6000</p> <p>No cost</p>	<p>AHU to introduce and monitor its impact with the selected students.</p> <p>AHU to monitor the progress of these students and the impact of their tutors.</p> <p>NWI to monitor the impact of this monitoring. Initial monitoring will involve equipment, uniform and general organisation before moving onto academic support.</p>
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<p>D Improve behaviour of PP students</p>	<p>Graduated response to behaviour management has been introduced across the Academy.</p> <p>Additional and proactive response to behaviour will come in the form of key workers for PP students who will act as mentors/support to help address issues of behaviour. Mentors will</p> <ul style="list-style-type: none"> <li>• ensure first 'phone calls are made in the mornings to ensure PP students are in Academy</li> <li>• provide PP students with necessary SEMH support where possible to signpost them to the appropriate support network</li> <li>• provide opportunities for PP students to develop resilience and initiative as well as taking responsibility for themselves and their actions</li> <li>• Provide academic support and mentoring for PP students as appropriate</li> </ul> <p>Resources to be made available for them to draw on for PP students.</p>	<p>Currently our PP students are proportionately over-represented in our behaviour and FTE figures. The Academy has made positive moves to address this issue.</p> <p>The EEF report that behaviour interventions can provide an additional three months' worth of progress. This combined with a greater individualised approach which EEF research shows can add a further additional three months' worth of progress.</p>	<p>5 days of HLTA £30000</p>	<p>DTH/KRU with support of Senior Teachers. This will be monitored on a weekly basis.</p> <p>DTH/Senior Teachers will have oversight of the HLTA mentors to ensure that their work is targeted. Senior teachers will monitor this on a weekly basis, DTH to monitor on a monthly basis.</p>
<p>E Improve attendance of PP students</p>	<p>Implement attendance policy ensure that identified key workers check on attendance of PP students and support the AIO in re-engaging these students with learning and attending the Academy. This will ensure that first day calls are made to all PP students with second day early calls made for PP students who missed the previous day. Parental meeting will take place for those PP students who have an attendance below 95%</p> <p>20:20 Attendance competitions/Jump the Queue passes for each PP student who has 100% attendance in a week.</p>	<p>There is a wealth of research that demonstrates the positive link between good attendance to good attainment.</p> <p>The Academy has recently rewritten its Attendance Policy and now needs to ensure that it is embedded into every day practice.</p>	<p>2 days of AIO support for PP students: £15000</p>	<p>KRU via weekly meeting and reporting back to DTH</p>

<p>F Ensure capacity to impact on PP achievement</p>	<p>The PP team consists of the VP (Character and Culture), AP (Teaching and Learning) plus the Senior Teachers with responsibility for Key Stages 3 and 4 This team are able to ensure that there is a breadth of provision for PP students including a range of cultural and educational experiences beyond the classroom. Additionally that teachers and non-teaching staff receive the necessary training to ensure that this group of students are exposed to high quality lessons that enable them to make rapid progress.</p> <p>Plan programme of CPD with staff</p> <p>Following relevant CPD, the Academy will instigate a policy of ensuring that:</p> <ul style="list-style-type: none"> <li>i. Sets 1 and 2 reflect the percentage of PP students across the cohort.</li> <li>ii. PP students will always be asked a question during a lesson that enables the teacher to judge their level of understanding</li> <li>iii. PP students work will always be marked first</li> </ul> <p>Develop middle leaders to lead PP within their subject/department to</p> <ul style="list-style-type: none"> <li>i. Support good practice</li> <li>ii. The implementation of the above policy</li> <li>iii. Monitoring the need for interventions and their subsequent impact</li> <li>iv. Monitoring homework completion</li> </ul>	<p>. Whilst there is no Education Endowment Foundation evidence available to support this decision, the commitment of the leadership team to this will ensure that PP and the raising of PP attainment will remain a high priority of the Academy.</p> <p>In order for staff to be secure in how to raise the achievement of PP students, it is necessary that they access regularly opportunities to share and learn proven good practice that they can use in the classroom. Research shows that student behaviour improves through high quality teaching that challenges and stimulates young people. Evidence from the EEF shows that collaborative learning and oral language interventions can both provide an additional 5 months' worth of progress. Additional the EEF have shown that within class attainment groupings can add an extra three months' progress to a student.</p> <p>As a result of this training further work will be required to ensure that they are clear on:</p> <ul style="list-style-type: none"> <li>i. What to monitor</li> <li>ii. How to monitor the impact of such strategies</li> </ul>	<p>2 x 1 Day @ L8: £25 700</p> <p>Cover Costs: £1500</p>	<p>Governors through their meeting structure</p> <p>DTH/AP Teaching and Learning</p> <p>SLT/HoDs via learning walks and data inputs</p>
<b>Total budgeted cost</b>				<b>£138 180</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Expected cost</b>	<b>Staff lead  When will you review implementation?</b>
Further improve the outcomes for PP students	Provide enhanced staffing levels to support underachieving PP students in lessons and through subject specific intervention and academic mentoring	EEF research shows that 1-1 tuition can provide an additional 5months worth of progress that is used for a number of key PP students.  In addition, a number of PP students have additional tuition in small groups. EEF evidence shows that this approach can lead to an additional 4 months' worth of progress	£51 093	DTH/TGA
	Develop targeted PP students' emotional intelligence social, communication and skills through ASDAN bespoke course, using French curriculum time`	The EEF toolkit does not reference this type of strategy, however the Academy has noticed an increasing need for such a resource.	£17 000	DTH to review this on a half termly basis
	Nurture Group for students who are not "secondary ready" and will not thrive in a totally mainstream setting or need further support to help them achieve	The changing nature of the Academy's intake has meant that there are an increasing number of students who for a variety of reasons arrive 'not	£33 607	DTH to review this on a half termly basis

secondary ready' This year we have introduced a 'Nurture Group' for 17 students. The idea being that 20% their timetable is taught by the same teacher. Students in other year groups are identified for specific SEMH interventions

**Total budgeted cost £99 400**

## 6. Review of expenditure

Previous Academic Year

2019-20

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Develop a culture of reading	<p>All students in Yr 7 access the Library and take part in Reading lessons</p> <p>Literacy competitions run throughout the year to promote reading</p> <p>Liaison work with Primary Schools to ensure the culture of reading continues into Secondary</p>	<p>Due to the COVID Lockdown and significant staff absence the impact of this initiative was quite severely impacted. Students with the lowest reading ages made the most progress whilst in school, making an average improvement of 6 months in the period from September to January.</p> <p>Plans for World Book Day did not happen last academic year</p> <p>Feedback from teachers and initial data shows that the Reading Booklets created with feeder high schools have enabled those students who completed the work to make more rapid progress in Year 7</p>	<p>There is a greater need to bring books and reading to life. Whilst these first two approaches will continue, there is a need to bring more authors into Academy for different year groups and particularly authors that will engage with boys.</p> <p>Given the issues of staffing a whole school approach to testing of reading and development of reading has been adopted.</p> <p>This approach has proven to be popular with staff, primary colleagues and parents, consequently it will continue</p>	<p>£0.40 x 250</p> <p>£100</p>
Improving the quality of feedback, leading targeted intervention.	<p>Development of Smith Proforma</p> <p>PLCs</p>	<p>31.3% of Year 11 disadvantaged students had a positive subject progress (up from 25% on the previous year) index compare to 44.8% of non-disadvantaged students.</p>	<p>Further work is needed on this area of work across the Academy to ensure consistency of approach. Data from the EEF clearly shows that students acting upon feedback enables them to make rapid progress (+8 months). This approach will be continued and developed further.</p>	<p>Resources £750</p> <p>Cost of CPD (inc cover and</p>





	<p>ASDAN for students who do not study MFL</p> <p>Training of staff to deliver lessons remotely during Lockdown</p> <p>Purchase and renovation of school laptops and internet access to enable KS4 students to access online learning during COVID -Lockdown</p> <p>Photocopying of resources for PP students during COVID Lockdown</p>	<p>Analysis of behaviour points shows that PP students represent 12% of the total number of students who have not completed homework on time. There is no previous data to make any comparisons</p> <p>This is offered to students in Years 8 and 9. Each group is made up of a minimum 80% PP students. The impact has been a reduction in behaviour points for these students and an opportunity to further enhance their literacy and numeracy skills</p> <p>As a result of the COVID Lockdown, staff and students received training on alternative ways to deliver their lessons to ensure that no student fell behind. Staff received training in:</p> <ul style="list-style-type: none"> <li>• Voice-over PowerPoints</li> <li>• Use of Microsoft Teams to meet as a department</li> <li>• Use of Microsoft Teams to deliver lessons</li> </ul> <p>Over 50% of students in Year 10 did not have access to a PC and/or the internet. This meant that they were unable to access much of the work being set by staff including 'live' lessons. All PP students in Year 10 were provided with a school laptop and where necessary an internet dongle to allow them to access resources and live lessons.</p> <p>During the LOCKDOWN many PP students did not have access to the internet or a device that enabled them to access the work set for them by their teachers. PP students were regularly posted or had delivered packs of work for them to keep up with their peers</p>	<p>This strategy will continue however it will be amended to take into account the students who were taught in the Nurture Group in 2018-19.</p> <p>This training has proven to be invaluable for staff and students. It has ensured that students have been able to keep up with their learning and ensure that SOL have been covered in a timely manner.</p> <p>This strategy ensured that PP students did not fall behind their peers by missing out on learning or accessing high quality resources. This strategy has since been adapted following the government laptop scheme</p> <p>This has continued for a number of students who have had to self-isolate this academic year</p>	<p>Cost of Registration £543.42</p> <p>Staffing: £10000</p> <p>Adaption of school laptops: £20 000</p> <p>£1500</p>
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Improved outcomes in English and Maths for PP students	Identified groups of students supported and support in literacy and numeracy through additional studies time.  All students are assessed in entry into	Disadvantaged students have improved confidence in literacy and numeracy skills. Year 11 December Mocks 41% of PP students were on track in English Language (up by 20% on the previous year). In Maths the number remained at 23%. Due to the lockdown the impact of further intervention cannot be examined.  The full impact of this scheme cannot be fully examined this year. However in previous years the success of this programme has been celebrated	The impact of this strategy has meant that disadvantaged students still do not make sufficient progress. This may have been down to a lack of consistent teaching in some cases. The approach has since been altered in light of a curriculum review, with specialist teachers taking identified students for a period of time and the work now carefully monitored by the leadership team  This scheme has proven to be successful and will therefore continue	Staffing: (2x M4 teachers) £74692  Resources and Reprographics: £600  Staffing: £30000

### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned  (and whether you will continue with this approach)	Cost
Providing disadvantaged students with the necessary resources to succeed in school	Financial support for educational visits  Revision materials and other equipment	All disadvantaged students have been able to attend subject specific educational visits  All students have been able to access revision classes and use the appropriate resources in lessons  SIMS data shows no gap in between disadvantaged and non-disadvantaged students being recorded.	The Academy needs a clear policy about the amount that it will pay towards trips.  This will continue, there is still a clear need for further QA in lessons as to the use of revision guides.	£16 860.80

<p>Improving the SEMH of students to improve attendance and resilience.</p>	<p>Pastoral team to monitor attendance and mentor the students who present with SEMH issues.</p>	<p>All students (although disadvantaged students have priority) have access to specialist staff who works with students and families, to improve both progress, attitude to learning, behaviour and attendance.</p> <p>Attendance of disadvantaged students for 2017-18 was 86.9%, if outliers were removed this figure rises to 91.3%</p>	<p>The Academy has rewritten its attendance policy. Further work is needed in the area of attendance. This is being hampered by the absence of the Attendance Improvement Officer!</p>	<p>Staffing Costs: £40 000</p>
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