

Pupil premium strategy 2020 /21 North Durham Academy

1. Summary information					
Academic Year	2020/2021	Total PP budget No catch up funding 2020/21 COVID Catch up funding strategy can be requested from the Academy	£451,590	Date of most recent PP Review	September 2020
Total number of pupils	955	Number of pupils eligible for PP	501	Date for next internal review of this strategy	September 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	Current year – not completed yet	
Attainment 8 score average	Current year – not completed yet	

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

Academic barriers (issues to be addressed in school, such as poor literacy skills)

A.	Currently, evidence demonstrating that teachers develop, consolidate and deepen students' knowledge, understanding and skills, is not consistent across all departments.
B.	Students' robustness and capacity to learn from mistakes and become keen learners who want to find out more, although improving, is still under developed.
C.	Underdeveloped literacy and maths skills, particularly reading and reading comprehension, is a barrier for students in terms of engaging with more complex cognitive activities and therefore limiting their learning.

Additional barriers (including issues which also require action outside school, such as low attendance rates)

D.	Disadvantaged students' attendance is lower than that of their non-disadvantaged peers. The number of FTEs that are issued to disadvantaged students is disproportionately high.
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4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve the quality of teaching throughout the Academy for all students.	For disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.
B.	Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning.	The behaviour ratio for disadvantaged students is in line with that of their non-disadvantaged peers. The attendance of disadvantaged students at enrichment is also in line with that of their non-disadvantaged peers.
C.	Improve the literacy and numeracy skills of all students.	The reading ages of disadvantaged student will improve so that they are at least at age related expectation. Improved mathematical performance.

D.	Support issues with non- attendance and poor attitudes to behaviour	Attendance and FTE figures for disadvantaged students are in line with those of their non-disadvantaged peers.
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5. Planned expenditure

Academic year	Pupil Premium Income £451,590 Total Income £451,590	Total Planned Expenditure £572,420
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Rationale for this choice?	Staff lead	Budgeted cost
Accelerated Reader Licence + Books	The EEF funded an evaluation to see if it could have an impact in English secondary schools. The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers. The catch up premium is used to support this. There is a growing body of evidence that increasing reading skills leads to improvements in both English and Maths KS4 outcomes.	SHK	£4,499
1:1 tutor support for weakest Y7/8	Deeps Role given to provide catch up provision for the weakest students in Years 7 and 8. 1:1 tutors deployed to support small group work.	JEU	£1500
LRC Provision	Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention. Reading for pleasure interventions are designed to promote children's enjoyment of books and encourage them to see reading as a pastime rather than a chore. There is some research evidence which suggests that reading for pleasure is important for both personal and academic development, the LRC has been developed to do this. Interventions in this area tend to be cheap and easy to administer, so even small effects may be enough to make the approach attractive.	HET	£16,743
Curriculum Support Workers	Evidence suggests that CSW can have a positive impact on academic achievement. The most effective use of CSW is where the CSW support small groups of students within the classroom or alternative setting, which on average show moderate positive benefits. On average this can account for one additional month's progress over the period of an academic year.	CLO	£23,656

Behaviour Support/ PLC	Behaviour interventions seek to improve attainment by reducing challenging behaviour. The Personalised Learning Centre will help students develop coping skills they are struggling with be it anxiety or stress for example. It is also an area where students can receive more support and be able to reflect on their behaviours to make better choices in the future. This will enable students to stay in the academy instead of being excluded.	BEW	£76,962
Deep Support Budget	This supports innovation within the classroom allowing teachers to It makes learning interesting and engaging.	BEW	£4,718
Total budgeted cost			£128,078
ii. Targeted support			
Action	Intended outcome and rationale for this choice?	Staff lead	Budgeted cost
One to One Tutors	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	KEC	£34,078
Alternative Provision	Good alternative provision is that which appropriately meets the needs of pupils which required its use and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision should aim to achieve, including: <ul style="list-style-type: none"> • good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications; • that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment; • improved pupil motivation and self-confidence, attendance and engagement with education; and • clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	BEW	£135,900
Learning Resources	Learning materials are purchased for disadvantaged students this includes revision guides, and text books as well as subsidised academic visits.	STA	£24,000

Harbour Provision	Redefine the role Academy Lead Inclusion to develop, monitor and measure the impact of a whole academy strategy for inclusion. To line manage the Harbour Manager and Inclusion Manager. To co- manage the LRC Manager and Harbour/ Inclusion based CSWs.	SAN	£23,681
Free School Meals SLA	Due to the demographic that the Academy services there are students that arrive too hungry to learn effectively. This is a limited problem, but a serious one. It covers both children arriving at the Academy without having had breakfast, and those who are poor but not eligible for free school meals (FSM), and who therefore don't get enough to eat at lunch. Without a good lunch or breakfast, these children find it hard to concentrate and quickly fall behind in lessons. When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.	ANC	£52,427
Student Uniforms	There are cultural issues about how a school uniform is perceived which play an important role in determining its acceptability and pupils' compliance. There is some evidence that free school uniforms improve attendance in areas of very high poverty.	BEW	£720
Enrichment	Supporting disadvantaged students to take part in activities beyond the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	GRP	£630
Total budgeted cost			£271,436

iii. Other approaches

Action	Intended outcome and rationale for this choice?	Staff lead	Budgeted cost
Attendance Manager	<p>The attendance manager will instigate a culture of attendance within the school as this is vital to tackling unauthorised absence. Some example of the strategies employed by the attendance manager are cited below:</p> <ul style="list-style-type: none"> • set high expectations for attendance; • communicate these expectations to pupils, parents, governors and all staff constantly and consistently; • ensure governors and staff are communicating the same expectations around absence frequently to parents and pupils; • take a 'zero tolerance' approach to unauthorised absence in all cases, ensuring that all absences are followed up rigorously through first day calling <p>The school does make attendance a standing item on weekly meetings of the senior leadership team, to ensure that it is being monitored constantly.</p>	BOM	£15,646

Year Managers	The year managers' work is an attempt to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment. Increasing number of students are suffering from poor mental health and the think-tank, 2020health, has recently suggested that heads of well-being may help schools to combat poor physical and mental health among students. The pastoral system will be aligned with what happens in the classroom, and it will focus on the progress that students are making. The purpose of this is to remove barriers to learning, so that academic development can be made by all.	GED	£92,378
School Counsellor	The school counsellor guides students with social and emotional development. The counsellor works with parents, teachers, nurses, psychologists, and community groups to identify the students' developmental needs. Together they design prevention and intervention activities in order to guide students on a healthy path to adulthood. School counsellors also serve as mediators between two students fighting.	ARI	£11,970
CEAIG Lead	To develop, monitor and measure the impact of a whole academy strategy for CEIAG in line with the 8 Gatsby Benchmarks and work towards the Careers award through: <ul style="list-style-type: none"> • A stable careers programme; • learning from career and labour market information; • addressing the needs of each pupil; • linking curriculum learning to careers; • encounters with employers and employees; • experiences of workplaces; • encounters with further and higher education; • personal guidance. 	RAG	£3,652
Student Travel	Due to the nature of the catchment area transport is provided for all new students in Year 7 so that they can partake in the variety of enrichment opportunities available as part of the extended Academy day.	ANC	£41,942
Student resources	Students are provided with a study pack and planner so they have the equipment to learn. The planner aids their organisation and their learning. Exam packs are provided so students do not need to worry about having the equipment needed for their exams.	STA/CLO	£3,003
Christmas lunch	Students are given a free Christmas lunch as not all students get a Christmas lunch either at home or at the academy and all children should have the opportunity to have this cultural experience.	ANS	£1,049
Intervention and food for sessions	Students may have gaps in their knowledge due to lower attendance or homework not completed for example so students are given additional support sessions to help them close the gaps. Staff also offer additional support sessions at weekends and evenings and stop food being a barrier food is provided.	KEC	£3,266

Total budgeted cost	£172,906
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6. Review of Last Academic Year and Lessons Learned

The results in 2020 were centre assessed grades and therefore there are no national figures to compare with. Attendance figures and FTE data was also affected by COVID 19 and thus it is not comparable with previous years' data.

As COVID 19 took hold and we went into lockdown in March the targets from this year are going to rollover to next year as the work has not been embedded fully.

Remote Learning has been heavily invested in through the COVID catch up funding.