

Disadvantaged (Pupil Premium) Strategy Statement 2021 - 2022 – Consett Academy

1. Summary information					
School	Consett Academy				
Academic Year	2019 - 2020	Total PP Income Budget	£440,770	Date of most recent PP Review	Sept 2020
Total number of pupils	1446	Number of pupils eligible for PP	533	Date for next internal review of this strategy	July 2021
2. Current attainment					
			Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
Progress 8 score average			0.04		0.2
Attainment 8 score average			4.62		5.32
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Students' understanding of how to be a successful learner are not well developed				
B.	A small minority of pupils display low level behaviour when teacher expectations are too low				
C.	The performance of disadvantaged students (particularly middle ability boys) has been weak over time				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	Parental engagement is a concern and leads to instances of poor attendance/behaviour, particularly for disadvantaged students				
4. Intended outcomes (specific outcomes and how they will be measured)					
1.	Accelerate the progress of disadvantaged students and diminishing the differences between the progress of these pupils against other pupils nationally in English and Maths				
2.	Ensure that disadvantaged students attend more regularly and in line with their peers				
3.	Improve disadvantaged students' behaviour for learning in lessons				
4.	Ensure the curriculum/holistic support is widely available to disadvantaged students and their parents				
5. Planned expenditure					
Academic year 2020/21	£484,485				

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Remove the barriers for disadvantaged student to improve academic achievement, behaviour and attendance					
Desired outcome	Chosen actions	Success Criteria	Monitoring Resources	Who/When	Cost
Disadvantaged students' academic achievement, behaviour and attendance are improved to at least national expectations	Target disadvantaged students in years 9, 10 & 11 to attend catch up intervention in Maths, English and Science	<p>DA v Non DA gaps for year 11 students close towards national measures.</p> <p>The internal progress gaps between disadvantaged and other students are closing, at the same time as both groups improve more rapidly than others nationally.</p> <p>Student voice demonstrates disadvantaged students appreciate the extra support they receive.</p>	<p>Results & internal data analysis – SISRA</p> <p>Department impact data pre/post intervention</p> <p>Student/parent voice</p>	ALs/Core HODs by Oct 2020	<p>Achievement Leaders = £123,976</p> <p>Year Managers = £67,021</p> <p>Learning Facilitator = £7,953</p> <p>Pupil Premium Curriculum Budget = £20,000</p> <p>Student Support = £58,353</p> <p>School Counsellor = £10,880</p>
	Identify parents of DA students to ensure they take part in parents evenings/events including those delivered remotely.	Registers of attendance and parent views from parent evenings/events demonstrate increase in parental engagement of DA students at these events.	<p>Parent attendance registers</p> <p>Parent voice</p>	STH/ALs/YLs by Dec 2020 then ongoing	<p>Class Charts = £1,835</p> <p>CPOMS = £498</p> <p>Alternative Provision = £63,272</p>
	Develop and embed a clear strategy which targets the DA students who come into the Academy in Year 7 with below expected levels of literacy and numeracy.	Levels of reading in particular and numeracy of year 7 students increase throughout the year.	<p>Reading metrics</p> <p>LUCID reports</p>	ANN/SEB/PHD/MEP by Nov 2020 then ongoing	<p>Classroom Support = £53,806</p> <p>Strategic Lead for Disadvantaged = £26,325</p>

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	<p>Use risk registers in all year groups with clear actions to support DA students with pastoral/academic issues.</p>	<p>All risk registers complete for all years. Horsforth quadrant used by KS4 ALs to identify key cohorts of students for intervention</p> <p>Support strategies are shared in whole staff CPD and greater impact is shown on progress/attendance/behaviour.</p>	<p>Results & internal data analysis – SISRA</p> <p>Class charts data - Weekly Behaviour & Rewards Tracker</p> <p>Attendance data - Weekly Attendance Tracker</p> <p>Exclusion data - Weekly FTE Tracker</p> <p>Alt Ed data</p> <p>ATL data from AWs</p>	<p>ALs/YLs/DAW/KAC by Dec 2020 then updated regularly</p>	<p>HLTAs = £39,709</p> <p>Attendance Improvement Manager = £10,541</p>
	<p>Ensure that barriers which can prevent DA students accessing learning including remote learning are identified and removed.</p>	<p>Planning and teaching is matched to the students' needs and consistently secures good outcomes for disadvantaged students</p>	<p>Results & internal data analysis – SISRA</p> <p>Quality of teaching data – MRE</p> <p>Work scrutiny & lesson drop in data</p> <p>Triangulation data</p>	<p>HODS/ALs/YLs/SEB/ Teaching staff by Jan 2021 then ongoing</p>	
	<p>Use absence data to prioritise and remove barriers so key DA students attend school.</p>	<p>Disadvantaged absence continues to close the gap towards national others</p> <p>Disadvantaged persistent absence continues to close the national others</p>	<p>Results & internal data analysis – SISRA</p> <p>Attendance data - Weekly Attendance Tracker</p>	<p>YLs/MIM/DAW/KAC by Jan 2021 then ongoing</p>	

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	<p>Use DA funding to support the pastoral/SEND teams with Ed Psych time, EWEL referrals, "level best" programme, dealing with social and emotional issues and other appropriate external agencies</p>	<p>Detentions for disadvantaged students reduce compared to 2019/20</p> <p>Use of Bridge and off-site inclusion rooms for Disadvantaged students reduces compared to 2019/20</p> <p>The proportion of Disadvantaged students with a Class Charts Ratio of 90% is higher than 2019/20</p> <p>FTE rate for Disadvantaged students continues to close the gap to national others</p> <p>FTE rate for Disadvantaged repeat offenders continues to remain better than national others</p> <p>PEx for DA students remains at a maximum of 1 (when all other strategies have been exhausted)</p> <p>AP placements for DA students reduces compared to 2019/20</p>	<p>Class charts data - Weekly Behaviour & Rewards Tracker</p> <p>Attendance data - Weekly Attendance Tracker</p> <p>Exclusion data - Weekly FTE Tracker</p> <p>Alt Ed data</p> <p>ATL data from AWs</p>	<p>YLs/DAW/KAC/SEB by Jan 2021 then ongoing</p>	
					<p>£484,485</p>

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Evaluative Review 2019/20

Through strategic planning and implementation of a robust Disadvantaged Strategy we have:

- PP students outperformed national statistics including higher average A8, P8 and gaps were lower than national
- Gaps closed in all basic measures from 2019 results and against national data in all but 9-4 in Maths.
- PP students outperformed national PP students in all basic measures.
- PP students outperformed PP nationally in all pillars for attainment and progress.
- DA Boys attained higher overall grades than the girls however made less progress.
- DA Boys and girls both attained higher and made more progress than national figures.
- Gap between DA boys and DA girls was lower than national gender gaps.
- A significant proportion of the DA grant was targeted at Pastoral Support and as a result attendance improved the persistent absence of DA students significantly reduced so they attend more regularly than their peers nationally.
- Staff and department DA grants were issues to offer additional in class resources and fund extra-curricular activities for DA student this led to improved engagement, behaviour and attitudes of DA students so the fixed term and permanent exclusion rates, including repeat offender rates, are significantly better than their peers nationally.