

Annex 2d: Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| School | The Canterbury Academy | | | | |
| Academic Year | 2019-20 | Total PP Income | £342,823 | Date of most recent PP Review | Sept 2020 |
| Total number of pupils | 1116 | Number of pupils eligible for PP | 372 | Date for next internal review of this strategy | Jan 2021 |
| 2. Current attainment | | | | | |
| The Government has announced that it will not be publishing any school or college level educational performance data based on tests, assessments or exams for 2020. (DFE 2020) | | | | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | | | |
| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | | | | | |
| A. | Poor literacy - on average learners are 1.8 years below chronological age | | | | |
| B. | Learners' attitudes towards learning, for example, taking responsibility for developing their own learning outside of school hours | | | | |
| C. | Learners' self-regard/resilience | | | | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | | | | |
| D. | High levels of reluctant learners | | | | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | | | Success criteria | |

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| A. | Progress 8 Gap no bigger than 0.2 | PPG students will improve their grades and be in line with national average. The gap between PPG and non-PPG will close. |
| B. | Improved attitudes towards learning and as a result their self-regard as learners | Improved ownership of learning, increased engagement in school community. |
| C. | Increase attendance by 2% | Improved attendance and reduction in persistent absentees, as a result their progress will also improve. |

5. Planned expenditure

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|------------------------|---|
| Academic year | 2020-2021 |
| Expected Income | £ 327,348 with an unspent balance from 2019-20 of £47,741. Total Income £375,089 |

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? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|--|-------------------------|---|
| Improved progress for PPG learners across each year group and across each subject; the gap should be 0.2. | Identification of the GAP after COVID Regular feedback in PIT stickers Internal CPD Identified support lead through the RAP meetings Achievement for All Specialist intervention staff employed to deliver bespoke sessions to underperforming PP pupils, have been tasked with continuous delivery, targeting specific areas for improvement, particularly in maths and English. | Teaching and Learning Toolkit Class analysis sheets updated to include PPG focus and strategies Improved teaching with less variability and improved accountability improves outcomes. | Termly key stage progress meetings Walkabout Review of the interventions 3 times per academic year QA books in faculties and 3 raising standards reviews throughout the year QA of class analysis sheets/purple folders RAP meeting DOTL accountability in their reviews throughout the year | ABA/JBR/RPA/NBO/ KHE | December 2020 April 2021 July 2021 |
| Estimated budget cost | | | | | £244,000 |

| ii. Targeted support | | | | | |
|---|---|--|---|-------------------|---|
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve literacy across the school | Assessment of learners Bespoke interventions Literacy in Mentoring Improved literacy programmes within the school Purchase of resources | | | RWI, ASH, TFO | |
| Improve parental and learner responsibility; increase HW contributions by 20% | Diagnostic PASS survey Use of Show my homework Achievement for All programme Targeted parents for parents evenings | Sutton Trust Report | Lead professional Staff training for 12 coaches Parental meetings Targets set with parents and learner Review of targets Review on Show my homework to show the impact | KHE, RPA, | December 2020 April 2021 July 2021 |
| Reduce the level of persistent absentees by 3% for PPG students | Termly attendance competition Ethos team Mentoring, purchase of transport and uniform Bespoke support for individual needs | Teaching and learning toolkit DFE feedback and Ofsted report Aiming for 95% attendance (92% for PPG) | Lead professional Working in partnership KCC Home visits Targeted mentor group Weekly updates shared with Heads of school Attendance targets for support Managers with PPG funds allocated to achieve this linked to KPIs | SCO | December 2020 April 2021 July 2021 |
| Estimated budget cost | | | | | £95,000. |

| iii. Other approaches | | | | | |
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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improve self-regard | Enrichment activities PASS survey | Teaching and learning toolkit | Mentor to identify key interests/talents | RPA/NBO/TFO | December 2020 April 2021 |
| Improve opportunities / experiences | Enrichment activities PASS survey | Teaching and learning toolkit | TFO to review with individuals who receive the enrichment activity | TFO | December 2020 April 2021 July 2021 |
| Improve well-being | Ethos team to identify targeted support for learners Counsellor, psychology services Bespoke programmes PASS Survey | Teaching and learning toolkit Ofsted 2015 PP report | Ethos meeting to review the interventions 3 times per year | VBU | December 2020 April 2021 July 2021 |
| Estimated budgeted cost | | | | | £35,000 |

| 6. Review of expenditure | | | | |
|---|---|--|---|----------|
| Previous Academic Year | | 2019-20 | | |
| PPG actual income | | £342,823 | | |
| Total spend | | £312,520 | | |
| 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 |
| Continue to explore methods of support for PPG Learners | Internal CPD Whole school approach to marking / targeted feedback Data analysis RAP meetings Dept planned expenditure Bespoke interventions for those who were under performing. | At the moment owing to lockdown we have not got the data to be able to make decisions about the impact that the interventions had on the overall school figures. | During the first half of the academic year the focus was about identifying those in each subject area that were not making the same progress as their peers. The subject areas were told to identify those in their subjects that would benefit from spending this money on. Some of the subjects were planning on experiences throughout the year, which did not happen due to lockdown. Some of the interventions, especially those with Year 9,10 and 11, had started to have an impact but without the students having the full amount of time in these interventions it is difficult to ascertain the level of impact. | £221,943 |

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|----------------|---|--|--|--|
| Reduce the gap | Literacy intervention Numeracy Intervention Maths morning mentoring Maths small group support English morning mentoring English small group support Over staffing in core areas with specialist tutors Peer / 6 th form mentors AA mentor Catch up workshops External sessions for POT 2 subjects Revision packs Accelerated reader programme Achievement for All programme Easter & holiday revision sessions Staff training Workshops on revision Books, subject specific equipment IT programmes; Lexia, Write online Alternative curriculum Provision | | <p>The learners who were receiving small group intervention only had 1 complete cycle of support. There is evidence of learners who have made improvements with their literacy and numeracy as a result of the intervention that they received. We need to continue to ensure that literacy is improved for all learners across the board, as this will drive up standards in all areas. We will this academic year, use the strategies that were taught to the whole school from our workshop with Phil Beadle. These strategies have been deployed across all faculties and have been added to our whole school strategy for next academic year.</p> | |
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ii. Targeted support-actual costs £69,676

| 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 |
|----------------------------------|---|---|---|-------------|
| <u>Attitude towards learning</u> | Uniform / kit Equipment PASS survey Professional services Student rewards Counselling Achievement for All programme | | During the first half of the year the school focused on a range of strategies to increase attitudes towards learning. We identified 60 learners in Year 7 & 8 who were not attending or that their PASS survey results indicated that there was a factor which was a challenge for them at school. We then trained coaches to meet with the families to discuss the barriers to learning. These conversations with families removed barriers and we noticed significant changes with individuals: improved attendance, participation in events, increase in homework submission. It was our intention to retest those learners with their PASS survey at the end of the academic year, but due to lockdown we have not been able to measure the changes in attitudes from the pupils. The other aspects that we have continued to support our learners with include counselling, professional services, rewards, uniform and kit have helped the individual learners. We will continue with this. | |
| <u>Attendance</u> | Bus / train pass Breakfast club Rewards for attendance Impact mentor | Whole school Attendance | Working with KCC we have continued to use the strategies from the previous year to target families whose attendance is below the expected level. This has been increasingly difficult this academic year due to lock down and the impact that this has had on learners. | |

| 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 |
| <u>Additional experiences</u> | Residential trips Music lessons Guest speakers Drama Performances Kent University Link works Christ Church University link Author in residence | Pupil voicing reflected a range of positive, personal outcomes for individuals. | This approach has provided learners with individual opportunities which has helped their self-regard, which is helpful to the individual. The aim with this area is that we need to ensure that a range of learners benefit from this not just the same few. This area was also impacted as events and experiences had to be reduced throughout the academic year, for example, we had a residential ski trip planned for learners to develop their independent skills and their sports skills, this did not take place this year. We also were unable to take learners on trip to Ypres to visit the battlefields. We have a number of experiences that the learners went on in the first half of the year. The area that we need to develop with this, is ensuring that the students reflect on the what they have learnt from these experiences. | |

