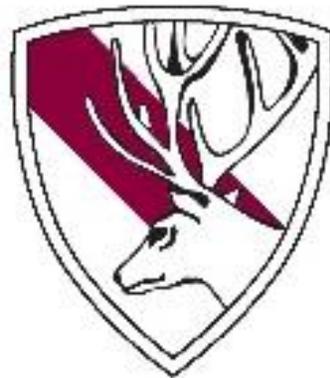


THE CARLTON ACADEMY

PUPIL PREMIUM STRATEGY

2020-21

(2019-20 Review included)



The Carlton
Academy

TCA Overview

Number of students on roll: 1184 (137 post 16)

Number of students Eligible for PP: 324 (27%)

Post 16: 20 (15%)

Percentage of Pupil Premium Students per year 20-21

Year 7	33% (79)
Year 8	24% (55)
Year 9	25% (56)
Year 10	39% (72)
Year 11	25% (42)
Year 12	24% (18)
Year 13	3% (2)
ALL	27% (324)

Progress 8 results:

Disadvantaged and Non disadvantaged students at TCA are progressing significantly better than equivalent students Nationally

Progress 8	2017-18	2018-19	2019-20	National Data 2019*
All Students	-0.14	0.1	0.25	
Non PP	0.092	0.264	0.43	0.13
PP	-0.56	-0.221	-0.14	-0.40
GAP	0.656	0.485	0.57	0.53

Data from DfE document 'Key Stage 4 inc MAT Performance 2019 – Published Jan 2020

Expenditure overview:

	2019-20	2020-21
Pupil Premium Income	£276,241	£270,000
Projected Spend	£280,000	£270,000

Outcomes 2020-21

<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Improve literacy and numeracy.	Literacy and numeracy rates improved for disadvantaged and all other students. This will be measured using reading ages and outcomes.
Headline measures above national averages and reducing in school variation across subjects.	All headlines measure increase in comparison to 2019-20.
Gaps are closing for different groups of students compared to their peers	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 4. Where they are not, departments are to put in place interventions, monitored by Heads of Departments (HOD) and SLT.
Improved attendance and punctuality for students.	To continue to raise our attendance and punctuality figures for students so they exceed 2019-20 figures.
Widen opportunities and raise aspirations.	Pupils have access to a wide range of cultural visits and experiences to raise their aspirations and support their cultural capital.
Reduce impact social disadvantage by providing resources and support PP students	Students outcomes further increase PP students

Planned expenditure 2020-21: Note, due to school closure (COVID-19) items in red were not possible in this cycle and income has been carried forward to support any possible alternative methods of delivery, e.g., work experience.

Strategies 2020-21	Evidence and rationale for choice	Implementation and Outcomes	Staff lead	Budgeted cost
Improving literacy and numeracy				
<p>Literacy interventions.</p> <p>Intervention programme for students below the expected attainment in literacy.</p>	<p>Literacy is the key to all achievement. Studies by EEF and others have shown that children's reading age has a large and measurable impact on their performance in national assessments such as GCSEs. Students who require support will receive it through targeted interventions. Data has shown that in the past these interventions have had a positive impact on student outcomes in English and other subjects.</p> <p>Students read for 15 minutes every day on a weekly rotation. One day per week is given over in tutorial periods to reading alongside D.E.A.R time as well as affording students the opportunity to feeding back to staff and peers.</p> <p>Reading comprehension strategies   </p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>		DCR, JYE SENCo and SLT.	£1,271
<p>Whole school teaching and learning strategy</p>	<p>There is a wide range of research evidence documenting the fact that certain teaching and learning interventions benefit all students, but disproportionately advantage disadvantaged students.</p> <p>Y7 and Y8 homework strategy focusses on background knowledge and low stakes quizzing to effectively build schemata in student's memory. This has been shown to advantage disadvantaged students more than their non-disadvantaged peers</p> <p>Whole school oracy and Quality Talk strategy. Spoken language interventions shown to advantage disadvantaged students more than their non-disadvantaged peers</p>		DCR, HoDs	No Cost

<p>Accelerated Reader Programme</p> <p>Lexia ARTi</p>	<p>The Accelerated reader programme has been implemented using Lexia alongside ARTi testing in order to closely monitor student progress and ensure that the correct interventions are going to the appropriate students.</p> <p>Accelerated Reader was shown to have a positive impact in an independent evaluation. Components of language identified as an area of weakness from moderation.</p> <p>Reading comprehension strategies    +6 <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Teaching assistants    +1 <small>Low impact for high cost, based on limited evidence.</small></p>		DCR, JYE, SLT	£16,099 (Inc. staffing)
<p>Learning Resource Centre</p> <p>LRC Manager</p>	<p>The importance of reading and the impact on students' outcomes and cultural capital is very important to us. In addition to supporting literacy interventions, it enables students to access computers before and after school and is also used a base for the daily homework club; staffed and providing a vitally important space for students, particularly PP, who lack access to these facilities or quiet spaces in their home environment, or a suitable adult to provide guidance and support.</p> <p>Reading comprehension strategies    +6 <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Extending school time    +2 <small>Low impact for moderate cost, based on moderate evidence.</small></p>		SLT line manager and LGE	£18,525 (resource and staffing)
<p>CPD on whole school focus to include literacy.</p>	<p>There is wide acknowledgement of increasing demands of literacy in all new GCSE specifications. Actions to make sure that students are fully prepared for this has including Whole school is planned and to be delivered by Literacy Coordinator.</p> <p>Literacy experts from across the trust to work with faculties to address any literacy issues for staff and devise training based on identified need.</p>		SLT, DCR	£1,695
<p>Literacy interventions</p> <p>Small group and 1:1 tutoring</p>	<p>The additional content and demands of the new GCSE specifications has been shown to have a disproportional effect on those with lower levels of literacy. However, evidence has shown that outcomes are positively affected when students are given access to high quality small groups or 1:1 tuition. At TCA we have employed specialists in English to facilitate small group tuition as well as to help provide targeted intervention.</p> <p>Small group tuition    +4 <small>Moderate impact for moderate cost, based on limited evidence.</small></p>		JMO and Head of English, SENCo and SLT.	£15,425

	<p>One to one tuition   </p> <p>Moderate impact for high cost, based on extensive evidence.</p>			
Additional Literacy and numeracy KS3	<p>The EEF notes, reading comprehension strategies have a positive impact on progress by around 6 months. Equally, small group tuition students make on average 4 months' progress on top of what is expected.</p> <p>Additional literacy intervention is a key part of the TCA's literacy programme aimed at significantly improving reading ages and improving the proportion of students who could read at or above their chronological age. This has been followed with targeted numeracy intervention classes as well as establishing a targeted group of students who need to improve both their literacy and numeracy levels. Classes are taught by TAs and Teachers, who have identified the gaps in students' skills and plan accordingly to close these gaps.</p> <p>Small group tuition   </p> <p>Moderate impact for moderate cost, based on limited evidence.</p>		JMO JYE	
Headline measures above national averages and reducing in school variation across subjects.				
Targeted seating plans Mark first, ask first.	<p>All staff have been asked to identify the PP students on their seating plans in order to raise the profile of all PP students across the key stages. This is to be used in conjunction with PP students books being the first to be marked by the class teacher. Experience and studies have shown that high level feedback provides high impact on progress and a disproportionately positive effect for PP students. Effective questioning and verbal feedback has been shown to have similar gains and as such we are embedding this as a key feature to lessons as well as marking and feedback.</p> <p>Feedback   </p> <p>High impact for very low cost, based on moderate evidence.</p>		JBY, DCR and HoF	No cost
Targeted intervention sessions "Period 0 and Period 6"	<p>HODs identify students based upon their knowledge and skills deficits and plan half termly small group interventions and are timetabled by SLT in order to best utilise the extra support available. During these sessions, teachers provide comprehensive and specific feedback to students to move them forward. EEF evidence shows that providing students with effective and specific feedback has the potential to have a high impact on student outcomes with 8 months of added progress possible. One hour of P6 tuition across two terms in Year 11 equates to approximately 30 hours of additional tuition for a subject, enabling students to maximise their achievement and progress at a minimal cost. Many students attend 2 or more of these lessons.</p> <p>Extending school time   </p> <p>Low impact for moderate cost, based on moderate evidence.</p>		JMO, JBY and HOF	£4650

	<p>Feedback</p> <p>High impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +8</p>			
Targeted Mentoring	<p>Mentors have helped improve outcomes in recent years. They work in a variety of settings with PP students in small groups. They work on specific areas of weakness such as exam technique and revision of key knowledge.</p> <p>Mentoring</p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p>	Ongoing review of data, learning walks and assessments.	JMO, EMU, JBY, Tutors	£35,781 This was not possible during lockdown period extra capacity added Sept 2020
Intervention sessions during holidays	<p>Students are grouped together by their skills deficits and lessons planned to cover these. Teachers deliver these small group sessions during the holidays. This gives the teachers the chance to work with specific students and has proven successful in improving GCSE results.</p> <p>Summer schools</p> <p>Low impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> <p>Individualised instruction</p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p>		JMO, JBY, EMU and HODs	£4,208 This was not possible during lockdown period extra capacity added Sept 2020
CPD for school leaders at all levels.	<p>Leadership at all levels is integral to driving school improvement. We give leaders at all levels high quality CPD specific to their role and whole school priorities. Since introducing this, leadership capacity has improved.</p>		SLT	£6,500
CPD for staff in areas of underperformance.	<p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</p> <p>Feedback</p> <p>High impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +8</p>			

<p>Pastoral Support Houses/SSC/PAC</p>	<p>Experience has shown a designated mentor for underperforming groups helps raise achievement. Our tutors, who work with students to raise aspirations and meet students in years 7 to 11 on a rolling programme in order to support and set targets to raise student achievement. While the EEF research suggests mentoring has a low impact, similar initiatives have been used extensively across the Redhill Trust and have proven highly successful in contributing to raising student achievement and progress.</p> <p>Mentoring</p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p>		<p>HOHs, HACs LWA</p>	<p>£3,847</p>
<p>SIMS/SISRA</p>	<p>EEF research shows that the use of digital technology can have a moderate impact on student outcomes. With constantly evolving data available to staff, continued training in the use of SISRA will be vital to plan lessons, arrange effective intervention and contribute to accuracy of predictions. The use of these technologies enables all staff to maximise their use of data, identifying underachievement, implementing intervention and increasing impact on student outcomes.</p> <p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>Increased whole staff use of SISRA and SIMS to analyse data. Accurate identification of underachieving students.</p>	<p>JMA, Data Manager</p>	<p>£6,582</p>
<p>Improved attendance and punctuality for students.</p>				
<p>Attendance officer (contribution to salary)</p>	<p>The national average for student attendance in 2018/19 was 94.6%. 2019/20 is non comparable due to COVID. EEF evidence shows that intervention to change student behaviour can add up to 3 months' progress. TCA employs an attendance officer whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. PP student attendance continues to rise (as does whole school attendance) and this can be attributed to the work that the attendance officer and staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer.</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p>	<p>Weekly review with AO and HOHs and in line management meetings with SLT. SLT links to Houses to present attendance data at SLT every two weeks. PP student attendance >95%.</p>	<p>LWT, SLT links to Houses</p>	<p>£16,820</p>
<p>Widen opportunities and Raise Aspirations.</p>				
<p>Widening Participation</p>	<p>Specific focus on supporting students enrichment and wider school experiences. Regular meeting with tutors and staff to make students aware of what they can become involved in. Close monitoring students attending trips and visits and involvement in wider school initiatives</p>		<p>ADA, EMU</p>	<p>£5,000</p>
<p>Higher Attainer Programme</p>	<p>Higher attaining PP students to be targeted across 7 to 11 to encourage involvement in a HAP programme to support academic success, ambition and motivation.</p>		<p>EMU AHI</p>	<p>£9,600</p>

<p>Holiday Revision Sessions</p>	<p>Holiday revision has proved successful in recent years across the trust, and in conjunction with a range of other strategies, has raised student outcomes for achievement and progress across PP and non-PP students. Trust academy students benefit from support with revision at the start of the Easter break which enables them to maximise their revision efforts in the run up to the summer exam period. We believe the use of specialist teaching and support presents PP students in particular with an opportunity not otherwise afforded to them.</p> <p>Summer schools   </p> <p><small>Low impact for moderate cost, based on extensive evidence.</small></p>	<p>Review of DC points and assessment data.</p>	<p>JMO, SLT</p>	<p>£3,365 This was not possible during lockdown period extra capacity added Sept 2020</p>
<p>E&A programme</p>	<p>Help raise student aspirations for post Carlton Academy through working with external organisations to mentor, inspire and develop students. Our Students from specific groups are targeted to attend and be part of the E&A Programme. Selected PP students attend university trips and other trips to raise aspirations. Where these external experiences may be limited in 20-21, use of internal expertise and department knowledge to set up programmes for students to attend.</p> <p>Arts participation   </p> <p><small>Low impact for low cost, based on moderate evidence.</small></p> <p>Social and emotional learning   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	<p>Calendar of events across the year and ongoing review of trips uptake and PP students able to participate.</p>	<p>ADA, EMU</p>	<p>£3,150</p>
<p>ECO days **Currently limited to year 7**</p>	<p>All students participate in a five-year programme of events which ensures they experience: theatre trips; visits to galleries and museums; enjoy green spaces; complete team building; visit universities; theme parks; outdoor pursuit centres; work with professional artists; problem solving; learn revision skills; listen to motivational speakers from a wide range of backgrounds and businesses.</p> <p>Help raise student aspirations for post Carlton Academy through working with external organisations to mentor, inspire and develop students. PP students from specific groups are targeted to attend and be part of the E&A Programme. Increasing students' cultural capital through a variety of experiences across each year group through ECO Days.</p> <p>Social and emotional learning   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	<p>ECO days reviewed. Track all experiences across the five year school journey.</p> <p>PP to be represented in line with proportion at TCA or better.</p>	<p>JBY and ECO team</p>	<p>£4,947</p>

<p>Pledge Programme</p>	<p>All Academies within the Redhill Trust operate a Pledge programme for students. Pledges are designed to be accessible and achievable and aim to provide opportunity for students to develop a range of key skills that will be useful as they progress into adulthood. It is also an opportunity to celebrate with students and reinforce the positive and successful culture that is embedding within the Academy. Pledges are achievable in different ways, examples of these include: showing commitment to extra-curricular activities; representing the house in activities/competitions and helping and assisting others within the academy. Milestones are built into the programme to celebrate achievement with students graduating from key stage 3 and receiving an invite to the Year 11 prom at the end of key stage 4. This initiative draws together a number of proven, effective intervention strategies with the potential of improving progress by up to 4 months for some students.</p> <p>Social and emotional learning   </p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	<p>Present greater opportunity to develop the ‘whole student.’ Develop hobbies and interests outside of the classroom. Develop the ethos of celebrating success.</p>	<p>JBY</p>	<p>£3,754</p>
<p>Transition activities and management</p>	<p>Effective transition key to ensuring that students’ aspirations and progress is maximised into and throughout KS3 and 4. Activities run in order to prepare students for secondary school. The transition programme offers opportunities for primary feeders to work in collaboration with TCA. EEF suggests a relatively low impact, however, we have found that successful transition from KS2 to KS3 greatly benefits students.</p> <p>Sports participation   </p> <p><small>Low impact for moderate cost, based on limited evidence.</small></p> <p>Arts participation   </p> <p><small>Low impact for low cost, based on moderate evidence.</small></p> <p>Aspiration interventions   </p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	<p>Present greater opportunity to develop the ‘whole student.’ Enable students to transition between KS2 and KS3 successfully.</p>	<p>ADA</p>	<p>£5,250</p>
<p>Work Experience and careers</p>	<p>Work Experience provides students with opportunities to develop skills in the work place. Also supporting students with career aspirations and Post-16 options. While the EEF considers this intervention as having low impact, the programme has been well received by students, parents and employers and we believe it supports them in their future aspirations.</p> <p>Aspiration interventions   </p> <p><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p>	<p>All Year 10 PP to students to take part in work Experience</p> <p>All year 11 PP students to receive careers interview</p>	<p>JBY, SPW, SMC</p>	<p>£17,252 This was not possible during lockdown period new approaches being developed.</p>

<p>Duke of Edinburgh Award scheme.</p>	<p>D of E offers students from all backgrounds the opportunity to broaden their horizons and challenges them both physically and mentally. The skills developed here can be utilised to help develop resilience and determination to succeed. Overall, the scheme enables students who may otherwise never experience such an adventure to take part, breaking down barriers. EEF evidence supports such initiatives suggesting a potential 5 months of extra academic progress for students.</p> <p>Outdoor adventure learning £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Moderate impact for moderate cost, based on moderate evidence.</p> <p>Collaborative learning £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5 Moderate impact for very low cost, based on extensive evidence.</p>	<p>Increase aspirations of PP students.</p> <p>Develop key transferrable skills of PP students.</p>	<p>SPO</p>	<p>£2,650</p>
<p>Extracurricular sports and coaching</p>	<p>Engaging with additional sports coaching is for students in the Academy who wish to develop a skill or hobby. With a rich and vibrant extra-curricular offer within the PE department, additional sports coaching from local sports clubs enables our students to develop talent in addition to trying new sports that they may not have previously played. An example is the coaching of Hockey provided by Nottingham Hockey Club. The EEF suggests that for some, this activity can boost progress by up to 4 months.</p> <p>Sports participation £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2 Low impact for moderate cost, based on limited evidence.</p>	<p>Provide additional expertise to develop hobbies and interests outside the classroom.</p>	<p>PLO</p>	<p>£2,800</p>
<p>Alternative educational provisions</p>	<p>Where students would benefit from alternative types of education that we seek more suitable provisions for them to continue their education. We work with parents, carers and outside agencies to make this happen.</p>	<p>Alternative Provision Co-ordinator, Pastoral meeting and Achievement meetings.</p>	<p>LWT</p>	<p>£20,000</p>
<p>Reduce impact of social disadvantage by providing resources and support for PP students.</p>				
<p>Provide key revision materials for all subjects.</p>	<p>All students will have all the necessary resources to improve their preparations for examinations e.g. revision guides, access to Apps for revision and active e-books.</p> <p>It's widely recognised that effective revision plays a vital role in maximising student achievement and progress. EEF evidence shows that teaching students the skills to unpick theory and content as well as having a sound understanding of how to approach exam questions (alongside systematic and thorough revision) is the key to success with up to 7 months' progress made by some students.</p>	<p>Monitor students' use of revision materials.</p>	<p>HODs, JMO, JBY, EMU</p>	<p>£4,450</p>

	<p>Additional parental support workshops delivering revision specific sessions such as the 'Help your child revise' events, are also utilised in order to assist parents and students' preparation for their final exams.</p> <p>Metacognition and self-regulation   +7</p> <p><small>High impact for very low cost, based on extensive evidence.</small></p>			
Homework Club	<p>Students benefit from having a space that they can complete homework and members of staff to support them.</p> <p>Homework (Secondary)   +5</p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Teaching assistants   +1</p> <p><small>Low impact for high cost, based on limited evidence.</small></p>	Drop ins and registers.	JMO	£1,875
SMHW	<p>EEF research, strongly suggests that the potential effectiveness of up to 5 months' additional progress can be made by students who fully engage in high quality homework. Show My Homework is used to help set homework and encourage students to be organised and independent in carrying out their homework, and allows monitoring of the quality of homework set by teachers and departments. Data is shared with Heads of Faculty to ensure that all pupils have access to the resources and deadlines for each piece of homework.</p> <p>Students who do not have effective spaces to work at home are encouraged to use the LRC and homework clubs to ensure that homework is completed effectively.</p> <p>Homework (Secondary)   +5</p> <p><small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Digital technology   +4</p> <p><small>Moderate impact for moderate cost, based on extensive evidence.</small></p>	Monitoring of homework completion and reduction in non-completion of HW for PP students.	DCR, PLV IT	£2,554
SSC	<p>The SSC will give targeted students intervention to help to improve behaviour, attendance and other barriers to making expected progress. The SSC team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need, providing CPD and reintegration to full timetable following exclusions or other behavioural aspects. External agencies are also utilised to support students in the SSC; these include such agencies as CAMHS.</p>	SSC to be used to 'withdraw' students from lessons and follow timings of the day 10.30am-4.30pm. Removal of potential barriers to learning,	RHO	£26,932

	<p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	progress and achievement.		
Pastoral Support staff / House support Assistants	<p>EEF research supports this type of intervention as being helpful in improving student progress by up to 3 months. As such, we have invested in a dedicated team of non-teaching support staff, we believe this allows consistent interventions provided by the pastoral team enabling the removal of barriers for PP students to learning, and enabling progress and full engagement within their lessons. The team also helps to PP students to involve themselves within both the extra-curricular offer and the House events across the academy.</p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p>	Removal of potential barriers to learning, progress and achievement.	LWT HoH	£22,084
EDLounge subscription - Self-supported study	<p>Students who are not able to fully participate in education in the formal setting of the academy due to pastoral, social or health reasons will be able to access the EDLounge package, so that they are both actively engaged in their learning and the barriers to success are limited despite other issues the students may face.</p> <p>Digital technology Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	Increased attendance and completion of work from students on this programme. Further CPD to be delivered to staff on the use of this and how to develop further with students	LWT/JMO /DCR	£2,842

2019-20 Strategies	Cost 2019-20	Estimated Impact	Lessons learned	Continue 2020-21
<p>Literacy interventions & Accelerated Reader</p> <p>Intervention programme for students below the expected attainment in literacy.</p>	<p>£17,599 (Software, licences and staffing)</p>	<p>Reading Ages Impact 2019-20 **Limited by C19** From Sept 19-Feb 2020</p> <p>Year 7 made 9 months progress on average over only a 4 month period Year 8 PP made 16 months progress on average Year 9 PP made 21 months progress on average</p> <p>Unfortunately the reading age assessment for year 9 wasn't completed due to school closures in March 2020</p>	<p>Year 7 have benefited from in lesson DEAR time, this is to be introduced to Year 8 & Year 9 for 2019-20. Students are reading more but a focus on 'appropriate' reading material that is more age specific to challenge students is needed.</p>	<p>Yes</p>
<p>Learning Resource Centre</p> <p>LRC Manager</p>	<p>£18,154</p>	<p>Funding secured for the LRC to purchase relevant and challenging materials that engage all students in reading to greater support literacy development throughout the academy. Alongside this the LRC plays a vital role in providing students with access to a space and ICT in order to allow them to fully engage with all aspects of learning outside of the classroom.</p>	<p>We will continue to fund when necessary additional materials and resources for 2020/21 with a particular focus on relevant books to challenge students. Book list with ages to be published to staff</p>	<p>Yes</p>
<p>Literacy and Numeracy interventions</p> <p>Small group and 1:1 tutoring</p>	<p>£37,773</p>	<p>Targeted students in English and Maths have been given extra 'lessons' in these areas conducted by specialist teachers. PP students were included in this intervention and, of these a high number of students made better progress based on SPI scores</p>	<p>Departments to identify their own students using own analysis and CATs results in absence of KS2 scores.</p>	<p>Yes</p>
<p>Targeted intervention sessions "Period 0 and 6"</p>	<p>£6,650</p>	<p>Period 6 is a timetabled lesson taking place at the end of the school day for Year 11 students, and Period 0 at the start of the day. Selected students are encouraged to attend as well as being timetabled after identification by subject areas. Attendance is closely monitored, and parents are kept up to date about provision, non-attendance and success.</p>	<p>Closer tracking of which students attend these sessions and monitored throughout the year</p>	<p>Yes</p>
<p>CPD for school leaders at all levels.</p> <p>CPD for staff in areas of underperformance.</p>	<p>£7,615</p>	<p>The Redhill Teaching School Alliance has a comprehensive range of CPD opportunities aimed at developing teaching staff at all stages of their careers. This includes such opportunities as 'Move on up' aimed at improving classroom practice and therefore outcomes, as well as other leadership development opportunities such as aspirant middle and senior leadership programmes. The trust has also successfully run joint INSET for the past four years for all staff to further support and develop teaching and learning strategies trust wide.</p>	<p>Staff who have been involved on the various CPD opportunities have been monitored through various QA processes and outcomes and teaching and learning has been deemed to have improved over this time.</p>	<p>Yes</p>

SIMS/SISRA	£6,582	SIMS/SISRA have improved access to data, intervention monitoring and reporting for all staff for both attendance and progress. 2019 results were and predictions showed improved accuracy with predictions more closely matching outcomes by comparison to previous years.	Tracking systems set up in the form of a P6 register, so students can be monitored and targeted to attend throughout 20-21	Yes
Attendance officer (contribution to salary)	£18,320	Whole school attendance for 2018-19 was 94.6% For PP students this was 91.86%, compared to 95.88% for non-PP students. Increase upon previous years with a smaller gap.	On-going developments for 2019-20 are planned within the academy and across the trust, including co-ordination with the Trust attendance team to further close that gap.	Yes
Trust RIC	£9,125	The RIC is a Trust wide strategy to minimise fixed term and permanent exclusions. The RIC provision is aimed at addressing the gap between sanctions and exclusions of PP and non-PP students.	Working well. There has been a reduction in re-offenders once students have attended the RIC.	Yes
Holiday Revision Sessions	£4,625	Designed to support students during school holidays with coursework, revision and exam skills. Students attended October and February revision sessions, but no other due to Covid 19.	The provision will be more specifically targeted for 2019-20 to ensure a greater percentage of PP students to access the support they need.	Yes
E&A programme	£3,775	While the E &A programme has helped raise student aspirations and developed an increased cultural capital for the students involved, through working with external organisations to mentor, inspire and develop students, and encourage a positive behavioural approach and aspiration. This was not focused on PP students as much as we would wish, although those that did participate did so with success. Students accessed some of the activities but were limited due to Covid 19	More targeted and representational engagement of the E&A Programme. Selected PP students attend university trips and other trips to raise aspirations where possible – more creative, aspirational in house events to run.	Yes
ECO days	£4,850	Students in all years participate in a programme of events which aims to ensure they experience at least some of the following: theatre trips, visits to galleries and museums, enjoy green spaces, team building; visit universities, outdoor pursuits, problem solving; learn revision skills, access motivational speakers from a wide range of backgrounds and businesses.	PP students were able to engage in many if not all of these activities, however, a number were not able to do so or their involvement was limited. The aim is to ensure that all PP students engage in at least one of more external trip and visit as well as many of the other school	Yes

			and non-school based activities to better support core values. Covid 19 means that we are only able to open up ECO to year 7's at the moment.	
Pledge Programme	£3,754	Students at the Academy are encouraged to gain a range of experiences both in and out of school accessing extracurricular opportunities on offer representing the school as a whole or their House within the academy. Students are encouraged to work independently on their pledges with the view to a successful KS3 graduation, and to secure an invite (passport) to the school prom. in addition to more confident and rounded learners.	Pledges to be reviewed and reintroduced to year 7 to give better opportunities for PP students to be able to achieve the pledges.	Yes
Work Experience and careers	£19,252	In 2018/19, every Year 10 student offered a work experience place. Students that completed the programme successfully, giving them important skills and helping them with post-16 planning. In 2019/20 Work Experience wasn't able to go ahead due to Covid 19 and school closure.	The programme was well received by students, parents and is seen as important to minimise the number of students classed as 'NEET' upon leaving the academy. PP students need to start planning Work experience earlier to ensure the placement are useful and meaningful.	Yes
Duke of Edinburgh Award scheme.	£2,549	This continues to offer students from all backgrounds the opportunity to broaden their horizons and challenges them both physically and mentally. The skills developed here can be utilised to help develop resilience and determination to succeed. Overall, the scheme enables students who may otherwise never experience such challenges to take part, breaking down barriers	The programme was well received by students, parents. More PP students will be met with and be encouraged to participate.	Yes
Provide key revision materials for all subjects.	£3,915	Effective revision was vital in maximising student achievement and progress. Providing all students with standardised materials allowed staff to set targeted revision skills practice, homework, and preparation for delivering revision specific sessions.	Additional parental engagement and support to be added in 2019 in order to assist parents and student's preparation for their final exams. PP parents to be targeted from lower down school. Attendance and engagement with school to be monitored.	Yes
Homework Club	£3,850	Students benefit from having a space that they can complete homework and members of staff to support them. Alongside this there is provision for staff, with parental support, to place students	Use of cover supervisors as part of their time allocation to reduce costs but maintain/increase	Yes

		into 'compulsory' homework club if there are ongoing issues related to non-completion or poor quality.	capacity. Students to stay within year group bubbles.	
SMHW	£2,480	Used to support students in recording and completing homework across all key stages. It enables staff, students and parents to keep track of homework and encourages greater engagement in homework from those who may be reluctant to complete homework or discuss this in the home setting. Students who may not have access to computers, phones or tablets away from the academy can use IT rooms and the LRC during homework clubs as well as at other times	Further work to be done ensuring all homework is logged and all parents can access them.	Yes
SSC	£27,650	Referrals to the SSC are offered to all years 7-Y11. The centre supports students with academic progress, as well as other issues affecting their performance in school. Offering such guidance as behaviour, life-skills as well as support with revision and homework.	In addition to the already successful pastoral and academic support, students to attend SSC when 'withdrawn' from academy with different school timings 10.30-4.30pm	Yes
Pastoral Support staff	£21,651	Supporting all students and parents across the Academy in areas such as monitoring house-points to allow a focus on rewarding achievement / sanctioning poor behaviour, helping to organise Parent Review Weeks, and mentoring.	HAC to continue to support with a focus on Mentoring specific students	Yes
Transition activities and management	£5,400	Effective transition key to ensuring that students' aspirations and progress is maximised into and throughout KS3 and 4. Activities run in order to prepare students for secondary school. The transition programme offers opportunities for primary feeders to work in collaboration with TCA. Much of the transition work was done remotely due to Covid 19 and school closure.	The programme on offer to students and our primary feeders will continue to be reviewed in order to provide students and parents with the best activities and opportunities to work with TCA in order to maximise success at KS3 and beyond.	Yes
Contribution to RIC	£9,615	A key priority is to reduce the number of students excluded from school whilst improving behaviour and engagement within lessons. The Redhill Academy Trust allows all our academies to utilise the Reintegration Centre with the purpose being to re-engage students and parents with learning in addition to improving behaviour. The RIC is staffed by teachers and teaching assistants; students complete structured work that links with the curriculum being delivered in the main school. Upon successful completion of time at the RIC, students are readmitted back into the academy where they receive further support from the SSC to try to prevent any repeat behaviour.	RIC isn't in use through Autumn term due to Covid – hoping to reopen in Spring. In addition to the already successful pastoral and academic support, this provides an alternative to fixed term exclusion. Students are then reintegrated into the academy via the SSC. The number of students on fixed term exclusions and therefore learning time lost has been reduced.	Yes

Contribution to Lead Practitioner and Subject Director salaries	£21,635	Lead Practitioners and Subject Directors have been employed across the trust with a remit of increasing performance across a wide range of subject areas in terms of achievement and progress. This will further develop the quality and consistency of teaching and learning across and within subjects, as well as out of school learning. They will also contribute to whole school CPD and T&L initiatives, providing support for all staff. Research shows that, all of the activities that fall within the Lead Practitioner and Subject Directors remit positively contributes towards improving student progress.	Staff and subject areas both at TCA and across the trust that have been involved on the various CPD and support activities have been monitored through various QA processes and outcomes: Teaching and learning has been deemed to have improved over this time, and will have a positive impact on disadvantaged and all student outcomes. Further analysis of PP progress to be considered at KS3 by subjects	Yes
Contribution to SENCO teams	£12,978	Supporting all students and parents across the Academy in a variety of ways, ranging from: home support, managing behaviour and attainment in line with any SEN issues, providing small group teaching and intervention with specialist staff is vital for disadvantaged students that require this extra level of support to achieve in line with their peers.	Removal of potential barriers to learning, progress and achievement. Students in these areas have seen reduced incidents of behaviour issues and improved attitudes to learning in other lessons.	Yes