



ETONBURY
ACADEMY

Etonbury Academy Strategy

Barriers to educational achievement faced by disadvantaged students at our school and how we are addressing them:

The barriers to learning for our students are many and varied and we aim to use the money to remove them.

We believe that the very best way to improve outcomes for all of our young people is to provide them with outstanding teachers who can help them to excel in their learning and make excellent progress. That is why we spend the vast majority of the grant on staffing.

We also recognise that some students have gaps in their learning due to having attended a number of schools, they may also need additional support to raise their aspirations and achieve the very best that they can. We invest in additional intervention with our Maths and English specialist teachers as well as, additional tutors in Maths and English to support in this area, and spend a significant amount of our time and energy ensuring that the quality of teaching is excellent in all areas.

We expect teaching staff to do more for our disadvantaged children so that the gap can be narrowed and so that they can secure as good, if not better outcomes than their peers.

A small number of students need support overcoming social mobility barriers, and we spend some of our grant support with things like uniform, educational visits and providing educational resources, such as books, revision guides and learning materials.

Overall Target

Students in receipt of the Pupil premium will achieve in line with their FFT20 targets, bringing us in line with the top 20% of all schools nationally.

How will this all be measured:

All staff have performance targets as part of their performance management, and this is a key priority to our school development plans. Therefore, as part of our normal process of self-evaluation, we will evaluate the impact of our work in this area throughout the year. We do this by looking at the outcomes that the children get in their work and assessments. We also observe lessons, look at students' work and speak to students to find out whether the gaps is narrowing and that they are achieving in line with, or better than their peers.

The Pupil Premium plan is formally reviewed every year, the next review date will be September 2020. To review how we spent the money in previous years and what impact it had, you can view the documents below.

Planned Usage of Pupil Premium in 2019-20:

Etonbury Academy is likely to be allocated £176.880 Pupil Premium funding for the academic year 2019/20 in addition to the main school budget. The strategies that will be continued this year are given below:

Item/Project	Expenditure
Councillor	15,000
Pastoral Support	5,000
CPOMS software	1,525
One new Safeguarding Officers	2,000
Careers Information and Guidance	10,000
Attendance Officer	4,000
Intervention Coordinator	5,000
Staffing vulnerable been created and monitored	1,000
Year 10 and 11 revision guides	800
Sundry items including uniforms, cooking ingredients, IT, incentives	5,780
Support with educational trips	2,500
Morning Intervention by Teachers and TA's (Eng and Ma)	65,000
Chromebooks	5,000
Breakfast Club	2,000
Teaching assistants interventions KS2	25,000
Academic Mentoring	8,000

Praise texts	2,500
1:1 tutor for Maths and English	8,000
1:1 tutor for EHCP/LAC	1,440
Total Expenditure	179,545
Total Income	176,880
Overspend	2,665

Key priorities and Targeted support for 2019-20

- Identifying the Key Marginal students to address the gap between Disadvantaged and Non-Disadvantaged students in Year 7. In reading, maths and writing from the SATs results. We will introduce additional KS3 catch up classes to close the gap in these areas earlier than last academic year, starting in September with a new whole intervention programme.
- Behaviour data used to analyse daily hotspots and SLT to support and check in on these lessons.
- To continue the 'no gap' progress data in Yr11 with additional 1:1 maths and English tutoring and small group tutoring, as well as our new form time intervention for Maths, English and Science.
- Continue counselling service for our all PP students as well as a mentoring service for all years.
- To continue to cultivate staff awareness of PP students. Vulnerable pupils register link on the staff homepage.
- Raising aspirations through specific guidance and advising Pupil Premium students on the best available post 16 options, through IAG with tutors, and careers fair.
- Smaller set sizes in core in KS4.
- AR study centre manager to focus on KS4 reading levels, alongside Literacy coordinator for the reading programme.
- CPOMs software being implemented to enhance monitoring and tracking of vulnerable PP students.

Intervention Strategies

- Continued use of attendance data to target interventions and develop effective strategies with the New Assistant Principal for Behaviour and standards and a new Head of Year team.
- Use of behavioural data to develop and plan personalised learning and provide rapid interventions and guarantees the minimum disruption to learning because of behavioural issues.
- Identify key marginal students to ensure they are part of the regular morning interventions, targeted English and maths interventions for students requiring additional support, including small group provision, 1:1 support and specialist tutor groups beginning in the autumn term.
- Support put in place by the Inclusion team targeting students with learning blocks through bespoke 1:1 or small group provision.
- Provision of whole school academic mentor targeting students requiring individual social, behavioural and academic support.
- Use of termly underachievement sheets in SIMS by all teachers to identify individual strategies to be applied to those students not making expected progress.

Staff Development:

- In order to improve the quality of our provision year on year, we aim to continually develop the expertise of our staff so they can better meet the needs of Pupil Premium students.
- CPOMS training.
- Our staff training programme for 2019-20 will have mini CPD's half termly.
- Monitoring and feedback where appropriate of stage one interventions, individual support and advice, alongside collegiate consultation, among colleagues.
- MINT Classroom software - highlight PP pupils on seating plans linking to PPB strategies and relevant documents.
- Teaching assistants to have weekly training, including supporting PP students.