

Bluecoat Wollaton Academy



Pupil Premium Strategy 2019/20

Our approach to spending the pupil premium fund has been developed to provide an inclusive environment in which all children can achieve to their full potential.

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”

(The EEF Guide to the Pupil Premium, 2019)

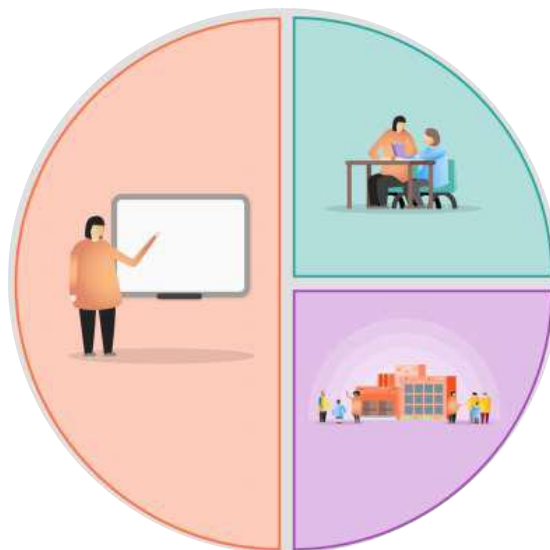


Bluecoat Wollaton
believe in yourself, in others, in God

Pupil Premium Tiered Model: Bluecoat Wollaton Academy: 2019 - 2021

Teaching:

- Detailed curriculum plans allowing staffing to build on prior learning and provide appropriate challenge
- 'Wollaton way' routines ensure clear and consistent classroom expectations, minimising low level disruption and allowing students to engage in their learning.
- Staff access CPL training within the school timetable with a focus in 2019/20 on Rosenshine's principles of instruction.
- Regular departmental meetings to allow staff to collaboratively develop their pedagogy
- MAT subject leaders support the sharing of best practice between Academies.
- Completion of CAF assessments to evaluate student progress
- Research into teaching methods and support for students



Targeted academic support:

- The Academy employs full-time non-teaching year leaders to support with pastoral issues and ensure students arrive to their lessons prepared to learn.
- Intervention sessions for targeted year 11 students
- Holiday revision classes
- After school revision/homework club
- Subject drop in clinics
- Academic coaching
- Student mentors
- Drop down tutor period to target weaknesses in English, maths and science
- Online revision website
- Tutor programme activities focused on metacognition and how to revise

Wider strategies:

- Free exam breakfasts
- Programme of compulsory enrichment for year 7 students
- Priority careers appointments for years 10 and 11
- Careers of the week from Jan' 2020
- Humanutopia
- Uniform vouchers for year 7 students

Pupil premium strategy statement

School overview

Metric	Data
School name	Bluecoat Wollaton Academy
Pupils in school	785
Proportion of disadvantaged pupils	36.7%
Pupil premium allocation this academic year	£298,344
Academic year or years covered by statement	2019 - 2021
Publish date	January 2020
Review date	December 2021
Statement authorised by	Stuart Anderson (Principal)
Pupil premium lead	Nick Wilson (Assistant Principal)
Governor lead	Alison Rogers

Disadvantaged pupil performance overview for last academic year

Progress 8	+0.3
Ebacc entry	14.3%
Attainment 8	4.9
Percentage of Grade 5+ in English and maths	36.7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	+0.4	August 2020
Attainment 8	5	August 2020
Percentage of Grade 5+ in English and maths	40%	August 2020
Other	Attendance – ensure attendance for PP learners is in line with that of the whole school population.	July 2020
Ebacc entry	20%	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Deliver staff CPL on the Rosenshine's principles of instruction to develop effective teacher practice and metacognitive approached to learning.
Priority 2	Use CAF assessment data to identify underachievement and target intervention
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Quality first teaching in all classrooms • Consistent classroom practice across the school • Research based approaches to teaching leading to enhanced progress and outcomes
Projected spending	£78210.22

Targeted academic support for current academic year

Measure	Activity
Priority 1	Pastoral support provided for all learners experiencing challenge
Priority 2	Targeted mentoring/coaching and drop in clinics for learners in core subjects
Barriers to learning these priorities address	<ul style="list-style-type: none"> • All students arrive to classrooms ready for learning • Gaps in knowledge are addressed before moving on to new content
Projected spending	£279481.51

Wider strategies for current academic year

Measure	Activity
Priority 1	All students receive personalised careers guidance and support in planning for their post 16 and career options
Priority 2	All year 7 students access enrichment activities that enhance their wider school experience
Barriers to learning these priorities address	<ul style="list-style-type: none"> • PP students have the same rates of progression to HE as all learners • Students gain cultural capital and a range of experiences they would otherwise not access
Projected spending	£51856.65

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Accuracy of CAF/Mock data • Time to access staff CPL 	<ul style="list-style-type: none"> • Internal QA of data • Use of analysis tools (Power BI) • Thursday PM slots assigned to calendar for CPL
Targeted support	<ul style="list-style-type: none"> • Students accessing pastoral support • Students attendance to intervention sessions 	<ul style="list-style-type: none"> • Time spent building relationships with students and families during transition • Regular parental contact • Year leaders assist students in getting to sessions
Wider strategies	<ul style="list-style-type: none"> • Access to careers support • Enrichment costs and provider access 	<ul style="list-style-type: none"> • Planned careers support funded for every Friday with priority appointments for PP students • Enrichment coordinator recruited

Review: last year's aims and outcomes – see separate document

Aim	Outcome
To further narrow the gap in KS4 outcomes for PP students	For Progress 8 measures, the gap between PP students and non-PP has narrowed from 0.4 in 2018 to 0.38 in 2019. For Attainment 8 measures, the gap between PP students and non-PP has narrowed from 0.7 in to 0.6 in 2019
To improve the literacy skills of PP students, including, reading, writing and oracy	Final data analysis is being undertaken
Improved attendance of disadvantaged students, further closing the gap relative to other students in the Academy	Attendance of disadvantaged students increased from 96% to 96.5%, with the gap against all students falling from 0.96% to 0.4%
A reduction in the number of behaviour incidents and fixed term exclusions for disadvantaged pupils	There was a reduction in the total day of FTE for disadvantaged students compared to the previous year.
Ensure money is not a barrier for PP students to engage fully in Academy life	The hardship fund was accessed where appropriate, and school trips were funded