

# Pupil Premium Strategy 2019 - 2021





## School overview

| Metric  | Data                                     |
|---|--|
| School name   | James Brindley Academy                   |
| Pupils in school  | 300 pupils (174 Dual Reg + 126 Sole Reg) |
| Number of disadvantaged pupils (Based on Jan 2020 census) | 97 pupils (81 Dual Reg + 53 Sole Reg)    |
| Pupil premium allocation this academic year               | £44 165 for Sole Reg pupils only         |
| Academic year or years covered by statement               | Sept 2019 – July 2022                    |
| Publish date  | Jan 2020                                 |
| Review date   | Sept 2020                                |
| Statement authorised by                                   | Hardip Bissell                           |
| Pupil premium lead  | Lisa Valentini                           |
| Governor lead   | Alastair Cowen                           |

This strategy is based on the income generated by sole registered pupils to James Brindley Academy. However, there are a number of additional young people who are dual registered with JBA and their home school. For these cases, the home school currently receives the Pupil Premium funding. Part of the Pupil Premium Strategy 2019 -2021, will be to develop systems and processes in order to receive the Pupil Premium funding for young people who are dual registered. The additional funding received will be used to enhance the activities listed in this strategy, as well as personalised, individual interventions where required. These will be tailored to the individual pupil to address their personal barriers to learning.

## Disadvantaged pupil barriers to success

Young people experience a range of challenges to come to school and many have previously been school refusers at their previous schools. The young people need re-engagement strategies, increasing the pull factors towards attending school. Many also come from deprived backgrounds where a regular, healthy breakfast may be difficult to access.

There are a high number of young people at James Brindley, particularly at the teaching centres, who have identified mental health difficulties. There are a high percentage of young people at James Brindley who have experienced trauma in their lives, amongst other A.C.E.s (Adverse Childhood Experiences). The majority of pupils attending Northfield and Parkway Teaching Centres have experienced trauma which have had an impact on their wellbeing.

There are a significant number of young people at James Brindley who have lower reading ages compared to their chronological age. Within the teaching centres, 53%

of pupils tested have reading ages below their chronological age. One of the contributing factors is a large amount of time missed from school or spending time in other schools when their needs have not been met or when they have not been emotionally available to learn.

A significant number of young people who attend James Brindley have achieved below the expected standards for numeracy at KS2. This has arisen also due to large amounts of time missed from school or spending time in other schools when their needs have not been met or when they have not been emotionally available to learn.

### Strategy aims for disadvantaged pupils - academic achievement

| Aim  | Evidence of impact   | Target date              |
|--|--|--------------------------|
| PP pupils in KS4 make improved levels of literacy and numeracy | Improved numbers of pupils on track to achieve target grades in English and Maths compared to 18 -19<br><br>Improved grades achieved in English and Maths compared to grades achieved in 18 - 19 | To review September 2020 |
| PP pupils increase literacy levels                             | Gap between reading age and chronological age is narrowed  | To review September 2020 |
| For PP pupils to have increased engagement with lessons        | VIP data demonstrates increased level of engagement with lessons<br>Attendance of PP pupils increases<br>Progress data of PP pupils improves   | To review September 2020 |

### Strategy aims for disadvantaged pupils – wider outcomes

| Measure                            | Evidence of impact                                       | Target Date              |
|------------------------------------|--|--------------------------|
| To improve attendance of PP pupils | Number of PP pupils engaged with enhanced breakfast club | To review September 2020 |



|   |  |                                 |
|---|--|---------------------------------|
|   | <p>Overall attendance for pupils eligible for PP to improve compared to 18 – 19</p> <p>Attendance of PP pupil is on par with NPP pupils</p>  |                                 |
| <p>To improve emotional development and well-being of PP pupils</p> | <p>Engagement for learning of PP pupils to improve – demonstrated by upwards trend in VIPs achieved in lessons by PP pupils</p> <p>Thrive screening tools demonstrate improvement in emotional development</p> | <p>To review September 2020</p> |

**Targeted academic support for current academic year**

| <b>Measure</b>   | <b>Activity</b>  |
|--|--|
| <p>Priority 1:<br/>PP pupils in KS4 make improved levels of literacy</p> <p>PP pupils increase literacy levels</p> | <p>Literacy strategy</p> <p>Progress mentors/identified T.A to carry out additional literacy interventions for all disadvantaged pupils</p>                            |
| <p>Priority 2:<br/>PP pupils in KS4 make improved levels of numeracy</p>   | <p>Maths tutors for additional 1:1 Maths sessions with identified PP pupils</p>  |
| <p>Barriers to learning these priorities address</p>   | <p>Progress mentors having the capacity to see all identified pupils</p> <p>Identifying enough Maths tutors to deliver 1:1 sessions to identified PP pupils</p>        |
| <p>Projected spending</p>  | <p>£500 worth of resources towards literacy strategy</p> <p>£61 138 worth of interventions delivered by Progress Mentors at Parkway and Northfield, TA at Dovedale</p> |



|  |  |
|--|--|
|  | Maths tutors: 75 hours available £1500 |
|--|--|

### Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| Priority 1: To improve attendance of PP pupils                           | Increased attendance to breakfast club by PP pupils.<br>To implement an enhanced breakfast club at Dovedale and Parkway.   |
| Priority 2: To improve emotional development and well-being of PP pupils | Implement Thrive Academy wide by providing resources required and developing spaces required to deliver programme and interventions.   |
| Barriers to learning these priorities address                            | Staff available to set up enhanced breakfast club, to include hot food.<br>Time for trained Thrive practitioners to implement interventions – approach needs to be made more sustainable to involve more staff throughout the school |
| Projected spending   | P1: cost of start-up costs of enhanced breakfast club £2000<br>P2: cost of Thrive resources £1000  |

## Monitoring and implementation

| Area             | Challenge  | Mitigating action   |
|------------------|--|---|
| Targeted support | <p>Ensuring Progress Mentors have enough time to see all identified pupils.</p> <p>To ensure a sufficient number of Maths tutors are identified in order to support the required number of PP pupils.</p>  | <p>Sally Hurlston, Director of English, to oversee Progress Mentors' timetables.</p> <p>Kath Hunter, Director of Maths, to start earlier in the academic year to identify tutors. To seek tutors externally as well as internally. To consider flexible use of STP staff.</p>   |
| Wider strategies | <p>Ensuring there are enough staff available to set up enhanced breakfast club, to include hot food.</p> <p>Ensuring there is sufficient time for trained Thrive practitioners to implement interventions – approach needs to be made more sustainable to involve more staff throughout the school</p> | <p>Centre Leaders to discuss with staff teams to identify suitable staff members to run breakfast clubs. To be flexible with working hours to accommodate an early starting breakfast club.</p> <p>L Valentini and E Bowles to meet with Thrive consultant to plan carefully the whole school approach and next steps to cascade through the school.</p> <p>To be involved in timetabling of relevant staff to ensure implementation is possible.</p> |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
| Gaps in English at Dovedale are reduced during the academic year | <p>82.8% of PP pupils at DD made P or P+ towards their forecast grade in English. This was compared to 37.5% making expected progress the year before. This data is difficult to compare as each set uses different parameters.</p> <p>The % of pupils achieving grade 4 or above in English did improve from 48.3% to 67.3%.</p> |
| Gaps in Maths at Parkway is reduced and engagement improved      | 62.1% of PP pupils at Parkway made P or P+ towards their forecast grade in Maths. This is compared to 75% of PP   |



| Aim  | Outcome  |
|--|--|
|  | pupils the year before making expected progress.   |
| Gaps in Maths at Dovedale is reduced and engagement improved | 89.3% of PP pupils at Dovedale made P P+ towards their forecast grade in Maths. This is compared to 59.3% the year before, making expected progress. |
| Increase attendance of PP pupils at teaching centers         | The cumulative attendance for PP pupils did increase compared to the year before at all teaching centres.  |

| Aim  | Activity   | Cost    |
|--|--|---------|
| To improve levels of literacy of PP pupils                   | Progress Mentors/TA delivering targeted literacy interventions | £46 645 |
| To improve levels of literacy of PP pupils                   | Resources for Literacy Strategy                                | £500    |
| To improve levels of numeracy of PP pupils                   | 75 hours of Maths Tutors                                       | £1500   |
| To improve attendance of PP pupils                           | Start-up costs for enhanced breakfast club                     | £2000   |
| To improve emotional development and well-being of PP pupils | Resources for Thrive   | £1000   |
|  | Total cost   | £51 645 |