

### Cecil Jones Academy - Pupil Premium Strategy 2019-2020

Summary information (Secondary PHASE)					
Academic Year	2019-2020	Funding 2019-2020: £374,000			
Total number of pupils	747	Number of pupils eligible for PP in Secondary Phase	400	Date for next internal review of this strategy	08/20
Achievement Profile 2018/19 (Provisional)					
Key Stage 4 Attainment		Pupils Eligible for PP		Pupils Not Eligible for PP	
Progress 8		-1.22		-1.09	
Attainment 8		3.06		3.57	
Key Stage 4 Attainment (2019/20 provisional)		Pupils Eligible for PP (%)		Pupils Not Eligible for PP (%)	
5 Grades 9-4 Inclusive of English and Math		13%		20%	
English Language 9-4		39%		54%	
English Literature 9-4		41%		49%	
Best English at Grade 4		48%		62%	
Best English at Grade 5		30%		38%	
Math 9-4		58%		62%	

**Barriers to future attainment**

**Academic Barriers (*issues to be addressed in school, such as poor oral language skills*)**

A.	Stretching and challenging the more able, high attaining student.
B.	Low aspiration within the local area
C.	Children from low economic backgrounds
D.	Low self-esteem and self-confidence
E.	Social mobility
F.	Overcrowded households
G.	High EAL needs
H.	High Unemployment
I.	Single Parent Families

<b>Intended outcomes (<i>specific outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
1.	Continued improved performance at GCSE	<p>Overall performance in GCSE's to improve across all subjects with targeted outcomes as following:  Attainment 8 Score: 5.00  Progress 8 Score: 0.00</p> <p>Improved percentage of 9-4 and 9-5 across all subjects but specific focus on the following:  Grades 9-4  English Lang: 69%  English Literature: 69%  Math: 69%  Science: 69%</p>
2.	PP Students make almost the same progress as Non-PP students	Gap between non pp and pp students to be insignificant with PP students attaining as high as possible in all subjects and meeting at least a progress score of 0 as a minimum.
3.	Continued high access to University	<p>96% of students access further education with <b>10%</b> of those students going to Russel Group Universities.</p> <p>Increased access to University to grow to <b>98%</b> with access to Russel group to grow to <b>30%</b>.</p> <p>Improved access to Oxbridge with tailored specific support for students intending to apply to Oxbridge.</p>
4.	Decrease in Exclusion Data for Key Groups	Key groups exclusion data to drop by at least 30% across the whole secondary.

**Planned Expenditure 2019-2020**

**Academic Year**

**2019/2020**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost		
<p>Additional outside agencies with students developing BMAT, STEP and Summer School Programmes.</p> <table border="1" data-bbox="91 603 586 722"> <thead> <tr> <th data-bbox="91 603 586 643">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 643 586 722"> <ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> </ul>	<p>High attaining students.</p>	<p>Accelerated aspiration and outcomes developed from Year 7</p>	<p>Students build up CVs From a young age for Russell Group Universities.</p>	<p>Headteacher</p>	<p>Sep 20</p>	<p><b>Within Trust (£2K contribution)</b></p>
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<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> </ul>								
<p>Staff training CPD across the Trust and use of examination boards.</p> <table border="1" data-bbox="91 858 586 1337"> <thead> <tr> <th data-bbox="91 858 586 930">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 930 586 1337"> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul>	<p>Improve rates of progress with all KS3 and KS4 students who are eligible for PP.</p>	<p>Increasing students at higher levels and ensuring Grade 5 and above boundary.</p>	<p>Staff understanding full specifications.</p>	<p>Headteacher</p>	<p>Aug 20</p>	<p><b>Inset Budget £12, 000K</b></p>
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<p>Half-Term Revision Centre</p> <table border="1" data-bbox="91 336 584 828"> <thead> <tr> <th data-bbox="91 336 584 408">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 413 584 828"> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul>	<p>Improved outcomes in GCSE and A Level.</p>	<p>Review of previous data regarding attendance at support and improved outcomes indicates that support offered in holidays is beneficial especially for those from disadvantaged economic backgrounds.</p>	<p>PP students' attendance high (95%)</p> <p>Regular monitoring of PP students' outcomes high.</p> <p>PP students' Progress score to be insignificant in comparison to their Non PP counterparts.</p> <p>PP students' Attainment to be closer to the overall school performance and especially their non PP counterparts.</p>	<p>SLT ATL CTL</p>	<p>Ongoing</p>	<p>10 Teachers per day @ £150 each = <b>£1500</b></p> <p>10 Days Revision = £1500 x 10 = <b>£15,000</b></p> <p><b>Total: £15k</b></p>
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<p>IAG Coordinators Careers Information, Advice and Guidance.</p> <table border="1" data-bbox="91 416 584 825"> <thead> <tr> <th data-bbox="100 422 575 488">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="100 493 575 818"> <ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High Unemployment</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High Unemployment</li> </ul>	<p>Early and additional guidance will be offered to ensure that they can be supported to pursue aspirational futures.</p>	<p>Specialist information allows for students to make informed choices and ensure they make choices suitable to their ability and future aspirations.</p>	<p>Number of students completing their subjects and number of NEETS are at least at 100%.</p> <p>Careers CIEG with students having access.</p> <p>Student numbers at college.</p>	<p>SLT IAG Coordinator</p>	<p>Ongoing and to be fully reviewed August 2020</p>	<p><b>IAG Coordinator part Funded Total = £7,000</b></p>
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<p>Reading programme – Reading Recovery/ Lexia and accelerated reader?</p> <table border="1" data-bbox="91 416 584 788"> <thead> <tr> <th data-bbox="91 416 584 488">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 488 584 788"> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• High Unemployment</li> </ul>	<p>Reading books and materials for KS3 to stretch, challenge or support.</p> <p>Improvements made by all student and specifically PP students in reading and comprehension age.</p> <p>Almost all students have a reading book with them every lesson</p> <p>Sixth form students support identified students as reading mentors</p>	<p>Research suggests reading age and comprehension is directly linked to improve performance at all levels.</p> <p>Comprehension significantly increases student’s opportunities to access the curriculum and improve performance and achievement.</p>	<p>Library usage indicates high usage numbers.</p> <p>Reading assessments will indicate that students have made significant progress in reading ages which will enable students to access the curriculum and make good progress.</p> <p>The majority of students are at age related reading age.</p> <p>Expected progress in Reading, Writing and English GCSEs.</p> <p>Funding an intensive programme for the teaching of phonics</p>	<p>SEND</p>	<p>Half Termly</p>	<p><b>£13,500K</b></p> <p>CATs Testing = £1500K</p> <p><b>Total = £15K</b></p>
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			with small intervention groups			
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<p>Mentoring and Behaviour Intervention</p> <table border="1" data-bbox="91 376 584 746"> <thead> <tr> <th data-bbox="91 376 584 448">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 448 584 746"> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul>	<p>Improved behaviour for learning in lessons.</p> <p>Decrease in behavioural incidents and external exclusions from vulnerable groups by 20%</p> <p>PDW improvements in all students.</p> <p>Production of confident, happy and driven students.</p> <p>Parental engagement at Parents' Evening increases to over 70%</p>	<p>Link of behaviour with achievements and in particular the behaviour of both high, middle and low attainers on the overall outcomes of their academic performance.</p>	<p>Continue with wrap around care especially regarding PREVENT and social issues and mental awareness. Behavioural incidents dealt with quickly.</p> <p>PSP shows vast majority of children succeeding – 80% or better.</p> <p>Report system to be used to support and monitor student's behaviour and reviewed regularly and show the number of incident is reducing.</p>	<p>DHT YCT ATL</p>	<p>Half Termly</p>	<p>Part Funded DHT Role</p> <p>+ YCT Role Costing already included</p> <p><b>Total: £20,000</b></p>
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	Following the school assessment tracking cycles, almost parents and carers attend the YCT parental surgeries							
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<p>Additional Groups in Core Subjects continuing</p> <table border="1"> <thead> <tr> <th>Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Stretching and challenging the more able, high attaining student.</li> <li>Low self-esteem and self-confidence</li> <li>Social mobility</li> <li>High EAL needs</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>Stretching and challenging the more able, high attaining student.</li> <li>Low self-esteem and self-confidence</li> <li>Social mobility</li> <li>High EAL needs</li> </ul>	<p>Progress in English, Maths and Science indicate that students are adding value from their starting point by at least 85%. The vast majority of students making at least 2 steps of progress by at least 85%. EAL classes formed with support for</p>	<p>Support in core subjects to continue with re-timetabling during year. Additional teachers to support core subjects.</p>	<p>To support learning in the classroom by ensuring that class sizes for 2019-20 are as small as possible, particularly in English, maths and science, by creating additional sets.</p>	ATL/SLT	Termly	<p>Inclusion Officer (Part Funded) - <b>£15,000</b></p> <p>Additional Teaching Staffing in:</p> <p>English <b>(£12,000)</b> (part funded) Maths <b>(£12,000)</b> (part funded) Science <b>(£12,000)</b> (part funded)</p>
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	children from abroad.					<b>Total: £51,000</b>
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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Support for Pupils Experiencing Emotional and Behavioural Difficulty.</p> <div data-bbox="91 376 584 746" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Barriers to Learning</b></p> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> <li>• Single Parent Families</li> </ul> </div>	<p>The impact of their work is to diminish the stress and trauma that can lead some pupils to disengage from learning and behave poorly in school.</p>	<p>A number of children present with significant emotional or behavioural difficulties and almost all of them are entitled to Pupil Premium.</p> <p>The school has developed a strong and very consistent approach to behaviour, managed by the YCT with specific responsibility for behaviour.</p>	<p>The role includes work with specific pupils and their families to improve behaviour.</p>	<p>YCT</p>	<p>Termly</p>	<p>YCT x 5 @ £45K each</p> <p><b>Total = £225k</b></p>
<p>Achievement Intervention Groups</p> <div data-bbox="91 983 584 1433" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;"><b>Barriers to Learning</b></p> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low aspiration within the local area</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• High EAL needs</li> </ul> </div>	<p>All students targeted who are eligible for PP to increase their attainment</p>	<p>Proven tracking record of raising attainment having learning mentors and support structures/interventions in place to improve outcomes.</p>	<p>Assistant HT i/c of KS4 and KS3 is leading on the whole programme including being trained on the programme itself.</p>	<p>ATL</p>	<p>Half Termly</p>	<p><b>Nil Cost</b></p>

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<p>External EWO support attendance</p> <table border="1" data-bbox="91 336 584 748"> <thead> <tr> <th data-bbox="91 336 584 411">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 411 584 748"> <ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• Single Parent Families</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> <li>• Single Parent Families</li> </ul>	<p>Gap between PP and non PP, attendance to be in line with the schools and national targets</p>	<p>Core case load of hard to manage cases with external EWO -gap between PP and non PP, attendance to be in line with the schools and national targets.</p>	<p>Oversee and support management of attendance and welfare issues, focusing on robust action where needed resulting in better attendance.</p> <p>Penalty Notices.</p>	<p>Attendance Officer/YCT/ATL</p>	<p>Half-Termly</p>	<p>EWASS= £20,000</p> <p><b>Total= £20,000</b></p>
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<p>Build ethos and direction of students/opportunities available to them in order to develop full rounded students and students below University Levels.</p> <table border="1" data-bbox="91 1002 584 1374"> <thead> <tr> <th data-bbox="91 1002 584 1077">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1077 584 1374"> <ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• High Unemployment</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Low aspiration within the local area</li> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• High Unemployment</li> </ul>	<p>Increase in aspirations of PP students</p>	<p>Evidence is that PP students are often not encouraged to pursue Post 18 study with many becoming the first to go to University. More aspiration and motivation would result in harder working students and an increase in the number of students wanting to achieve.</p> <p>Apprenticeship Programmes.</p>	<p>PSCHE Programme with all British Values and Citizenship developing access to careers long term.</p>	<p>SLT ATL IAG Coordinator</p>	<p>Half Termly</p>	<p><b>IAG Funding</b></p>
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<p>Use of Google Classroom</p> <table border="1" data-bbox="91 336 584 667"> <thead> <tr> <th data-bbox="91 336 584 411">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 411 584 667"> <ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low self-esteem and self-confidence</li> <li>• High EAL needs</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Stretching and challenging the more able, high attaining student.</li> <li>• Low self-esteem and self-confidence</li> <li>• High EAL needs</li> </ul>	<p>Increase use of technology in Year 11 with revision tools and the use of Google Classroom</p>	<p>Evidence suggests that access and use of digital learning gain add 4 months/moderate learning gain. If used as a supplement rather than a replacement for teaching, evidence suggests it can support students to work harder for longer to improve their learning.</p>	<p>Assistant Headteacher to launch with students in assemblies and develops use of the App with HOD English and Maths. Possibly use as part of the intervention sessions.</p> <p>Launch at Parents Evening and Parent Information Evening.</p>	<p>SLT CTL</p>	<p>Termly</p>	<p><b>£2000</b></p>
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<p>Access to returned uniform and Equipment - discounted stationery provided.</p> <table border="1" data-bbox="91 1062 584 1347"> <thead> <tr> <th data-bbox="91 1062 584 1137">Barriers to Learning</th> </tr> </thead> <tbody> <tr> <td data-bbox="91 1137 584 1347"> <ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul> </td> </tr> </tbody> </table>	Barriers to Learning	<ul style="list-style-type: none"> <li>• Children from low economic backgrounds</li> <li>• Low self-esteem and self-confidence</li> <li>• Social mobility</li> </ul>	<p>To ensure that all of our students have access to clothing and uniform in order to feel confident and secure at school. We also aim to equip our students with stationery and books to ensure they</p>	<p>Students come from low economic backgrounds therefore in some cases students may need financial aid and support in terms of equipping themselves suitably for their courses and learning.</p> <p>The school subsidises PP students in purchasing key and vital equipment.</p>	<p>Clothing and uniform- All students will feel confident in their appearance and feel that they have someone that they can ask for help with uniform at school.</p> <p>Equipment and books- all students have the equipment they</p>	<p>HT DHT AHT ATL CTL YCT Class Teachers Form Tutors</p>	<p>Termly Yearly When appropriate</p>	<p>Uniform Approximate: £1,000 Equipment Approximate: £1,000 Books and revision guides Approximate: £3,000  <b>Total: £5000K</b></p>
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	have all they need to make progress in their lessons and achieve in their exams		need to be successful at school			
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**Total Expenditure: £374,000**