

Pupil Premium Strategy Statement 2020 - 2021

1. Summary information					
School	Guru Nanak Sikh Academy				
Academic Year	2020-2021	Total PP budget	£157,005	Date of most recent PP Review	02 nd September 2020
Total number of pupils	900	Number of pupils eligible for PP	147	Date for next internal review of this strategy	Feb 2021

2. 2019 Attainment		
	PP	NON PP
% achieving Pass in English and Maths	70%	85%
Progress 8 score average	0.85	0.66
Attainment 8 score average	54.61	55.84

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A. Explore classroom barriers to learning	
B. Low level of literacy	
C. Intervention in Maths and English	
D. Review tracking of PP progress at KS3	
E. Improve success of PP students	
F. Ensure all PP students, but particularly those underachieving, have effective resources to aid their progression	
G. Emotional health	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
H. Low Attendance	
I. Low cultural capital	
J. Review engagement and quality of PP homework	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A. Improve the progress of disadvantaged students through high quality teaching and learning.	The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year.
B. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions.	Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.
C. Improve engagement with disadvantaged parents in the community.	Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental support evenings and attendance to parents evening will result in improved progress, attendance and behaviour for disadvantaged students. Through greater contact with the community the number of disadvantaged students on role will increase.
D. Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Enrichment activities will result in better student wellbeing as well as success out of the classroom (such as sporting success) and build cultural capital. Finally the increased opportunities disadvantaged students will have to visit higher education establishments should result in a greater uptake to KS5 and increase the number of GNSA students going to university or apprenticeships.

5. Planned expenditure

Academic year

2020/2021

The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

A. Improve the progress of disadvantaged students through high quality teaching and learning.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Improve the progress of disadvantaged students through high quality teaching and learning.	<p>Raise levels of challenge for all disadvantaged students.</p> <ul style="list-style-type: none"> • Ensure PP students have target grades set to FFT5 • All staff have CPD on challenge and learning objectives during CPD • PP students will be represented in the higher sets. • Ensure all staff have access to FFT5 target data to effectively plan lessons 	EEF toolkit has shown that high expectations along with peer tutoring can have a huge impact on PP student progress.	Quality assurance of lessons via learning walks and student voice. Analysis of data.	KIC, SHD & GUS.	<p>Every data capture</p> <p>£100 (cost of SLT members salary for 3 hours)</p> <p>£400 (Cost of 2 x SLT to deliver session)</p> <p>Free</p> <p>£100 (Cost of 1 member of the SLT team running 2 CPD sessions for 1 hour)</p>	<p>Higher expectations should result in more progress for PP students. The gap should close.</p> <p>Quality of teaching to improve, resulting in more progress.</p> <p>Higher expectations should result in more progress for PP students.</p> <p>Higher expectations should result in more progress for PP students. The gap should close.</p>

	<p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Collaborate with T&L SLT leads to develop strategies • QA the strategies to see their effectiveness in lesson and hold staff to account 	<p>Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.</p>	<p>QA the strategies in lessons. Use PP champions to promote and QA the strategies in departments.</p>	<p>GUS & SHD</p>	<p>QA throughout the year</p> <p>£200 (cost of PP and teaching and learning SLT lead during 2 x 2 hour sessions)</p> <p>£5,000 (QA cost of 1 member of SLT each week during the year)</p>	
	<p>Ensure that all departmental meetings with SL's and pupil premium champions have a strong teaching and learning focus on disadvantaged pupils</p> <ul style="list-style-type: none"> • Targeted questioning • Differentiation • Learning objectives • Feedback • Challenge and aspirations. • Targeted in and out of class interventions • Retrieval practice 	<p>Teaching standards, teach like a champion. Departmental meetings are weekly meetings designed to train the teachers at GNSA with the skills they need to promote the progress of all pupils.</p>	<p>Quality assurance of lessons, quality assurance of departmental meetings. Discussions with SL and pupil premium champions</p>	<p>KIC & GUS</p>	<p>Half termly</p> <p>£540 - 8 hours per year for SLT member spent in SL training.</p> <p>£9,500 - 39 hours spent in departmental meetings or training for SL by the cheapest SL salary x 7 for the number of SL's</p> <p>£29,700 - 33 hours during the course of the year spent by a standard teacher in</p>	<p>Better quality teaching resulting in progress for PP students. This will close the gap between disadvantaged and non-disadvantaged students.</p>

					departmental meetings x 61 for the number of teachers	
	<p>The work of the pupil premium champions:</p> <ul style="list-style-type: none"> • Promoting whole school teaching and learning strategies • Half termly meetings with SLT PP coordinator • Time in weekly departmental meetings • QA of lessons • Data analysis • PPI 	<p>Through effective data analysis based on accurate assessments the PP champion in facilitate staff in targeting in class interventions. QA teaching and learning strategies to judge their effectiveness and to hold staff to account.</p>	<p>QA of departmental meetings and lessons. Progress data showing that the gap is closing. Meetings with PP champions and SL's. Ensuring paper work is completed to a high quality.</p>	KIC	<p>Half termly</p> <p>Free</p> <p>£1,400 (average cost of champions salary for 12, 1 hour sessions a year)</p> <p>Departmental meetings costed for above</p> <p>£700 (average cost of champions salary for 6 hours of data analysis a year)</p>	<p>Effective data analysis and QA will result in targeted in and out of class intervention to promote the progress of PP students.</p>

	<p>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.</p> <ul style="list-style-type: none"> • Weekly departmental meetings to ensure feedback is effective. • Year 11 coaching for underperforming students. • Whole school marking and feedback policy. 	<p>EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.</p>	<p>Work scrutiny, lesson observations</p>	<p>SL's and line managers</p>	<p>Half termly</p> <p>£400 (Cost of 2 x SLT to deliver session) Departmental meetings costed for above</p> <p>£3,900 (cost of 0.5 hours coaching a week for 30 weeks)</p> <p>Free</p>	<p>Improved feedback resulting in accelerated progress for all students.</p> <p>Better quality teaching resulting in progress for PP students.</p> <p>Consistent marking across the school resulting in consistently good feedback</p>
	<p>Creating a culture of coaching for all staff.</p> <ul style="list-style-type: none"> • Quality teachers to assist other teachers in the delivery of lessons to PP students. • Open door culture • Training of coaches at the school • Coaching cycles 	<p>EEF toolkit has shown effective teaching has a huge impact on the progress of PP students and poor teaching has a disproportionately negative impact on PP students.</p>	<p>Quality assurance of lessons.</p> <p>Weekly T&L slots in departmental meetings and PP mentoring updates.</p> <p>Pupil voice</p>	<p>KIC</p>	<p>Half termly</p> <p>£4,900 (cost of 0.5 hours coaching a week for 30 weeks)</p> <p>Free</p> <p>£500 (CPD cost) £300 (Cost of mentoring time for training)</p>	<p>Improve the quality of teaching and learning resulting in greater progress.</p> <p>Share good practice and support teachers that need it.</p>

	<p>The effective use of homework</p> <ul style="list-style-type: none"> • Knowledge organiser and quizzes based around retrieval practice strategies. 	<p>EEF toolkit has shown that metacognition and self-regulation to have an impact of +8 months to progress</p>	<p>Data collection, HW data, QA of HW in lessons and in planners.</p>	<p>KIC & GUS</p>	<p>Half termly</p> <p>£210 (7 x hourly rate of SL's)</p> <p>£1500 printing costs</p>	<p>Students will have all the basic facts each half term to make good progress during the year. Knowledge Organisers will support the learning in lessons</p>
	<p>To improve the literacy skill of all students especially students in KS3</p> <ul style="list-style-type: none"> • Summer holiday work for year 6 students transitioning into year 7 • GL reading assessments. • The work of the KS3 coordinators in core subjects. 	<p>EEF toolkit has shown an improvement in reading and literacy skills can have a huge impact on progress.</p>	<p>Tracked reading ages for all students.</p>	<p>GUS & SL</p>	<p>Termly</p> <p>£7,400</p>	<p>Improve the reading ages in KS3 so that students at least meet national average for reading age.</p> <p>Improve the reading age of students that are not at their expected age.</p> <p>New year 7 students to know what to expect when they arrive at GNSA. Less behaviour issues.</p>

<p>Review of SOL and assessment for all faculties;</p> <ul style="list-style-type: none"> • Increase challenge in SOW. • Ensure assessments are fit for purpose • Recap prior topics. • Threshold concepts 	<p>High challenge is needed for all PP students to ensure progress is made.</p>	<p>Work scrutiny, data collection points</p>	<p>SLT</p>	<p>Half termly</p> <p>£2,500 (Cost of 7 x SL's working an average of 10 hours throughout the year on SOL)</p> <p>(£500 Threshold concept CPD)</p>	<p>Higher expectations resulting in greater progress.</p> <p>More students will make it to 6th form due to the increase in challenge</p>
<p>The improved consistency in lessons to promote the progress of disadvantaged pupils</p> <ul style="list-style-type: none"> • DNT, S&C • Weekly departmental meetings • Retrieval practice • Collaborative learning 	<p>Effective teaching and learning for PP students will promote progress</p>	<p>Quality assurance of lessons</p>	<p>SL's & SLT</p>	<p>Half termly</p> <p>£5,000 (teachers QA for 1 hour each week)</p> <p>Departmental meetings have been costed for above.</p>	<p>Improved consistency in the quality of teaching and learning will result in better progress for our PP students.</p>
<p>Develop high quality leaders with a focus on disadvantaged pupils.</p> <ul style="list-style-type: none"> • NPQSL training • Middle leader training • Effective line management meetings 	<p>Top quality leaders in charge of PP students will result in the progress of these students</p>	<p>Completion of the course</p> <p>PP progress, attendance and behaviour</p>	<p>GUS</p>	<p>Termly</p> <p>£2000 X 1 (1 members on NPQSL)</p> <p>£3500 x 8 (Middle leaders course)</p>	<p>Improve the quality of leadership for PP students. All initiatives from the course will be based around promoting PP progress.</p>

	<p>Specialist teacher used in intervention provision for core subjects.</p> <ul style="list-style-type: none"> Specialised curriculum aimed to reintegrate PP students 	All students have the right to an education	Quality assurance and attendance figures	KIC & DOS	£20,000 (Intervention in core subjects after withdrawals)	Reduce the amount of permanent exclusions. Reintegrate disadvantaged students back into GNSA.
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Total budgeted cost	£100,250
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B. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils	Effective interventions must be based on accurate assessments.	QA during accountability meetings with SL's Assessments discussed in weekly departmental meetings. QA of staff marking during departmental meetings	KIC & DOS	£2,500 (Cost of 7 x SL's working an average of 10 hours throughout the year on Assessment) Departmental meetings costed above	Accurate assessments result in targeted interventions resulting in improved progress for disadvantaged students.
	An accountability cycle involving accurate data analysis that results in a constant cycle of targeted intervention for disadvantaged pupils <ul style="list-style-type: none"> All staff complete intervention sessions with PP students. Students 	Effective data analysis and targeted intervention can promote progress - NfER	Quality assurance of intervention sessions. Registers for intervention Internal data to be used to analyse the effectiveness of interventions	KIC & DOS	Half termly with PP students rotating so all students receive intervention £40,000 (average hourly rate of all staff completing 1 hour of intervention)	Improvement in knowledge and exam skills resulting in better PP progress.

	<p>have been selected based on progress data and QLA.</p> <ul style="list-style-type: none"> • All intervention groups to be tracked. • All intervention groups to be discussed in each accountability meeting • QA the interventions taking place • All data and intervention's to be discussed in department meetings 				<p>£1,500 (cost of 2 SLT and 6 x SL's hourly rate x 5 during meetings)</p> <p>QA costed for above</p> <p>Departmental meetings costed for above</p>	<p>Students falling behind will be identified and intervention will be in place.</p> <p>SL's to have a greater understanding of where intervention is needed.</p>
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	<p>The effective use of behaviour and attendance data</p> <ul style="list-style-type: none"> • Tracked weekly for all PP students. • Intervention to be put in place for any PP students with poor behaviour or attendance. • Effective use of reward systems • Use of tutor report system. • Attendance officer • Behaviour mentoring by Progress leaders 	<p>Students need to be at school and in lessons to make the required progress during their time at GNSA</p>	<p>Tracking of weekly behaviour reports and attendance information.</p>	<p>PL's and SLT</p>	<p>Weekly</p> <p>£2,000 (1 SLT member 1 hour for 40 weeks)</p> <p>£3,000 (cost of reward system)</p> <p>£2,500 (CPD for 15 staff)</p>	<p>Attendance of PP students should improve.</p> <p>Promote positive behaviour</p> <p>Track good and bad behaviour and intervene where necessary</p>
	<p>Ensure PP students are supported during their education at GNSA</p> <ul style="list-style-type: none"> • The creation of increased capacity at Senior 	<p>Senior leader in charge of PP students can hold all members of staff to account as well as implement new strategies.</p> <p>Detailed data analysis followed by effective intervention can have a</p>	<p>Detailed analysis after each data entry. Quality assurance of all interventions. Improved attendance and BfL</p>	<p>SL's & KIC</p>	<p>Termly</p> <p>£17,000 contribution of SLT in charge of PP salary</p>	<p>PP students to be tracked at 6 points during the year. Effective intervention to be in place for all PP students that need</p>

	<p>Leadership level allowing for close monitoring of PP students</p> <ul style="list-style-type: none"> • Close monitoring of all interventions through a detailed provision map. • The introduction of PP Champions in each department to track PP student progress resulting in interventions in and out of the classroom • The targeting of Academic Mentoring towards PP students. • PP student progress to be discussed 	<p>huge impact on PP progress.</p> <p>High quality teaching and learning has a huge impact on PP student progress.</p>			<p>Costed for above</p> <p>Costed for above</p> <p>Costed for above</p> <p>Costed for above</p>	<p>it. The quality of teaching and learning delivered to PP students will improve in all faculties resulting in better progress. All PP students to be supported academically and emotionally through academic mentoring.</p>
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at every
accountability
meeting.

**Total budgeted
Cost**

£68,500

C. Improve engagement with disadvantaged parents in the community.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
<p>Improve engagement with disadvantaged parents in the community.</p>	<p>The work of the pupil premium coordinator.</p> <ul style="list-style-type: none"> • Academic phone calls home to discuss progress data • Meeting during parents evening and open evenings to discuss data and learning at home • Parental support evening targeted specifically at year groups. 	<p>Support parents and pupils academically and behaviourally.</p> <p>Provide parents with information regarding the progress of their child in an attempt to gain parental support</p>	<p>All phone calls and meetings to be logged. Parental voice</p>	<p>KIC & PL's</p>	<p>Termly</p> <p>All costed for in the wage of the PP coordinator</p>	<p>Improve parental engagement resulting in more support in terms of HW. This will result in accelerated progress of PP students.</p>
	<p>The work of the welfare officer.</p> <ul style="list-style-type: none"> • Tracking of PP student's attendance. • Weekly reports to head of PP regarding attendance and appropriate interventions then put in place. • Phone calls home for 	<p>Students need to be in lessons to achieve.</p>	<p>Tracking of attendance data. Minutes from attendance meetings.</p>	<p>KIC &THP</p>	<p>Weekly</p> <p>£2250 (Cost of 2 SLT members salary for the tracking of PP students each week x 30)</p> <p>£1000 (SLT member and welfare officer salary for 1 hour a week x 30)</p>	<p>Improved behaviour and attendance for PP students.</p>

	<p>students who are close to the persistent absenteeism limit.</p> <ul style="list-style-type: none"> • Home visits and fines if necessary • Welfare officer in charge of LAC. 				<p>£500 (1 hour x 30 weeks spent contacting home)</p> <p>£3000 (Contribution of welfare officers salary spent on PP and LAC students)</p>	<p>LAC students supported academically and emotionally during their time at GNSA.</p>
<p>Half termly parents evenings</p> <ul style="list-style-type: none"> • Tutor parents settling in evening • Subject parents evenings, two for certain year groups. • Results day parents evenings 	<p>To inform parents of their child's progress and to develop strategies to solve the issues in their education.</p>	<p>Attendance to parents evening. Pupil progress</p>	<p>KIC & THP</p>	<p>Half termly</p> <p>£10,400 (Average wage of teaching staff x average 3 hour length of parents evenings x 6)</p>	<p>Improved parental engagement. Resulting in better student attitude and more progress.</p>	
<p>Holding family support / open evenings</p> <ul style="list-style-type: none"> • Open evening for KS3, KS4 and KS5 • Academic support evenings including revision sessions for 	<p>Promote GNSA in the community.</p> <p>Support parents and pupils academically and behaviourally.</p>	<p>Improvement in the opinion of the school in the community.</p> <p>Attendance to open evenings.</p>	<p>KIC, THP & JAS</p>	<p>Termly</p> <p>£8,200 (Average wage for 30 staff members for 3 hours x 6 open evenings)</p> <p>£795 study skills session.</p>	<p>Improved parental engagement. Resulting in better student attitude and more progress.</p>	

	<p>each year group.</p> <ul style="list-style-type: none"> • Study skills session for students and parents, 					
	Developing a parental toolkit	Provide parents will all the resources that they need to support their child at home	Develop subject specific resources with SL and the SLT lead in teaching and learning to be used at home in combination with knowledge organisers/learning journeys.	GUS & SLT.	Termly £1250 (cost for 1 hour of SL's time to create the toolkit each term)	Improve the ability of parents to support their child at home. This will result in better quality HW.
Total budgeted cost					£27,395	

D. Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Preceded cost	Expected impact
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their	<p>Develop an enriching curriculum</p> <ul style="list-style-type: none"> • More time given to options subjects in KS3 • Longer KS3 • Review the choice of subjects taken by year 9 students • Ensure disadvantaged students are represented in the student council, peer mentors and any group that makes decisions within the student body. 	At GNSA we strongly believe in developing the whole individual. School should not be all about exam results. Disadvantaged students should have the opportunity to develop skills they enjoy as well as the skill they need to succeed in their exams. With 147 of the students being from a disadvantaged background it is essential that they have a say in the decisions made at the school	SLT member in charge of curriculum development and monitoring. Pupil voice QA of enriching lessons	JOP & THP	<p>Termly</p> <p>£900 – 20 hours work for SLT member in charge of timetabling</p> <p>£100 – 3 hours work of PL's to choose peer mentors and student council</p>	Disadvantaged students will gain more experiences and skills during their time at GNSA resulting in greater happiness as well as improved behaviour, engagement and exam results.

	To provide all pupils at GNSA with an engaging and varied enrichment programme.	At GNSA we strongly believe in developing the whole individual. School should not be all about exam results.	Improvement in behaviour and attendance data. Student voice	SLT & DIK	Half termly £30,200 (Average cost of staff member delivering 1 hour of enrichment/clubs and 1 hour of prep x 30 weeks)	Students will have a more positive attitude to school life. PP students will be prepared for examinations. Resulting in better grades.
	To raise the aspirations of PP students at GNSA. <ul style="list-style-type: none"> • Trips to places of higher education. • Visits ran by local universities. • Work shadowing & experience. • Trips to cultural establishments. • All disadvantaged students in year 11 to have a careers meeting 	All students deserve the chance to experience higher education. We also want to raise the aspirations of students at GNSA so that we produce students that strive for academic excellence. One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier	Student voice, attendance on trips	KIC & THP	Termly £1,000 trip budget £1,590 Enterprise and Employability workshop. £5,950 VI form work experience. £250 daily rate for careers councillor. EDT booked for 51 days this academic year. (£12,700)	Greater uptake of PP students to KS5 and university. More uptake of scholarships and apprenticeships.
Total budgeted cost					£52,440	

6. Review of expenditure – All of the strategies above in the 4 different categories have been based on whether or not they were successful last year. During the review below I will address any changes to the way we spend the pupil premium budget and explain why the changes have been made. I will also support any successful strategy with data from last year. **Any strategy that has been altered will be in bold** any strategy that is remaining the same due to it promoting progress I will underline.

Previous Academic Year		2019 / 2020													
i. Quality of teaching for all															
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach and what changes you intend to make supporting this with data).												
Quality first teaching and learning resulting in progress of PP students.	<u>Raising the challenge for disadvantaged students</u>	<p>The P8 figures for our PP cohort are as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>0.85</td> <td>0.66</td> </tr> <tr> <td>2018</td> <td>0.69</td> <td>0.60</td> </tr> <tr> <td>2017</td> <td>0.67</td> <td>0.65</td> </tr> </tbody> </table>		PP	Non PP	2019	0.85	0.66	2018	0.69	0.60	2017	0.67	0.65	<p>Yes, the strategy of higher expectations will continue into the 2020/2021 academic year. It is contributing to the improvement in attainment for disadvantaged pupil's year on year.</p> <p>In school data is also showing that students are meeting these highly aspirational targets.</p> <p>Targets to be monitored throughout the year</p>
		PP	Non PP												
	2019	0.85	0.66												
2018	0.69	0.60													
2017	0.67	0.65													
Develop and target teaching and learning strategies at disadvantaged students.	<p>The following strategies have been targeted to promote the progress of disadvantaged students:</p> <ul style="list-style-type: none"> • Designated member of extended SLT with responsibility for disadvantaged students and clear strategy to address disadvantage. • Disadvantaged champion in every department with single focus on disadvantaged students. • Disadvantaged students identified on seating plans as well as targeted for the intervention. • Disadvantaged students given priority in all intervention planning. • Retrieval practice to be used weekly. • Collaborative learning structure to be used when appropriate • Focused mentoring for disadvantaged students in KS4. • Core PE time used for additional support directed at disadvantaged learners. <p>Although the strategies alone cannot solely be accredited for the continued improvement in disadvantaged students progress they have contributed. This can be seen in the current year 11 data.</p>	<p>Yes, all strategies are to continue along with an updated intervention cycle resulting in specific targeted interventions based on gaps in knowledge. Disadvantaged students will be prioritised when selecting students for intervention. Staff will also be asked to show a plan of what they intend to do during interventions and then provide evidence.</p> <p>Strategies must be constantly quality assured throughout the year to ensure they are having the maximum impact possible. Members of SLT are to support in the quality assurance along with the pupil premium champions.</p>													
Ensure departmental meetings, SL interventions, and PP champions have a strong focus on disadvantaged students.	<p>CPD sessions and inset days used to teach and develop teaching and learning strategies for disadvantaged pupils. The impact is positive as basic measures increased this year for disadvantaged students. However, the same measures for non-disadvantaged students also improved</p> <p>CPD sessions delivered to date around learning objectives, success criteria, 'Do now', questioning strategies, checking learning, revision techniques, middle leadership, appraisal, differentiating up, pupil premium strategies and checking learning. These have been well received and evidence of impact seen in HASH review, and staff voice.</p>	<p>CPD will continue this year. They will take place every Thursday evening along with practice makes permanent sessions, tutor meetings and SL training.</p> <p>The variety of sessions will ensure that teachers are improving their classroom practice, improving how they interact with their form and finally practicing the teaching and learning strategies developed by the teaching and learning team.</p>													

		<p>The CPD has been built on during departmental meetings. These sessions allow individual faculties to tailor the CPD sessions to their faculty needs. Each session has a section dedicated to disadvantaged students.</p>	
	<p>Maintain a high standard of teaching and learning across the school by ensuring there is a constant cycle of assessment, feedback and improvement planned into lessons for disadvantaged students.</p>	<p>The proportion of pupils achieving their target grade by the end of KS4 is increasing each year. Through clear and strategic leadership, we have eradicated almost all inconsistencies in the quality of teaching, learning and assessment. Teachers plan effectively to help students learn well and time in lessons is used productively. This has been achieved through comprehensive CPD with a focus on consistent structure and planning of lessons. Support is provided via formal and informal support plans.</p> <p>There is increasing reference to active student engagement, use of effective questioning by teachers and purposeful engagement from the very start of lessons.</p> <p>The improvement of teaching and learning has resulted in the continuing improvement in the results of disadvantaged students. The benefits of improved teaching and learning can also be seen further down the school with many KS3 students achieving their aspirational target.</p> <p>School wide feedback policy has been varied in terms of its success. Departments will outline their marking policy for the next academic year due to Covid restrictions. However the impact of marking on disadvantaged students is hard to determine. Staff well-being must also be taken into account.</p>	<p>Although this is not a strategy specific to disadvantaged students effective teaching and learning has been shown to have the biggest impact on the progress of disadvantaged students.</p> <p>The focus will be on ensuring that the disadvantaged students are placed in groups with the highest quality teachers.</p> <p>Coaching will also be used to ensure that all teachers are either at or on their way to becoming good.</p> <p>Retrieval practice will be a huge part of all lessons for disadvantaged students. This will support in the development of a knowledge rich curriculum.</p> <p>A thorough review and revision of the academy Feedback policy is underway, with department's trialing a range of strategies informed by research and reviewing their impact on student progress. There is a sharp focus on the impact of feedback, with greater emphasis on addressing misconceptions rather than writing extensive comments. All strategies will focus on giving feedback to disadvantaged students.</p>
	<p><u>Create a culture of coaching within the teaching community at GNSA</u></p>	<p>All new to GNSA teachers receive an intensive period of training in July and throughout their first year. They quickly become established in GNSA routines.</p> <p>"Open door" policy in place across the academy. Regular lesson drop-ins by members of the Senior Leadership Team. Have resulted in a relaxed atmosphere concentrated around personal improvement.</p>	<p>Yes, mentors to support all members of staff during a constant cycle of improvement. This ensures that all teachers are providing the best quality of education to the disadvantaged students at the academy</p>
	<p><u>Homework and DNT's is to be based around retrieval practice strategies</u></p>	<p>Homework for disadvantaged students has been consistent in terms of the quality and impact this has had on their learning.</p> <p>Our homework policy based around high quality knowledge organisers and retrieval practice was introduced to all staff in CPD.</p>	<p>Knowledge organisers are such an important tool in promoting our knowledge rich curriculum. It is essential that they continue.</p> <p>A big focus will be on ensuring that students maintain and respect their planners and knowledge organisers.</p>
	<p><u>To improve the literacy skills of all disadvantaged students especially in KS3</u></p>	<p>We moved to a free reading model that includes: a guided reading "prep" lesson for all Y7 -9 students where they read and interpret together a challenging text. We have a whole school strategy for developing extended writing with all staff are trained and supported in its delivery.</p> <p>In addition, we have "Oracy" as a key, whole school priority. Students are expected to answer in full sentences and to use subject specific technical vocabulary in lessons. As a result, behaviour data shows increasing rewards for technical use of vocabulary.</p>	<p>The guided reading model for year 7-9 has continued this year with great success. All students are much more engaged with the texts when a teacher guides their reading.</p> <p>Oracy is still a non-negotiable within the academy.</p>

	Review of SoL and assessment for all faculties	<p>SoL were constantly reviewed during departmental meetings throughout the academic year. We aim to raise the challenge for all disadvantaged students throughout the year.</p> <p>Assessments must also be looked at as we target our interventions based on this data so it must be accurate. During progress captures this year staff were asked to prove the students was working at the grade they were entering. We can therefore be confident the excellent progress data we have is accurate. This can be seen in our current KS3 data.</p>	High ability disadvantaged students still did attain the grades they were predicted based on their KS2 data.
	<u>Embed the core vision and values of the academy</u>	<p>The clarity of vision and drive for continued success is maintaining an excellent reputation in the local community, evident in an increasing student roll.</p> <p>Our clear vision, underpinned by our SHARE values supports student's spiritual, moral, social and cultural development ensuring they are responsible for their actions as good citizens. SHARE values are embedded and form the basis of all aspects of our policies, PSHE and values foci in lessons constantly teaching students about the behaviours which make good citizens.</p>	Yes, very little cost implication but a big impact in terms of developing the whole child. Although every disadvantaged student has different needs the academy values will help these students develop into well rounded citizens that can contribute to their community.

	<p><u>Improve and maintain the consistency in lessons to promote the progress of disadvantaged students</u></p>	<p>This consistency is reflected within the GNSA non-negotiables. All staff and students are expected to adhere to these strategies. The strategies include:</p> <ul style="list-style-type: none"> • 'Meet and Greet' students at the door every lesson. • Lesson routines. • Challenge ANY lack of engagement. • Positive learning environment – tidy classrooms, displays • Engage in all relevant CPD. • Departmental feedback policy to be followed. • Students must not be in corridors during lesson time <p>The improved consistency across the school has not only improved the progress data (all can be seen above) for disadvantaged students but it has also improved behavior.</p> <p>Time during departmental meetings has also been dedicated to ensuring the teaching and learning strategies developed for disadvantaged students are being embedded within departments. Retrieval practices has been the big focus this year. Evidence from QA has shown that it is occurring in every lesson across the school</p>	<p>Non-negotiables will continue across the school during the next academic year. All new staff will be made aware of them during the first INSET day back.</p>
	<p><u>Develop high quality leaders with a focus on disadvantaged pupils</u></p>	<p>The pupil premium SLT link has implemented an effective pupil premium teaching and intervention strategy. This has led to increasing progress for disadvantaged pupils, across a wide range of subjects.</p> <p>Training is also offered to middle leaders that have been placed on the NPQSL and NPQML courses.</p>	<p>More quality assurance of current teaching and learning strategies needs to take place in the coming year. All teachers need to be using the strategies to promote the progress of disadvantaged students.</p> <p>The new accountability cycle will target the disadvantaged students that require intervention and then track their progress. This is a big change this year. Time has been allocated to the PP coordinator to ensure that the teaching and learning strategies as well as the interventions are effective. SL will now have to prove progress during the intervention sessions. If no progress can be seen they will then be held to account. This will improve the progress of disadvantaged students.</p>

ii. Effective use of data tracking to provide high quality academic, behaviour and attendance interventions

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Effective use of data tracking points based on high quality assessment to identify disadvantaged students for interventions</p>	<p><u>Ensure all departments have in place high quality assessments resulting in accurate data tracking</u></p>	<p>Assessments have been created and scheduled to ensure that staff and students are able to monitor their progress. Regular QA and moderation take place to ensure the accuracy of grades.</p>	<p>Yes, essential that we have effective assessments that results in accurate progress grades as these will be used to target students for interventions.</p> <p>Assessments must be monitored and quality assured during accountability meetings.</p>

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	<p><u>An improved accountability cycle involving accurate data analysis that results in a constant cycle of targeted intervention for disadvantaged pupils</u></p>	<p>The SL's for maths and English carefully Monitor progress and are held to account in data review meetings, additional time is given specifically to these faculties to ensure interventions can be effective.</p> <p>All SL's have Accountability meetings with the senior leader for progress and achievement and line manager to scrutinise progress captures and plan strategies to support disadvantaged learners. This results in target interventions in class for students that are not making the required progress. SL are also held to account for poor progress within their department. It is then their job to question their staff for the reasons progress is poor. SLT and SL accountability meetings ensure data-rich discussion at each tracking point. These meetings drill down to individual disadvantaged student barriers.</p> <p>The accountability cycle has helped to promote the progress of disadvantaged students across the academy. This can be seen in the trend of improvement across all year groups including KS3</p>	<p>Yes, the cycle will continue as is it a major factor contributing to the improved progress of disadvantaged students.</p> <p>The intervention cycle will now switch to a DTT cycle. Research has revealed that this is the proven length of time to promote progress. After the DTT cycle they will meet with a member of SLT to provide evidence on the progress during interventions sessions</p> <p>SL's will be asked to meet after every data capture to discuss Y7-Y13 data. They must provide explanations as to why data is poor or evidence to explain why it is good. All staff will be held to account during this cycle.</p>
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	Behaviour and attendance tracking and interventions	Much higher standards were brought in for behaviour this year. The following strategies used this year include; reportt cards, restorative justice, rewards and sanctions. This has resulted in a calm, purposeful, happy environment with high quality teaching and rising.	Our restorative justice system enables clear and timely accountability for poor attitudes in lessons. As a result, removals from lesson have reduced. Students have positive attitudes to learning and can discuss and debate issues in a considered, respectful way. This has been achieved through increased expectations and rigour in classrooms with clear rewards and consequences.
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	<p><u>Academic mentoring</u></p>	<p>Academic mentoring followed the format below</p> <p>SLT are to mentor disadvantaged students in year 11.</p> <p>Finally, tutors will be expected to have an academic conversation with all tutees during a 4-week period after a data capture regarding their progress grades. This conversation will aim to ensure that no disadvantage student can coast in their learning.</p>	<p>After reading many papers and books regarding the education of disadvantaged students and boys I came to the conclusion that we made some big mistakes when mentoring last year.</p> <p>The SLT mentoring with the disadvantaged students helped to build positive and caring relationships between the boys and a member of SLT. However, due to the increased number of students on our mentoring list this year we will be trialing a Thursday mentor session before CPD for 60 Year 11 students.</p>
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iii. Improving engagement with disadvantaged parents and enriching the life of disadvantaged students

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Promote parental engagement with disadvantaged parents and enrich the lives of disadvantaged students	Engaging disadvantaged parents through the work of the PP coordinator and welfare officers	The attendance officer completes weekly attendance reports that go to tutors. Tutors are then expected to be the first point of call to investigate the reasons behind a lack of attendance. If this does not work and attendance remains poor parents are contacted and students are placed into the attendance group enrichment. As soon as attendance improve parent are made aware of this	The role of the welfare officer will continue, as will the attendance group and the role of the tutor.
	Engaging disadvantaged parents by using parents evening and through following up on any parents that don't attend	<p>Attendance to parents evening was very high in 2019. During parents evening and open evenings the PP coordinator and other members of SLT attempted to circulate and meet as many disadvantaged parents as possible.</p> <p>A system was created after a parents evening to ensure the non-attending parents had at least a phone call with a member of SLT or the PP coordinator. The phone calls attempted to understand why the PP parent did not attend and then to share the progress of their child with them.</p>	Parents and open evening to continue next year. Mop up after parents evening is also to continue with the disadvantaged students to be selected first
	Engaging parents by holding family support evenings and through developing resources to be used at home.	<p>Throughout the year many support evening where held for every year group. Options evenings were held for Y9. Y7 parent had their settling in meeting. Y11 students had two Parents Evening. Study skills session was run for parents of students in Year 11.</p> <p>At each event parents had the opportunity to gather information about options, revision strategies and general info regarding the school. At each event parents were provided with a toolkit to help their child with their studies at home</p>	<p>These sessions were extremely effective. In particular, the Y11 revision session was a massive success.</p> <p>More support sessions will be held throughout the next academic year.</p>

<p>Ensure all PP students have a wide range of extra-curricular activities available to them.</p>	<p>Enrichment during the new school day.</p>	<p>The curriculum is carefully designed to develop pupil's spiritual, moral, social and cultural skills.</p> <p>The range of academic and enrichment experiences prepare pupils well for life in modern Britain through this and a comprehensive and well-planned PSHE curriculum.</p>	<p>Review the curriculum delivered at GNSA to ensure it is as enriching as possible. More time will be given to enriching subjects at KS3 to ensure students are being given the opportunity to develop skills as well as their knowledge. However we must continue to develop new enrichments to ensure all disadvantaged students receive the opportunities of their non-disadvantaged counterparts</p>
	<p>Raising aspirations</p>	<p>The academy employs an impartial Careers advisor to work two days a week. All KS4 students have 1-1 meetings with the advisor and appropriate support is given as needed. All Y10 have a world of work week and sixth from students participate in one week's work experience.</p> <p><u>Further down the school</u></p> <ul style="list-style-type: none"> • A careers team has been set up to further develop careers provision through a comprehensive strategic plan. • KS4 students attend events at universities through "Aim Higher" • The academy employs the services of an experience independent careers advisor 2 days per week. • All students have careers interviews in Y11 which promote all options available to them and provides a written report to parents/students outlining the options available to them. • Vulnerable students receive careers advice from Y7 with plans put in place to support students in achieving their goals. 	<p>Yes, the careers advisor will continue to work with disadvantaged students at the academy. The focus will also be placed on raising the aspirations of disadvantaged students parents during parental support evening.</p>