



3 Year Pupil Premium strategy plan 2020 - 2023

SUMMARY INFORMATION			
Pupil Premium Strategy Plan	University Academy of Engineering South Bank		
CURRENT PUPIL INFORMATION [2019 - 2020]			
Total number of pupils:	652 (Excluding 6th Form)	Total pupil premium budget:	£356,235
Number of pupils eligible for pupil premium:	379	Amount of pupil premium received per child:	£935

COHORT INFORMATION FOR PP 2019 - 2020

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	260	67
Girls	119	33
SEN support	35	9
EHC plan	5	1.5
EAL	68	18

Assessment data

CURRENT ATTAINMENT						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous year		
		School average	National average	PP	Non PP	National Non PP
Progress 8 score average	-0.12	0.54		-0.87	-0.37	0.13
Attainment 8 score average	48.21	50.72		38.07	42.74	50.3

Attendance (2019/20)						
	7	8	9	10	11	Average
all	94.99	93.82	93.4	94.66	92.41	93.86
pp	94.39	92.91	92.78	93.64	91.02	92.95
non pp	95.69	94.8	94.31	96.22	94.37	95.08

Barriers	
A	Attendance and Punctuality of disadvantaged students
B	Low levels of literacy and Numeracy on entry to the school
C	Development of self regulation and strong work habits
D	Building strong, meaningful relationships with hard to reach families and the impact this has on our ability to support the social issues and barriers that can affect them
E	Disadvantaged students often start with a lower understanding of their personal aspirations and how to achieve them/what pathways are available to them
F	Lack of funds to enable them to access extra curricular activities

LONG-TERM PLAN (3 YEAR TIMESCALE):

We have made the decision to align our 3 Year Disadvantaged student strategy around the Educational Endowment Foundation's Pupil Premium guide. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

The guide suggests best practice with regards Pupil Premium should be focused around 3 tiers which will be reflected in our ongoing priorities:

1) TEACHING AND LEARNING:

Effective teaching is the most important lever a school has to improve outcomes of disadvantaged students. This will involve CPD, recruitment and retention and Early career support. The aim over the next three years is to ensure that every class has an effective teacher in front of them and that CPD is focused on improving the pedagogical knowledge of our teachers.

The T and L strategy will be based around 2 strategy documents:

1. The EEF guide to 'Metacognition and Self Regulation'
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>
2. Evidence Based Education 'Great Teaching Toolkit'
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning>

2) TARGETED ACADEMIC SUPPORT

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, will be a key component of our Pupil Premium strategy.

3) WIDER STRATEGIES

Wider strategies relate to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. It will also include our Day 10 programme, CEIAG and EAL programme along with improving our engagement with, and support for, hard to reach families across the school

Priorities

- 1. Eliminate the P8 gap between PP and Non PP (currently at -0.65)**
- 2. PP P8 to be equivalent to National average for Non PP (currently +0.13)**
- 3. Improve Reading ages of Year 7 students**
- 4. Improve attendance of PP students to 97% (currently 93%)**
- 5. Keep the needs of PP students at the forefront of the school**

STRATEGIES/SPEND

					Implementation Timeline (RAG)		
Actions	Priority	EEF Tier	Barrier	Lead	Year 1 (2020/21)	Year 2 (2021/22)	Year 3 (2022/23)
Design and implement a bespoke CPD structure for all staff underpinned by the 'Great Teaching Toolkit'	1,2	1	C	AMS	PI and Imp	Rev and It	Rev and It
Train staff on Metacognitive strategies and embed into practice across the school	1,2	1	C	MLS	PI	Imp and Rev	It and Rev
Develop and embed effective feedback opportunities in SoL across all departments	1,2	1	C	HDN /JPZ	PI and Imp	Rev and It	Rev and It
Use NGRT and Lucid programmes to identify students with low literacy levels	3	2	B	MLS	PI	Imp and Rev	It and Rev

Employ Phonics teacher for students with low levels of literacy in KS3	3	2	B	MLS	PI	Imp and Rev	It and Rev
Further develop and embed a targeted intervention programme for disadvantaged KS4 students during Form time and after school	1,2	2	C	NME	PI and Imp	Rev and It	Rev and It
Provide a homework club for disadvantaged students to support learning outside the classroom	1,2	2	C	HDN	PI and Imp	Rev and It	Rev and It
Provide a range of revision resources to support students learn independently outside the classroom	1,2	2	C	NME /MLS	PI and Imp	Rev and It	Rev and It
Strategically deploy the EAL department to ensure that all disadvantaged students who are codes A-C are provided with bespoke intervention to move them to a minimum of Level D (Competent)	5,1,2	2	B	MLS	PI	Imp and Rev	It and Rev
Strategically deploy the Attendance Officer to target Key disadvantaged students (including attendance to parents evenings and other identified events)	4,1,2	3	A	JBU	PI and Imp	Rev and It	Rev and It
Strategically deploy the Careers Leader to work with disadvantaged students in KS4 that are at risk of becoming NEET	5,1,2	3	D	HDN	PI and Imp	Rev and It	Rev and It
Training for HoY to develop and embed mentoring system for key Disadvantaged students	1,2,5	3	C	JBU	PI	Imp and Rev	It and Rev
Subsidise Educational trips for disadvantaged students across all year groups	5,1,2	3	F/E	HDN	PI and Imp	Rev and It	Rev and It
Provide breakfast every morning so that all students are ready to learn	5	3	D?	MLS	PI and Imp	Rev and It	Rev and It

Provide ESOL classes for parents of disadvantaged students who are new to English	5	3	D	MLS	PI and Imp	Rev and It	Rev and It
Develop and deliver a series of parental workshops that will help families to support students outside the classroom	5,1,2	3	D	MLS	PI and Imp	Rev and It	Rev and It
Provide courses for parents that have low levels of literacy and numeracy	5,1,2	3	D/B	MLS /DF R	PI	Imp and Rev	It and Rev
Strategically deploy the Day 10 manager to ensure that all disadvantaged students follow a programme that develops cultural capital and raises aspirations	5	3	E/F	HDN	PI and Imp	Rev and It	Rev and It
Further develop and embed a performing arts programme that targets and supports disadvantaged students e.g. free music tuition/disadvantaged students taking part in performances	5,1,2	3	F/E	HDN	PI and Imp	Rev and It	Rev and It

Key

PI - Plan
Im - Implement
Rv - Review
It - Iterate