



Joseph Leckie Academy : Pupil Premium

1. Summary information

School	Joseph Leckie Academy				
Academic Year	2020 - 2021	Total PP budget	£566315	Date of most recent PP Review	March 2018
Total number of pupils (Y7 – Y11)	1173	Number of pupils eligible for PP	593	Date for next internal review of this strategy	March 2021

2. Current attainment – 2019 validated data (No National comparator or validated data available for 2020 due to Covid-19)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average	0.42	0.13
Attainment 8 score average	41.45	50.3
English Baccalaureate average point score	3.33	4.43
% achieving 9-5 English/Maths	24	50

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of aspiration and educational ambition
B.	Low levels of self-esteem and self-regulation
C.	Limited access to wider opportunities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increased attainment gap between PP and Non-PP students, due to limitations in accessing and engaging in remote learning during Academy closure (Covid-19)
E.	Parental engagement with our more complex families

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raise the attainment/aspirations of PP students	<p>PP students are exposed to high quality teaching and learning to enable them to achieve a neutral or positive Progress 8 score.</p> <p>PP students have good career guidance support to develop an understanding of the work of work and work towards aspiring goals in lessons.</p> <p>PP student's level of attendance is monitored and early interventions put in place to ensure students are not missing the high quality teaching and learning happening in lessons.</p>
B.	Support PP students to overcome barriers to learning	<p>PP students are provided access to resources (uniform, revision guides, PE kit) to overcome financial barriers to learning.</p> <p>PP students are provided targeted one to one mentoring to improve motivation, attainment, reduce levels of exclusion and additional pastoral support to alleviate anxiety.</p> <p>PP students are made priority when assigning electrical devices and internet access to support remote learning. Regular work packs are sent home for students on the waiting list.</p>
C.	Support the health and wellbeing of PP students	<p>PP students are provided with the skills and knowledge required to support their mental health and wellbeing and unlock academic achievement.</p>
D.	Provide PP students with an all-round holistic school experience	<p>PP students are given the opportunity to participate in a range of opportunities (internal and external) to improve motivation, resilience, self-esteem, communication skills and confidence.</p>

5. Planned expenditure

Academic year 2020 - 2021

The three 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.

i. Quality of teaching for all

Chosen action / approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Monitoring
LT Pupil Premium Link	<ul style="list-style-type: none"> To lead, promote and develop the progress, aspirations and wider opportunities for PP students throughout the Academy 	<ul style="list-style-type: none"> Pupil Premium can act as a focal point to put in place strategies that will help students succeed by removing barriers to learning (academically, pastorally and financially) Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) 	<ul style="list-style-type: none"> Lead, inspire and motivate staff across the Academy to raise the profile of PP students. Monitor and track pupil performance throughout the Academic year and implement effective strategies/interventions to meet the needs of all students to raise achievement. Empower PP students who have been disengaged from learning to achieve success by providing a range of different opportunities for them to participate. Effective oral and written communication skills to engage parents in their child's learning. Effective CPD (The National Pupil Premium Conference and SecEd/HTU Pupil Premium) to gain insight on latest research and best practice to enhance attainment and support improved learning outcomes. To regularly monitor the Pupil Premium Strategy and review lessons learnt. 	<ul style="list-style-type: none"> LT Pupil Premium Link Vice Principal Academy Principal 	£5010	<ul style="list-style-type: none"> Line management meetings with the Principal and Vice Principal Regular updates on progress of PP cohort to the Principal and Leadership Team. Quarterly report to Governor's
Improve the progress of PP students through high quality teaching and learning	<ul style="list-style-type: none"> Effective teaching and learning will ensure all PP students make the required progress and beyond 	<ul style="list-style-type: none"> Collaborative Learning (EEF +5 months) Collaborative learning Toolkit Strand Education Endowment Foundation EEF Feedback (EEF +8 months) Feedback Toolkit Strand Education 	<ul style="list-style-type: none"> All staff (teaching and teaching assistants) to be aware of PP students who are clearly identified on PIMs (Seating Plans) and PP Indicator on SIMs. SOW's for each subject area to consist of stretch and challenge. All staff (teaching and teaching assistants) to implement 'The TEEP pedagogical model' within lessons. 	<ul style="list-style-type: none"> All staff (teaching and teaching assistants) Leadership 	£292962	<ul style="list-style-type: none"> SOW's/Curriculum monitored by Leadership to ensure challenge and stretch is embedded. Learning Walks /Drop In's carried out by Head of Faculty/Leadership to identify sharing of good practice/ additional

		Endowment Foundation EEF	<ul style="list-style-type: none"> • Metacognition approaches and High Order Questioning to be embedded within lessons. • Classwork, homework and assessments to be marked in accordance to the Academy Marking Policy and opportunities made available within lessons for students to act upon feedback to enhance progress. • High quality Internal CPD provided to staff to further develop pedagogy (sharing of effective teaching strategies) to enable PP students to meet or exceed expected progress. • Sharing of good practice within Faculty Meetings. • Effective use of Teaching Assistants (Maths, English, Science, Humanities Art, Music, Technology, Health and Social Care and MFL) to enhance the progress of PP students within subject areas. • Effective use of General Teaching Assistants with Technician Support (Business Studies/MFL and Humanities/ICT) to increase the English Baccalaureate average point score of PP students. • Extra staffing in Maths and English to increase the % of students achieving 9-5 in English and Maths. • Learning Walks / Drop In's to have a focus on PP progress. • Year 11 subject specific tutor groups. • Additional Period 6 lessons in Year 10 and Year 11 to close the gap. • Remote Learning (when required to implement) to place a strong emphasis on ensuring students are accessing work and interventions put in place to enhance progress. 			<p>support to enhance progress.</p> <ul style="list-style-type: none"> • Work scrutiny carried out each half term within each subject area by Head of Faculty/Key Stage Coordinators and feedback provided to staff. • Effective CPD (Inset Sessions) provided to meet emerging staff needs. • Faculty Meetings to have PP on the agenda. • Monitoring effective use of Teaching Assistants to enhance the progress of PP students. • PP Coordinator to ensure PP students are accessing remote learning and interventions put in place to support students and parents.
Tracking and monitoring of data	<ul style="list-style-type: none"> • Accurate data tracking and effective interventions to narrow the attainment gap between PP and Non PP students 	<ul style="list-style-type: none"> • Effective use of data can promote better teaching and learning and also support with strategic planning Using Data to Raise Achievement - Good 	<ul style="list-style-type: none"> • All teaching staff to act upon each data collection point and interventions put in place for identified underachieving students during Curriculum Target Setting meeting. • Other Support Marksheet populated on SIMS to monitor and track whole school 	<ul style="list-style-type: none"> • Teaching staff • Leadership 	Included in above	<ul style="list-style-type: none"> • Leadership to monitor and analyse the gap between PP and Non PP students after each data collection point and evaluate the effectiveness of

		Practice in Schools 2013 (lambeth.gov.uk)	<p>interventions put in place for PP students.</p> <ul style="list-style-type: none"> • Internal and External support put in place to close the gap based on analysis of data. • Parental meetings with highlighted underachieving students to identify concerns and negotiate targets to be implemented. • Head of Faculty to share progress of students with Leadership & Governors and good practice shared to close the gap. 			<p>interventions being implemented.</p>
Literacy Interventions	<ul style="list-style-type: none"> • To close the reading age gap between PP and Non PP students • To enable PP students to reach their expected reading age 	<ul style="list-style-type: none"> • From research carried out by the EEF, the challenge of improving literacy is fundamental to ensure academic success across the curriculum. EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (educationendowmentfoundation.org.uk) 	<ul style="list-style-type: none"> • Key words are emphasised in all lessons. • Word of the Week is shared during Tutor Time and used within lessons. • High Order Questioning is carried out by teachers and a greater emphasis is placed on PP students articulating answers/opinions. • Lesson plans take into account reading age of students. • Literacy errors highlighted and acted upon using the Literacy Marking Policy. • Literacy Inset sessions for all staff. • Spelling Bee competitions • Participation in National Competitions. • Flash Software to support EAL PP students. • National Literacy Resources to support SOW's. 	<ul style="list-style-type: none"> • Teachers • Literacy Coordinator • Leadership 	£1500	<ul style="list-style-type: none"> • Learning Walks • Work Scrutiny • Monitoring of reading ages. • Monitoring of PP students taking part in Academy and National competitions.
Key Stage 3 Reading Strategy	<ul style="list-style-type: none"> • To encourage independent learning and provide students the opportunity to be exposed to a variety of different texts and resources. • To close the reading age gap between PP and Non PP students • To ensure the reading age of students in Year 7 and 8 is in line with age and expected attainment. 	<ul style="list-style-type: none"> • Reading Comprehension Strategies (EEF +6 months) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> • Designated reading session during tutor time. • Participation in Book Reviews and half termly competitions. • PP students purchased reading books to encourage participation. • Encourage the use of VLE books at home. 	<ul style="list-style-type: none"> • Tutors • Librarian • Leadership 	£1000	<ul style="list-style-type: none"> • Monitoring of PP students completing Book Reviews. • Annual reading age analysis. • Monitoring of PP student usage of VLE Books.

Provision of Revision Guides and practical materials	<ul style="list-style-type: none"> To remove any financial barriers and enable all PP students to access relevant study material to support independent learning. 	<ul style="list-style-type: none"> To reduce the gap between PP and Non PP attainment. 	<ul style="list-style-type: none"> Revision guides chosen by Head of Faculty and approved by Leadership. Revision guides distributed to all PP students. 	<ul style="list-style-type: none"> Head of Faculty Leadership 	£3500	<ul style="list-style-type: none"> Monitoring and analysis of progress during each data collection point. Student voice
Food Technology Ingredients	<ul style="list-style-type: none"> All PP students have the opportunity to take part in food lessons in Year 7 and 8. PP students are not disadvantaged from choosing Food Technology as an option at Key Stage 4. 	<ul style="list-style-type: none"> PP students need to be given the opportunity to access a broad curriculum and may be reluctant to attend the Academy on days when they have Food lessons. 	<ul style="list-style-type: none"> All PP students are equipped to take part in Food Technology Lessons. 	<ul style="list-style-type: none"> Food Department Tutors Leadership 	£1000	<ul style="list-style-type: none"> Head of Food to monitor and inform Leadership of any issues.
Academy Uniform and PE kit	<ul style="list-style-type: none"> All PP students in lessons where learning can take place All PP students can take part in PE lessons and extra-curricular activities 	<ul style="list-style-type: none"> School Uniform School uniform Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Tutors and Head of Year proactive in monitoring appearance and any referrals for uniform support for PP students passed on to Leadership Link. PE staff proactive in monitoring PP students not taking part in PE lessons due to PE kit issues and referrals passed on to Leadership Link. 	<ul style="list-style-type: none"> Tutors PE Staff Head of Year Leadership 	£7000	<ul style="list-style-type: none"> Ongoing to ensure all PP students are in the correct uniform and taking part in PE lessons and extra-curricular activities.
Resources readily available to support PP students during the academic year	<ul style="list-style-type: none"> To ensure resources are readily available to support PP students and families during the academic year due to unforeseen circumstances. 	<ul style="list-style-type: none"> COVID -19 has disrupted the learning of our students and therefore SOWs/resources need to be modified throughout to enhance learning. Financial implications of PP families may have changed throughout the year and further support may be needed. 	<ul style="list-style-type: none"> Leadership PP Link to ensure resources and support are readily available to support the progress and wellbeing of PP students. 	<ul style="list-style-type: none"> Leadership 	£7000	<ul style="list-style-type: none"> Ongoing monitoring of request from Academy staff

Total budgeted cost **£318972**

ii. Targeted support

Chosen action / approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Monitoring
SEND Support	<ul style="list-style-type: none"> To close the attainment gap between PP and Non PP SEND students. To support students' SEMH needs to enable them to access the curriculum and make expected progress 	<ul style="list-style-type: none"> Students with SEND have the greatest need for excellent teaching and the attainment gap between them and their peers is twice as big. Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Teaching Assistants deployed to support PP students in and out of the classroom to make the required progress. Teaching Assistant to liaise with class teachers to ensure differentiated resources are available to support students. Teaching Assistants provided the training and skills to support students with programmes developed by Ruth Miskin. Additional resources made available following Personal Education Plans (PEPs). Eligible PP students provided additional support with RNIB Bookshare. SEND TA's to take part in 'Safeguarding children with SEND training'. 	<ul style="list-style-type: none"> Head of SEND Teaching Assistants Teachers Leadership 	£43658	<ul style="list-style-type: none"> Monitoring and analysis of progress during each data collection point Learning Walks Student and TA Feedback Feedback from the SEND training course SEND Review
Student Support	<ul style="list-style-type: none"> Support students (mentoring) to overcome barriers to learning and raise achievement and attainment Individual and group sessions delivering programmes of work and referral to external agencies (councillor) to discuss problems and solutions In-house Wellbeing programmes Support challenging students (Reduce Hotspots/Time Out/Fixed Term Exclusions) Motivate disengaged students Improve individual social skills, self-esteem, confidence 	<ul style="list-style-type: none"> Behaviour Interventions (EEF +3 months) Behaviour interventions Toolkit Strand Education Endowment Foundation EEF Social and Emotional Learning (EEF +4 months) Social and emotional learning Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Student evaluation forms. Parental evaluation forms. Reduction in behaviour points. Quality assured programmes of work 	<ul style="list-style-type: none"> Student Support Manager Student Support Mentors Leadership 	£119050	<ul style="list-style-type: none"> Half-term analysis of Hotspot/Time Out Referrals and Exclusions. Half-term analysis of student and parental feedback. Case studies of students supported and impact. Review programmes of work. Interventions logged on Sims

	<p>and support to alleviate anxiety</p> <ul style="list-style-type: none"> • Increase parental engagement 					
Attendance	<ul style="list-style-type: none"> • Attendance of PP students is in line with Non-PP students at the Academy. • Attendance of PP students is in line with national average of Non-PP students. 	<ul style="list-style-type: none"> • Students need to be present at the Academy and attending lessons to make the required progress. Attending school also provides opportunities for socialisation, enrichment activities and also supports mental health and wellbeing. School attendance guidance (publishing.service.gov.uk) 	<ul style="list-style-type: none"> • Attendance Officer to daily check registers and send message/make calls to parents to encourage attendance to the Academy. • Tutors to carry out weekly attendance conversations and students to complete attendance trackers. • Home visits carried out by Attendance Team if unauthorised absence continues for the second day. • Attendance Officer and Home School Liaison Officer to meet regularly with Leadership Link to update cases of persistent absentees. • Regular meetings to take place between Head of Year and Attendance to discuss cases and strategies/interventions to implement. • Head of Year to have intervention meetings with identified students and parents. • Attendance competitions to drive momentum. • Leadership meetings to be conducted with school refusers/EHE requests. 	<ul style="list-style-type: none"> • Attendance Intervention Officer • Home School Liaison Officer • Leadership Link • Heads of Year • Student Support Mentors 	29629	<ul style="list-style-type: none"> • Monitoring of students 'causing concern' highlighted via SIMs and the Attendance Team • Persistent students highlighted to Head of Year and Student Support Mentor to have meetings with parents to increase attendance. • Attendance warning letters issued and monitored. • Weekly, termly and yearly reviews highlighting attendance of pupil premium students.
Year 7 and 8 – Lexia Intervention	<ul style="list-style-type: none"> • To improve student's literacy and enable PP students to reach their expected reading age • To provide PP students the strategies and skills required to access abroad curriculum 	<ul style="list-style-type: none"> • Reading Comprehension Strategies (EEF +6 months) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> • Lexia Coordinator to target students who have the lowest reading age in Year 7 and Year 8 from initial Reading Tests. • Lexia Coordinator to ensure sessions are attended by students and monitor progress. • Lexia Coordinator to ensure interventions are carried out by delivering staff. • Lexia Coordinator to meet with Leadership Link on a half term basis to discuss outcomes and constraints. 	<ul style="list-style-type: none"> • TA's • Lexia Coordinator • Leadership 	£6090	<ul style="list-style-type: none"> • Lexia Coordinator to monitor interventions identified by the Lexia software and ensure these are acted upon and recorded in Student Lexia folders. • Lexia Coordinator to track reading ages each half term and target students based on outcome.
Gifted and Talented Provisions	<ul style="list-style-type: none"> • To provide high attaining PP students access to a wide range of opportunities to enable them to make 	<ul style="list-style-type: none"> • All students deserve the chance to experience higher education. Gaps in attainment mean disadvantaged students 	<ul style="list-style-type: none"> • G&T coordinator to ensure PP students have access to resources & provisions to support with their future career path. • G & T coordinator to provide opportunities for PP students to visit Russel Group Universities. 	<ul style="list-style-type: none"> • Gifted and Talented Coordinator • Leadership 	£2500	<ul style="list-style-type: none"> • Monitoring and tracking of visits and events attended by PP students. • Student voice

	<p>the expected progress and raise aspirations.</p> <ul style="list-style-type: none"> To provide PP students the knowledge, understanding and confidence to apply to Russell Group universities and tackle education inequality. 	<p>fall behind early impacting on their life chances.</p> <ul style="list-style-type: none"> Disadvantaged students are less likely to apply to Russell Group universities due to lack of knowledge of higher education. pathways-for-potential-full-report-may-2020.pdf (russellgroup.ac.uk) 	<ul style="list-style-type: none"> G & T coordinator to liaise with Heads of Faculty to ensure SOW enable students to be stretched and challenged. G & T Coordinator to meet with Leadership Link on a half term basis to discuss outcomes and constraints. 			
Parental Engagement	<ul style="list-style-type: none"> To enhance parental engagement within the Academy To provide parents the support and assistance required to play an active role in Academy life 	<ul style="list-style-type: none"> Parental engagement (EEF +3 months) Parental engagement Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Parent text messaging services to update key information. Parental contact prior to Parent Consultation Evenings Prizes for attendance to Parents Consultation Evenings. Invitation to coffee events to inform parents of new programmes and initiatives. Parents meeting to discuss academic performance / behaviour concerns with Head of Year and Student Support. Parental Questionnaires. Parental meetings regarding attendance concerns, transition to Year 7 and SEND meetings. 	<ul style="list-style-type: none"> Head of Year Student Support Head of SEND Leadership 	£6000	<ul style="list-style-type: none"> Monitoring of attendance to Parent Consultation Evenings and Coffee events. Impact of actions and progress of students after parental meetings. Analysis of Parental feedback. Evaluation of prize incentives.
Transition from Primary to Secondary School	<ul style="list-style-type: none"> To carry out early liaison with primary schools to identify and support PP students with early interventions and attitude to learning. To start early parental engagement and form strong links with key members of the Academy. 	<ul style="list-style-type: none"> Early primary school liaison can provide the support and assistance required for students to settle at secondary school and support with alleviating stress and anxiety. 	<ul style="list-style-type: none"> Transition Manager to liaise with Primary Schools to identify key students who may require extra transition and additional support. Transition Manager to liaise with Head of Year and Student Support to implement early interventions with students and parents to ensure a smooth transition. Transition Manager to liaise with Head of SEND to meet specific individual needs. Transition Manager to liaise with Home School Liaison Officer to ensure all students with attendance issues are contacted prior to joining the Academy. Production of Transition website to share information with parents and students. Transition activities to support students in the summer holiday. Parent Induction Booklet to provide key information. 	<ul style="list-style-type: none"> Transition Manager Head of Year 7 Home School Liaison Officer Head of SEND Student Support Leadership 	£4050	<ul style="list-style-type: none"> Transition Manager to ensure all relevant information is passed on to key staff and interventions started early to support a smooth transition. Student voice Parental feedback

HugglePets in the community (Pet Therapy)	<ul style="list-style-type: none"> To support SEND PP students with their mental health and wellbeing and improve emotional regulations 	<ul style="list-style-type: none"> An intervention programme to support with anxiety, confidence and building resilience Social, Emotional, Health & Wellbeing Sessions in Schools HugglePets in the Community 	<ul style="list-style-type: none"> Head of SEND to identify a cohort of SEND PP students. Trained therapists to offer animal assisted nature intervention to support students to improve personal self-empowerment. 	<ul style="list-style-type: none"> Head of Send Teaching Assistants Trained therapists from HugglePets 	£1080	<ul style="list-style-type: none"> Ongoing monitoring of the quality of provision and acting upon feedback from external agencies. Student voice Parent feedback Successful completion of programmes
Achieving Wellbeing (Achievement for All)	<ul style="list-style-type: none"> To gain a set of practical strategies and approaches to unlock academic achievement and accelerate progress by improving emotional wellbeing and mental health 	<ul style="list-style-type: none"> Achieving Wellbeing is designed to have a positive and sustained impact on supporting improvements in culture, climate and ethos that will enable achievement to thrive. Achieving Wellbeing (afaeducation.org) 	<ul style="list-style-type: none"> Targeted staff to take part in the programme and complete each module to understand what they can do to create an inclusive learning environment. Staff to receive direct support from highly-trained Achievement Coaches To implement shared practice within the Academy. 	<ul style="list-style-type: none"> Leadership Targeted Academy staff Achievement Coaches 	£600	<ul style="list-style-type: none"> Ongoing monitoring of the quality of the provision and acting upon feedback from staff. Implementation of shared practice/vision within the Academy.
Mental Health and Wellbeing	<ul style="list-style-type: none"> To support students with the skills and knowledge required to support their mental health and increase wellbeing. 	<ul style="list-style-type: none"> Young people are growing up in a time of huge change and are experiencing significant wellbeing challenges. School Wellbeing, Children's Health Nuffield Health 	<ul style="list-style-type: none"> Targeted PP students to be mentored and provided additional support, guidance and activities to participate. Wellbeing drop in sessions for students to participate in. Additional guidance to improve mental health and wellbeing awareness among the staff. Additional support to improve mental health and wellbeing awareness among parents. 	<ul style="list-style-type: none"> Safeguarding Assistant Student Wellbeing Coordinator Leadership 	£5735	<ul style="list-style-type: none"> Half-term analysis of student and parental feedback. Case studies of students supported and impact. Review of programmes of work. Interventions logged on SIMs. Leadership Link to liaise with Safeguarding Assistant and Student Wellbeing Coordinator on a regularly basis to monitor the quality of the provisions.
Academic Mentoring	<ul style="list-style-type: none"> To provide additional support to underachieving students to ensure they make the expected progress or beyond. 	<ul style="list-style-type: none"> Building positive relationships with young people and meeting them over a sustained period supports to build confidence, develop resilience and raise aspirations. 	<ul style="list-style-type: none"> PP Leadership Link to identify underachieving PP students in Year 10 and Year 11. Academic Mentors to mentor students both academically and pastorally and set manageable targets on SIMS to be reviewed on a fortnightly basis. Academic Mentors to carry out parental engagement to keep them updated with progress and attitude to learning. 	<ul style="list-style-type: none"> Academic Mentors Leadership 	£1000	<ul style="list-style-type: none"> Fortnightly target monitored and set by Academic Mentors. Ongoing, monitoring by Leadership Link.
Total budgeted cost					£219391	

iii. Wider approaches

Chosen action / approach	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Monitoring
Subside trips and activities	<ul style="list-style-type: none"> To ensure all PP students have the opportunity to attend extra-curricular activities to enhance progress and broaden culture experience 	<ul style="list-style-type: none"> All students should have the opportunity to participate in a wealth of new experience at the Academy to improve engagement, behaviour, exam results and be rewarded for successful completion of the year. 	<ul style="list-style-type: none"> Tutors to ensure all students opt in to partake in activities and trips. Activities Coordinator to ensure all PP students have a broad experience and select a range of activities and trips to participate in. Activities Coordinator to meet with Leadership Link to discuss outcomes and constraints. 	<ul style="list-style-type: none"> Tutors Activities Coordinator Leadership 	£3825	<ul style="list-style-type: none"> Monitoring and tracking of visits and events attended by PP students. Promotion of activities and trips to PP students throughout the academic year.
Enrichment Opportunities	<ul style="list-style-type: none"> To ensure all PP students participate in enrichment activities each half term to enhance positive attitudes to learning and increase wellbeing. To develop a sense of pride and belonging To promote a healthy competitive nature and ensure students are ready for highs and lows later in life. 	<ul style="list-style-type: none"> To sustain the inequality between different social groups and provide students the opportunity to develop cultural capital within the Academy and enrich their education. Extracurricular-inequality-1.pdf (suttontrust.com). 	<ul style="list-style-type: none"> To ensure a range of activities are available and promoted to encourage and interest all students. To ensure all student are encouraged in participating in activities to develop interest or new skills. House Coordinators to meet with Leadership Link to discuss outcomes and constraints. 	<ul style="list-style-type: none"> Tutors House Coordinators Leadership 	£4160	<ul style="list-style-type: none"> Promote and monitor PP participation in enrichment activities each half term. Communication with home is to encourage and raise participation. Analysis of attendance/participation in activities to see what works and what needs to be changed to gain further interest.
Sports Leaders	<ul style="list-style-type: none"> To equip students with employability skills for life improving motivation, self-esteem, communication, team work and confidence. To engage students in sports as a means to increase educational engagement and attainment. 	<ul style="list-style-type: none"> Sports participation (EEF +2 months) Sports participation Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Targeted cohort of underachieving PP students who have a keen interest in Sports. Parental engagement to engage parents 	<ul style="list-style-type: none"> PE Staff Leadership 	£1260	<ul style="list-style-type: none"> Monitoring and analysis of progress and behaviour of students participating during each data collection point. Successful completion of the course and a Level 2 Qualification in Community Sports Leadership.
Duke of Edinburgh's Award	<ul style="list-style-type: none"> To provide students the opportunity to improve their self-esteem, and build confidence. 	<ul style="list-style-type: none"> Outdoor adventure learning (EEF +4 months) Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Targeted cohort of PP students who have a keen interest in outdoor adventure learning to gain essential skills. 	<ul style="list-style-type: none"> Duke of Edinburgh Coordinator Leadership 	£2780	<ul style="list-style-type: none"> Monitoring and analysis of progress and behaviour of students participating during each data collection point.

	<ul style="list-style-type: none"> To provide students the opportunity to gain essential skills and attributes for work. 		<ul style="list-style-type: none"> To develop positive relationships with teachers outside of the classroom, benefiting their wider Academy life. 			<ul style="list-style-type: none"> Student voice Successful completion of a Bronze, Silver or Gold Duke of Edinburgh Award.
Careers	<ul style="list-style-type: none"> All PP students to have high career ambitions and are working to achieve aspiring goals in lessons All PP students to challenge stereotypes and increase aspirations. 	<ul style="list-style-type: none"> Evidence shows that good career guidance supports young people to develop an understanding of the world of work and career management skills they need to achieve positive employment 1244_careers_ed_2020_report18_0.pdf (careersandenterprse.co.uk) 	<ul style="list-style-type: none"> Careers Coordinator to send out 'Career of the Week' slides for students to discuss during form time. Careers Leader to monitor student usage of Unifrog to explore careers and higher aspirations. Careers Leader to annually update the Careers Subject audit to ensure students have the opportunity to meet the Gatsby Benchmarks. All PP students have a Careers interview with the Careers Advisor in Year 11 to receive advice, guidance and additional support in achieving their career ambition. PP students given the opportunity to participate in a Careers fair to explore further opportunities to the World of Work. Additional support provided during the Academic year and results day to support students with educational courses. Year 8 PP students to take part in 'Take your child to work day'. Identified NEET students provided advice and support during the academic year for career progression. 	<ul style="list-style-type: none"> Careers Leader Careers Coordinator Careers Advisor Leadership 	£10595	<ul style="list-style-type: none"> Careers lead to ensure all PP students have explored careers on Unifrog. Careers Lead to ensure all PP students are meeting the Gatsby Benchmarks. Careers Lead to ensure all PP students have had a Careers interview and further support is provided to those who are unsure. Careers Lead to ensure all identified NEET students are provided the support and guidance required. Careers Lead to provide an annual review on Career destinations for all Year 11 PP students.
Aspirational Programmes with Walsall FCCP (Inspire Programmes, Reading Stars, Cyril Regis Strike a Change) and Department of Working	<ul style="list-style-type: none"> To provide students the opportunity to work collaboratively with external agencies to raise aspirations and increase engagement in their studies. To provide student the opportunity to participate in an alternative provision to raise aspirations and attainment. 	<ul style="list-style-type: none"> Collaborative learning (EEF +5 months) Collaborative learning Toolkit Strand Education Endowment Foundation EEF Sports participation (EEF +2 months) Sports participation Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Targeted cohort of underachieving PP students who have a keen interest in sports. Targeted cohort of underachieving PP students to have an alternative provision during the PDP Careers unit of work. Parental engagement to inform parents of alternative provisions made available to enhance progress and enjoyment. 	<ul style="list-style-type: none"> External agency staff Leadership 	£1200	<ul style="list-style-type: none"> Ongoing monitoring of the quality of provision. Acting upon feedback from external agencies. Monitoring and analysis of progress and behaviour of students participating during each data collection point. Student voice Successful completion of programmes.

Pension Black Country Support for Schools (Job Centre Plus School Programmes) to motivate student		<ul style="list-style-type: none"> Reading Comprehension Strategies (EEF +6 months) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF 				
Subside Music Tuition	<ul style="list-style-type: none"> To remove the financial barrier and provide students the opportunity to learn to play an instrument. 	<ul style="list-style-type: none"> Arts Participation (EEF +2 months) Arts participation Toolkit Strand Education Endowment Foundation EEF 	<ul style="list-style-type: none"> Head of Music to promote music lessons to all students. Head of Music to promote lessons and participation of PP students. 	<ul style="list-style-type: none"> Head of Music Leadership 	£2728	<ul style="list-style-type: none"> Ongoing monitoring of the quality of the provision. Student voice
Breakfast Club	<ul style="list-style-type: none"> To ensure no child is too hungry to learn. To improve both attendance and punctuality of PP students to the Academy. 	<ul style="list-style-type: none"> According to Magic Breakfast, as many as 1.8 million school age children in the UK are at risk of hunger in the morning. Why we are needed Magic Breakfast 	<ul style="list-style-type: none"> Promote Breakfast Club to all students and parents. Ensure all food is readily available. Ensure Breakfast Club is fully staffed. 	<ul style="list-style-type: none"> Breakfast Leader Leadership 	£3400	<ul style="list-style-type: none"> Ongoing monitoring of attendance to Breakfast Club. Student voice
Total budgeted cost						£29948

** All Predicted costs are given rounded up to the nearest pound*

Priorities to move forward
<ul style="list-style-type: none"> Develop links with local and EEF Research Schools to identify new strategies to implement and share good practice
<ul style="list-style-type: none"> Provide students opportunities to learn trade and employability skills through community cohesion
<ul style="list-style-type: none"> Develop a Pupil Premium Working Group within the Academy to share good practice and provide CPD opportunities.

6. Review of expenditure				
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)	Cost
<p>To improve the progress of PP students through high quality teaching and learning.</p> <p>To accurately monitor and track data to narrow the attainment gap.</p>	<ul style="list-style-type: none"> • High quality teaching and learning • Increase in staffing in core subjects • Effective use of TA's and Internal Assessment Markers • Raising the profile of PP students within the Academy • Accurate data tracking 	<p>Within the Academy, all staff implement The TEEP pedagogical model to ensure consistency in teaching. All new teaching staff who joined the Academy in Sept 2019, were provided with in-house Level 1 TEEP training by our Level 3 trainers. The planned Level 3 (train the trainer) could not take place, due to COVID-19.</p> <p>LT learning walks/drop In's identified good practice (High order questioning, differentiation, feedback (verbal and written), starters, reviews) and this was shared across the Academy to enhance the progress of PP students. Work scrutiny was also carried out each half-term to ensure students had been provided the opportunity to act upon identified misconceptions. Identified areas of developments were also acted upon and internal CPD carried out to further develop pedagogy and meta-cognition.</p> <p>Effective use of TA's and Internal Assessment Markers within faculties ensured underachieving PP students were supported with one-to one/small group support to carry out intervention work. An additional member of staff in Maths, English and a Key Stage 3 Leader in Science further supported smaller class sizes to enable teachers to provide greater targeted support.</p> <p>Data collection was carried out during the academic year (up to academy closure) and identified interventions acted upon by class teachers to support underachieving students. Year 11 PP students who were at risk of not achieving a 4+ in English and Maths had targeted mentoring carried out by LT, Head of Year and identified members of staff across the Academy.</p> <p>Additional Period 6 lessons for targeted Year 11 students in individual subject areas and early entry Year 10 students started from November 2019 (up to academy closure). Year 11 tutor time was also dedicated to subject specific catch up.</p>	<p>From September 2020, our main priority will be to identify gaps in learning and ensure SOW's are adapted/supplemented within each subject to meet the needs of all students. High quality teaching and learning will ensure all students have the opportunity to engage in lessons and make good/outstanding progress. High order questioning, meta-cognition, mini-reviews, feedback and differentiation will be keys areas embedded within all lessons. Data collection will continue to take place during the academic year and this will be monitored and tracked to raise achievement. Period 6 and extra catch-up lessons (during/after school) will also be planned to provide students the opportunity to act upon areas of misconceptions.</p> <p>TA's and Internal Assessment Markers will continue to support underachieving PP students with one-to-one/small group intervention work to raise attainment. An additional member of staff in both Maths and English will continue to allow smaller class sizes.</p> <p>Quality in-house CPD will enable our students to make good/outstanding progress. Good practice will continue to be shared across the Academy and the planned Level 3 training will also take place this academic year.</p> <p>Targeted PP academic mentoring will continue to take place this academic year and identified PP students in current Year 10 will also be supported.</p>	<p>£314904.23</p>

		<p>During Academy closure, a key priority was to ensure all students were engaged in remote learning. Regular monitoring of the use of Share Point identified key students within each year group who had not accessed online resources. To ensure students had the opportunity to continue with learning, regular work packs were sent home to 352 identified PP students.</p> <p>Another new initiative started during Academy closure was academic mentoring for targeted PP students in Year 10. This was based on their current progress residual on SIMS and teaching staff within the Academy were supported by a LT link to work with underachieving students. Students were provided with weekly targets (email and phone) and complimented on strengths to ensure they continued to engage in remote learning and make progress. Parental engagement ensured they were also engaged in their child's learning.</p> <p>Due to all Examinations being cancelled in Summer 2020 there is no national progress comparison data available for 2020 results. We continue to monitor the performance of our students and ensure we are working with the PP cohort to maintain standards achieved in 2019.</p>	<p>A strong emphasis will be placed on ensuring PP students have the resources and support to carry out learning at home and make progress in the event of another lockdown. This is to include; priority when laptops are distributed, wifi support and regular work packs being sent home. TA support will be utilised to provide students both academic and subject specific support.</p>	
To remove any financial barriers and enable all PP students to access relevant study material to support independent learning.	<ul style="list-style-type: none"> • Revision Guides and practical materials 	All PP students in Year 11 and Year 10 (early entry subjects – History and Food) were provided with revision guides chosen by Heads of Faculty to support with learning both at the Academy and at home. Personalised in-house material was also provided to students and practical equipment purchased to support Art.	Revision Guides and specialised In-house material will be provided to all PP students in Year 11 and early entry Year 10 to support with catching up on missed learning and enhance pupil progress.	£4909.79
To ensure all PP students are in lessons where learning can take place.	<ul style="list-style-type: none"> • Pastoral Support • Academy uniform • Academy PE kit 	Throughout the academic year, all identified PP students were supported with uniform, stationery, bus passes, and PE kit.	PP students (identified) will continued to be supported with uniform, PE kit, travel cost and stationery. Due to COVID-19, more families may face hardship and therefore Heads of Year, Tutors and PE staff will play a proactive role in identifying students who may require support.	£381.54
Total cost				£320195.56

ii. Targeted support

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)	Cost
<p>To support students to overcome barriers to learning and raise achievement and attainment.</p>	<ul style="list-style-type: none"> • Student Support • Heads of Year 	<p>Students Support Mentors worked alongside Head of Years to support students with social, emotional and behavioural (SEB) challenges to raise achievement and attainment and improve behaviour choices.</p> <p>Referrals were made via the Head of Year to the Student Support Manager who managed the referral process and ensured Student Support Mentors had a significant “case-load” to manage. Identified students were supported with one-to-one mentoring and in-house support programmes of work (six week programme but extended where required). Referrals were also made to external agencies where required. The nature of support meant that a range of students were supported each half term and across the academic year to reduce the number of Time Out’s (students supported showed improvements in behaviour) and Fixed Term Exclusions. Our more challenging students without the guidance and aid of Student Support may have faced Permanent Exclusions. 69% of the cohort supported by Student Support were PP.</p> <p>Mentors and the Student Support Manger also played a key role in engaging parents with life at the Academy. They are the first “port -of -call” when parents/carers have concerns they wish to address with the Academy for the identified students. Much work is completed “behind the scenes”, calling and gaining contact with hard to reach families, often after hours, via text or phone call due to the specific nature of the close relationships with student’s families.</p> <p>Student Support also carried out in-house wellbeing programmes of work to targeted cohorts of students with the aim to improve resilience and increase self-esteem/confidence.</p> <p>Student Support and Head of Year also played a key role as Link Workers during academy closure to carry out safe and wellbeing checks and support with academic performance. 66% of the identified cohort (vulnerable and requiring</p>	<p>Student Support Mentors and Heads of Year will continue to mentor our more challenging/vulnerable students and liaise with parents to reduce the number of exclusions and Time Out referrals. In-house wellbeing will also continue at the Academy and programmes of work will be modified based on feedback from staff, students and parents.</p> <p>Link Workers will also play a key role in supporting students with wellbeing, mentoring and academic support if another school-closure is imposed.</p>	<p>£119670.88</p>

		<p>additional support over a period of lockdown) were PP and received a Parent Student Call/Student Call each week. For some students, this continued during half term holidays to provide the reassurance and support needed. Parents were also supported during these challenging times.</p> <p>Student feedback is that they value their weekly meeting with their mentor and both parents and students really appreciated the contact made throughout academy closure from Link Workers. The programme of mentoring support is integral to the pastoral processes at JLA.</p>		
<p>To ensure attendance of PP students is in line with national average of Non-PP students.</p>	<ul style="list-style-type: none"> • Attendance Officer • Attendance Intervention Officer • Home School Liaison Officer • Competitions 	<p>The Academy attendance for 19/20 (September to March) was 93.6% which was lower than the previous two years (full academic year) and 1.2% lower than the national average of 94.8% (Autumn to Spring 2018-2019 for state funded secondary schools).</p> <p>Attendance of PP students was 92.28% which was slightly higher in comparison to the previous two years (full academic year) and 1.08% above the overall absence of students eligible for FSM (Autumn to Spring 2018-2019 for state funded secondary schools). FSM attendance at the Academy is still 3.12% below the national average of Non-FSM.</p> <p>Initiatives carried out to raise the profile of attendance included; intervention meetings with students and the attendance team, attendance panel meetings with students and families, conversations and presentation of stickers during tutor time, competitions to drive momentum and working closely with students/families with persistent absence.</p>	<p>Raising the profile of attendance will be a key focus this academic year especially due to COVID-19. We are anticipating several families may be reluctant to send their children into school and each case will need to be handled on an individual basis.</p> <p>The Attendance Intervention Officer and Home School Liaison Officer will continue to monitor students of concern and meet with the Leadership Link to update cases of persistent absence. Heads of Year will also carry out early intervention meetings with identified parents and students to avoid attendance issues becoming persistent. Tutors will continue with form-time conversations and competitions will be relaunched to raise the profile of attendance around the Academy.</p>	<p>£42238.22</p>
<p>To improve student's literacy and enable PP students to reach expected reading age.</p>	<ul style="list-style-type: none"> • Year 7 and 8 – Lexia Intervention 	<p>56% of the cohort (Year 7 & 8) who took part in tutor time Lexia were PP and had a reading scaled score of below 104. TA's carried out early interventions (small groups/one-to-one) to ensure students continued to make progress and reach their expected reading age. Students also took part in Paired Reading and One-to-One interventions.</p> <p>During Academy closure, all Lexis students were provided with Literacy packs to work through.</p>	<p>Lexia will continue this academic year in form time with TA's assigned targeted students. The Lexia Coordinator will track reading ages and ensure early interventions are acted upon to enhance progress.</p> <p>Lexia staff will continue to support Lexia students with a continuity of the Lexia curriculum if another school-closure is imposed.</p>	<p>£8240.20</p>

<p>To provide student's the knowledge and understanding to apply to Russell Group universities and tackle education inequality.</p>	<ul style="list-style-type: none"> • Gifted and Talented Provisions 	<p>Gifted and Talented students in Year 10 had the opportunity to take part in a taster day at Oxford University. This provided students the opportunity to gain insight of what it would be like to study at Oxford and also an introduction to higher education. All students who participated in the programme were PP.</p>	<p>Due to COVID-19, several taster days planned at Russel Group Universities and additional activities could not take place.</p> <p>This academic year, the G&T Coordinator will continue to explore opportunities and events for students to ensure they acquire the knowledge and skills required to set aspirational targets.</p> <p>The G&T Coordinator will also oversee and provide enrichment and extension activities for students.</p>	<p>£1793.00</p>
<p>To support students who are A-C on the Bell scale with language acquisition.</p>	<ul style="list-style-type: none"> • EMAG Teaching Assistants • FlashAcademy software • Google Translate 	<p>EMAG supported targeted students (41% PP) with language acquisition (small group interventions, one-to-one and class based support). The FlashAcademy software enabled students to acquire vocabulary and grammar skills and also encouraged independent learning. Apple iPods for Google Translate were also trialled out in lessons to support students with new vocabulary and encourage class participation.</p> <p>Two additional TA's were also appointed to meet the needs of new admission students with Romanian, Czech and Slovak as their first language.</p> <p>Throughout Academy closure, EMAG staff continued to support targeted students (email and phone) with academic performance and wellbeing.</p>	<p>Reviewing the current list of targeted student who require a substantial amount of EMAG support, EMAG will not be subsidised through PP this academic year.</p>	<p>£43328.31</p>
<p>To carry out primary school liaison to support identified students with early interventions.</p>	<ul style="list-style-type: none"> • Transition website • Uniform support 	<p>Due to school closures, the planned transition days could not take place in July 2020. To provide reassurance and support to both parents and students, an informative webpage was produced (https://www.josephleckieacademy.co.uk/transition). This contained introductions from key members of staff at the Academy and transition activities for students to work through for each subject. Students were provided with an extended induction in September 2020. PP students were also provided with a complimentary house tie, school badge and an academy hijab (where requested).</p>	<p>All transition days will take place this academic year (following government guidelines) and early interventions with primary schools with ensure support is in in place for identified students.</p> <p>The website will be updated with key information and transition activities for students to work through to support academic and wellbeing during the summer break.</p>	<p>£1152.90</p>
<p>Raising the profile of Parental Engagement</p>	<ul style="list-style-type: none"> • Parent Consultation Evenings • InTouch/PSEngage • Coffee Afternoons 	<p>Due to COVID-19, all face to face parent consultation evenings could take place during the academic year. For evenings which took place, phone calls were carried out to encourage parents to make appointments with subject teachers. All attendees were placed in a draw with rewards (gift vouchers) provided as an incentive to attend. This was seen as a positive by several parents. Follow up calls were</p>	<p>Due to COVID-19, we will need to review our current provisions for parent consultation evenings as face-to-face appointments may not be possible. The Academy will continue to provide rewards and incentives to reach a PP attendance target of 75%.</p>	<p>£7295.25</p>

		<p>also carried out by Head of Year and subject teachers for parents of identified students who were unable to attend. 49% of PP students attended Parent Consultation Evenings in Year 9 and Year 11.</p> <p>A number of key messages were communicated to parents via InTouch/PSEngage. This was much higher than anticipated to ensure parents were provided with key information/reassurance during academy closure. Parents of targeted students were also contacted via phone by Student Support and Heads of Year.</p> <p>Throughout the academic year, MyEd has been promoted to parents to ensure they are able to receive up to date information about their child. Ruler Parent (homework) is also available to parents but the uptake for this has been lower than expected.</p> <p>The planned coffee afternoons for Aspirational programmes could not take place due to COVID-19.</p>	<p>Open Evening for perspective parents of new Year 7's may also not be possible, however the Transition webpage in Summer 2020 was extremely popular with parents (based on the number of views on YouTube). This approach could be adapted/implemented for September 2020.</p> <p>During academy closure, parents were provided with access to SharePoint to support their child with home-learning and this is something we are developing further. We are also looking at new ways for parents to monitor homework and remote learning provisions (if necessary).</p> <p>The wellbeing phone calls were seen as a real positive with parents and this is something which could be extended further for all PP students if required.</p> <p>Coffee afternoons had a good parental intake in 2018-2019 and this will be reintroduced this academic year.</p>	
Total cost				£223703.76

iii. Wider approaches

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)	Cost
All students should have the opportunity to participate in a wealth of new experience at the Academy.	<ul style="list-style-type: none"> Subsidise trips and activities to improve engagement, behaviour and exam results 	<p>From September 2019 – March 2020, a number of trips took place at the Academy to support with exam performance and increase culture capital. Trips included; 'The Good Food Show', 'Big Physics Quiz', 'The Doctor Show', 'The Birmingham Repertory Theatre' and 'Bikeability'. Each trip had a large proportion of participation from PP students and trips were subsidised where necessary.</p> <p>An extensive range of trips, activities and residential opportunities planned for Enrichment week had to be cancelled due to COVID-19.</p>	<p>We will continue to provide provision for all PP students to experience a range of cultural and knowledge based opportunities across the academic year and track student participation.</p> <p>Enrichment week will be planned (following government guidelines) to improve engagement/attendance at the Academy and also for students to be rewarded for successfully completing the academic year.</p>	£1261.68
To ensure all PP students participate in enrichment activities each half term to increase positive attitudes to learning and support wellbeing.	<ul style="list-style-type: none"> Enrichment Activities 	<p>Throughout the academic year (including academy closure), our four House Captains coordinated a number of enrichment activities (academic and hobby based) for students.</p> <p>Activities included; Table Tennis, Interhouse Football, Poetry Writing, Fifa, Virtual Sports Day and The Great Leckie Bake Off. 40% of the cohort (Year 7 – 10), who participated in the activities were PP.</p> <p>Several PE based enrichment activities could not take place due to Covid-19.</p>	<p>House activities will continue to be coordinated by the House Captains this academic year and promoted by all staff. All PP students will be encouraged to participate in enrichment activities to enhance positive attitudes to learning and support wellbeing. Support and incentives will be made available to identified students to ensure they have the opportunity to participate as well as parental engagement.</p>	£3208.00
To ensure students have high career ambitions.	<ul style="list-style-type: none"> Careers Interviews Unifrog DWP Black Country Support for Schools Visit to workplaces 	<p>Year 11 students received career interviews with the Careers Advisor prior to academy closure. Further support and assistance was also readily available on results day. Due to COVID-19, students identified as becoming NEET earlier on in the academic year did not receive the additional support as previous cohorts. Two students were therefore identified as NEET and PP in September 2020. The Careers Advisor is continuing to work with these students through Walsall Council's Impact Programme.</p> <p>The Academy subscribed to Unifrog (online career programme) in June 2020 and this was introduced to Year 10 (67% PP from the cohort who returned) and Year 12</p>	<p>The Careers Advisor will continue to support our Year 11 students and students will also be given the opportunity to attend a Careers fair. The Academy will continue to work towards achieving 0% of the current Year 11 cohort to be NEET. Identified NEET students will be provided advice and support by the Careers Lead throughout the academic year.</p> <p>All students will be provided login details to Unifrog and this will be promoted during tutor time. Students will also be given the opportunity to work through the resources in PDP/independent study. Additional</p>	£10305.28

		<p>students when they returned to the Academy in Summer 2020. To ensure students were using the programme effectively, thirty-seven staff members were provided training by a Unifrog advisor.</p> <p>Twenty-four student (67% PP) took part in a four week Careers Programme working collaboratively with DWP Black Country Support for Schools. Topics covered during the sessions included; 'All About You', 'Your Future Your Job' and 'Getting Ready For Work'.</p> <p>Year 8 students (50% PP) visited a workplace (Barhale) which enabled them to meet a Gatsby Benchmark (Experience of workplaces).</p>	<p>training will also be provided to staff to support students in lessons.</p> <p>The Academy will continue working collaboratively with DWP Black Country Support for Schools, to provide students the support and guidance they require from external agencies.</p> <p>The Careers Lead will continue to look for opportunities for KS3 students to meet the Gatsby Benchmarks.</p>	
<p>To provide students the opportunity to work collaboratively with external agencies to raise aspirations and increase engagement in learning</p>	<p>Aspirational Programmes with:</p> <ul style="list-style-type: none"> • Walsall FCCP • The Princes Trust 	<p>In July 2019, fifteen Year 10 students (80% PP) took part in 'The Strike A Change Mentoring programme' led by the Cyrille Regis Legacy Trust. The programme used the power of football to engage students in academic and community life. As part of the programme, students had the opportunity to participate in half termly events where they met Les Ferdinand, John Barnes, Chris Hughton and Carl Ikeme. As part of the programme, students worked through the Cyrille Regis Standards and a Level 2 Qualification in Sports Leadership. Further planned half term events could not take place due to national lockdown, however we are anticipating for the programme to continue in September 2020. Students who participated showed improvements in attitude to learning, confidence, attendance and behaviour.</p> <p>Working collaboratively with Walsall FCCP, a Premier League Community Officer supported targeted Year 7 students (60% PP) with Reading Stars. This bespoke programme supported our underachieving students with Literacy at the Academy.</p> <p>Additional aspirational programmes to engage and motivate students planned with Walsall FCCP and The Princes Trust could not take place due to COVID-19.</p>	<p>The Strike A Challenge Mentoring Programme will be relaunched to a new cohort of Year 10 students and the current cohort will have an opportunity to complete the programme.</p> <p>Aspirational programmes to motivate and engage selected PP students (based on the data drop) will start this academic year and we will continue to engage parents in their child's learning.</p> <p>Reading Stars will also be relaunched this academic year but based on the feedback from the Head of English, low ability students will be the target audience.</p>	<p>£180.00</p>

To provide students the opportunity to learn to play an instrument.	<ul style="list-style-type: none"> • Subsidise Music Tuition 	<p>63% of the cohort who took part in extra music tuition were PP. Students had the opportunity to take part in extra drum and keyboard lessons to boost confidence and also support with their GCSE Music Practical exam.</p> <p>Due to all GCSE exams being cancelled in Summer 2020, the impact of music tuition could not be measured.</p>	This academic year, Head of Music will continue to promote music lessons (based on government guidelines) and opportunities for PP students.	£2728.00
To ensure no child is too hungry to learn and improve both attendance and punctuality of PP students to the Academy.	<ul style="list-style-type: none"> • Breakfast Club 	All students who attended Breakfast Club were provided with something to eat and drink.	<p>The current provision is quite limited and with the change to the Academy day (September 2020), this could be an opportunity to combine Breakfast club with extra-curricular activities before school.</p> <p>The Academy is also looking at Breakfast Club to be supported by Magic Breakfast/Kellogg's Breakfast Club to enrich the provision further and support with improving both attendance and punctuality of our PP students.</p>	£3289.00
To provide students with the most suitable learning environment and overcome personal barriers.	<ul style="list-style-type: none"> • Alternative Provision 	Due to persistent disruptive behaviour, an alternative provision was made available to one of our students to support with modifying their behaviour, improve attitudes to school life and making academic progress.	We will continue to assess the individual needs of each student and provide as much support as possible to ensure they have the opportunity to attend mainstream education.	£1750.00
Total cost				£22721.96