

Treviglas Academy Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Treviglas Academy
Pupils in school	966
Proportion of disadvantaged pupils	25.49%
Pupil premium allocation this academic year	£225,010
Academic year or years covered by statement	2020-21
Publish date	September 2020
Review date	Reviewed 19.1.21, 24.5.21 Next review date: September 2021
Statement authorised by	Michelle Dunleavy
Pupil premium lead	Rebecca Drake

Disadvantaged pupil performance overview for last academic year (results for 2018/19 cohort)

Progress 8	-0.45
Ebacc entry	2.9%
Attainment 8	35.74
Percentage of Grade 5+ in English and maths	14.7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve Persistent Absence to below the national average	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment and professional development of the English department
Priority 2	Buy-in and embed Accelerated Reader across KS3 to increase reading for pleasure and support of the development of a reading culture across the school
Barriers to learning these priorities address	Literacy levels and reading ages
Projected spending	£93,500

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils
Priority 2	Targeted intervention for students in KS4 who have gaps in knowledge, particularly as a consequence to school closure
Barriers to learning these priorities address	Low literacy outcomes. Low parental support and access to technology during the school closure
Projected spending	£68,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Establish a prompt and effective strategy to further identify and support students and families who are vulnerable as a result of Covid 19 school closure
Priority 2	Role of the tutor to support student attendance Role of the tutor to support student engagement in remote learning due to January school closures
Barriers to learning these priorities address	Gaps in learning due to school closure and/or absence
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	INSET and meetings calendar allowing professional development

	Recruitment field	to be embedded throughout the year Advert for English teacher vacancy to be advertised nationally at the beginning of the Autumn term
Targeted support	Some students may not be able to access after school support sessions	Use of the National Tutoring Programme to support students who require additional intervention and who are unable to access this within school
Wider strategies	Ensuring enough time is given to develop the role of the tutor and therefore to continue to build upon the home school partnerships	Clear systems and processes in place to ensure that communication is consistent and prompt

Review: last year's aims and outcomes

Aim	Outcome
To deliver targeted and timely interventions to improve attainment and progress of disadvantaged students in English	Achieved – GCSE results from 2019/20 highlighted an improvement in both P8 and A8 in English
Ensure that HoD planning supports teaching assistant delivery of high-quality one-to-one and small group support, using structured interventions to stretch the most able students eligible for PP	Achieved - Formal intervention programmes were used, delivered by TAs. Teachers planned for TA presence to allow for targeted teacher intervention with the most able students eligible for Pupil Premium within lessons. Regular subject specific interventions took place after school to support disadvantaged students from across the year groups
Disadvantaged students' books to evidence progress in every subject area due to the quality of written feedback and their response to it	Achieved – monitoring evidence up to March 2020 shows students' response to written feedback. Teacher feedback continued via online platforms during school closure
To raise attendance of students eligible for PP	Not achieved - Pupil Premium attendance remains a specific focus for improvement. While the gap between all students and those eligible for Pupil Premium closed between September and March last academic year, persistent absence remains higher than national for this cohort at 23.4%