



Pupil premium strategy statement: Unsworth Academy

1. Summary information					
School	Unsworth Academy				
Academic Year	2019/20	Total PP budget	£212,713	Date of most recent PP Review	October 2019
Total number of pupils	832	Number of pupils eligible for PP	280	Date for next internal review of this strategy	January 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving 5 and above in English & Maths (2019 only)	19.5	50%
% achieving 4 and above in English & Maths (2019 only)	46.3	71%
Progress 8 score average (from 2019)	-0.46	0.13
Attainment 8 score average (from 2019)	36.16	49.96

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 literacy skills</i>)	
A.	There is a gap when comparing the progress of PP to non-PP learners in Year 11, especially the high ability.
B.	Progress of English PP learners was below Maths PP learners (English P8 was -0.49, Maths -0.35, for the GCSE results summer 2019)
C.	Lack of guidance and support from parents on college courses available and careers aspirations.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance of PP learners. Varied Parental engagement. Some PP learners with low aspirations and self esteem, Socio/Economic barriers – accessibility to transport, equipment and extra-curricular clubs, trips and visits.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP gap remains in each year group 8, 9 and 10, with the gap in Year 11 being the greatest, despite halving the Progress 8 disadvantaged figure for the summer 2019, from -1.12 to -0.46.	PP learners will meet their end of year/GCSE targets. Analysis of the PP learners will take place after each data capture, highlighting whether they are on track, according to their flightpath. The 2020 summer GCSE results will give a progress 8 in-line with national.
B.	The Year 11 English PP progress 8 figure will be in-line with Maths and with the national figure.	The 2020 summer GCSE results will give an English PP progress 8 component in-line with national.
C.	All PP learners will have the necessary support and guidance when deciding upon their post 16 options. Post 16 destinations will be collected.	College application support, with mock interviews. Guidance and training on how to apply for Apprenticeships on-line. All PP have a one to one careers interview in Year 10 or 11. At least 95% of Year 11 PP learners to be in Education, Employment or training.
D.	To improve rates of learner attendance as well as narrow the attendance gap between the advantaged and non-disadvantaged learners. Parents will be more actively engaged in all aspects of their child's education – e.g. attendance, progress, future. PP funding will help support the child to reduce economic barriers to learning.	For 2018/19 PP Learner's attendance was 91.5% compared to 95% government target. PP attendance to be in-line with national.

5. Planned expenditure					
Academic year		2019/20			
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					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching to good across the school	Programme of CPD throughout the year for all staff, and extra support for NQT's. Time for weekly Teaching and Learning briefings. Support from SET Directors of Standards in Maths, English & Science.	GCSE Outcomes show that some subject areas are underperforming, despite improving the Progress 8 figure to -0.29 and massively improving the Progress 8 figure for the disadvantaged to -0.46. The figure is below the non-PP progress 8 figure of -0.22, hence there is progress still to be made to bring the figures into line.	Progress monitored after each of the four data captures and GCSE outcomes 2020. Robust QA cycle in place as part of the Fixed Line Management Agenda (FLMA) Termly SET reviews in Maths, English & Science, and the Data & Assessment review.	A Fair T Orrell	Fortnightly updates to the principal as part of the Senior Fixed Line Management Agenda (SLFLMA) £74 750
Improved Staff knowledge of their learners and interventions after data captures	All staff have a progress folder, which includes 'Base data', identifying the strengths and weaknesses of target cohorts, e.g. PP, most able, EAL, etc. Time after each data capture, intervention focus identified for PP learners below target.	There are PP gaps evident in Years 8, 9, 10 & 11. The 2018/19 strategy used this approach to secure improved progress, hence its continuation for 2019/20.	Robust QA cycle in place, including observation, work scrutiny, progress folder check, intervention after data capture, learner voice, etc.	A Fair T Orrell Middle Leaders	Termly review of staff performance £34 960

Improve the Outcomes for all Year 11 learners	Revised timetable in place once the GCSE exams begin, ensuring staff access prior to their exam.	Very positive feedback from the previous Year group who followed this strategy, which had a positive impact on their outcomes.	Learner feedback and GCSE outcomes 2020.	A Fair	Summer 2019, after the results and learner feedback has been collected. £8 000
Total budgeted cost					£118 860
ii. Targeted support					
Desired outcome	Chosen action approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Restructure the Pastoral Support and the appointment of Heads of Progress for each Year.	Appointment of five teaching Heads of Progress, one for each year group, with pastoral support predominantly from three non-teaching pastoral managers below them.	Approach every learning conversation from the perspective of academic progress. Driven by the data from the data captures.	Progress monitored after each of the four data captures and GCSE outcomes 2020. Weekly meetings to discuss the strategies and cohorts identified.	B Leyland T Orrell	Weekly cycle of reviewing the progress of learners. £26 620
Improve the Year 11 Maths and English Progress 8 figures.	Targeted Maths & English Intervention Extra support during form time for Year 11 learners.	This strategy was trialled last year with a targeted cohort, and had a significant impact for them. Now the forms are organised we are using two form periods per week to give extra support in English and Maths.	Progress monitored after each of the four data captures and GCSE outcomes 2020.	V Koval N Swan	After each data capture, and through the FLMA. £4 000
Improve the Year 11 Progress 8 PP figure.	Mentoring Programme for Year 11 PP learners. Identified cohort mentored by staff	Initial data capture is highlighting a number of PP learners underperforming.	Mentors meet weekly with their cohort, checking on progress, including the attendance of in/after school support. Also liaise with Parents. Progress	T Orrell S Armstrong	Fortnightly meetings to discuss progress

			monitored after each of the four data captures and GCSE outcomes 2019.		£10 000										
Improve the Year 11 Progress 8 PP figure.	Targeted Year 11 Maths, English & Science Revision Classes. PP learners identified for intervention. Designated evenings for subjects in place, to avoid clashes.	Early intervention to address the progress 8 PP figure of -1.04. Ensure that they are on track to achieve their target.	Tuesday – Maths Wednesday – English Thursday – Sciences Registers kept to track attendance. Contact Parents/Carers if needed. Progress monitored after each of the four data captures and GCSE outcomes 2020.	V Koval N Swan S Nield	After each data capture, and through the FLMA. £10 000										
Enhance Literacy for the disadvantaged in Year 7 & 8.	After the DC2 in December 2019, identify support for those needed through Lexia.	Cohort identified for PP learners working well behind their age related reading age.	Timetable for intervention, after school/during form /lesson time.	C Grimshaw	After each data capture. £8 000										
Improve the attendance of PP learners, especially Year 11. Appointment of a part time attendance officer	High level of communication with Parents/Carers. Bespoke intervention for individual learners, e.g. bus passes, taxi's , rewards for improvement, etc	Whole school PP attendance for 2018-19 was 91.5%, which is an improving trend. In appointing an attendance officer we can maintain this in 2019-20. The Year Groups PP attendances are shown below. <table border="1" data-bbox="712 1034 1189 1204"> <thead> <tr> <th>Year Group</th> <th>2018/19 PP Attendance</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>90.9 %</td> </tr> <tr> <td>10</td> <td>88.9 %</td> </tr> <tr> <td>9</td> <td>90.8 %</td> </tr> <tr> <td>8</td> <td>94.4 %</td> </tr> </tbody> </table>	Year Group	2018/19 PP Attendance	11	90.9 %	10	88.9 %	9	90.8 %	8	94.4 %	Weekly meeting monitoring all attendance with a specific focus on PP attendance. Attendance officer and Heads of House address learners with attendance issues. Weekly agenda item at SLT.	B Leyland E Rutherford Heads of Progress Pastoral Leaders	Fortnightly updates to the principal as part of the SLFLMA. £10 233
Year Group	2018/19 PP Attendance														
11	90.9 %														
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Ensure that all PP learners have the necessary support and guidance when deciding upon their post 16 options.	Careers Interviews for all Year 11 PP learners, with follow up. Staff support in place for PP learners.	Ensure they are supported with their post-16 choice of pathway.	One to One 30 minute interviews with the Careers Advisor, scheduled prior to their college interviews.	T Orrell	Fortnightly updates to the principal as part of the SLFLMA. £4 000
Improve the engagement of PP Parents so they are actively engaged in all aspects of their child's education – e.g. attendance, progress, future.	High level of Pastoral communication with PP learners Parents/Carers. Also 2 x Year 11 Parents Evenings, Year 11 Flying Start evening, use of twitter, texts and email to inform Parents/Carers	PP attendance is an issue, as days lost, equates to learning lost. Impacts on their progress.	Attendance figures for PP learners tracked weekly. Also attendance at Parent's evening is tracked. Phone calls from the Pastoral team, giving the Parents/Carers prior warning of events approaching.	B Leyland E Rutherford T Orrell Heads of Progress Pastoral Leaders	Attendance is a weekly item at SLT. Attendance analysed after events, e.g. Parent's Evening, Flying Start Evenings, etc £4 000
Total budgeted cost					£76 853
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the Year 11 Progress 8 PP figure.	Electronic reading pens for examination support for SEN PP learners. Also laptops are available for learners with little/no access to IT outside school.	The electronic reading pens, read the text to the learners, including the English Language papers. Use of a Laptop ensures Show my Homework and other educational resources are accessible at home.	SENCO will train the learners on how to use them and will liaise with the Exam Officer. Laptop usage monitored by It support.	K Atkinson	After November 2019 Mock exams £1 000

Enhanced Career Strategy	College presentations. Apprenticeships workshops, including information, advice and guidance (IAG) on how to search and apply for them. Preparation via PSHCCE for mock interview day for all Year 11. Year 9 will follow an IAG programme prior to their options, e.g. Careers Speed dating, Options and Careers Fair, etc.	Provide the learners with information, advice and guidance on the vast array of post-16 routes available. Year 9 will receive an intense programme of IAG prior to making their options choices.	Schedule of events are calendared to optimise their chances of receiving offers from their preferred providers. Two designated staff – Mr Zubair and Miss Ross, specifically assigned to support learners with their college applications. (PP learners are a priority)	T Orrell	Fortnightly updates to the principal as part of the SLFLMA. £5 000
Widen the enrichment opportunities for PP learners.	Partial funding available for PP learners for school trips, e.g. Patterdale, university trips, etc.	Greater engagement of disadvantaged learners.	Requests for financial assistance come to Mr Orrell. A log of the learners supported will be kept.	T Orrell	Monthly review with the School Business Manager, and part of the SLFLMA £6 000
Ensure PP learners have the required uniform, equipment and that the Year 11 have the recommended revision guides.	All PP learners will be given a scientific calculator. Year 11 PP learners will be provided with a full set of Revision Guides, in preparation for their GCSE's.	To enhance all disadvantaged learners are not disadvantaged regarding uniform, equipment, etc.	As PP lead, Mr Orrell liaises closely with the Pastoral team regarding PP hardship, with a focus on being solution driven. Calculators and revision guides are organised and distributed by Mr Orrell.	T Orrell	Monthly review with the School Business Manager, and part of the SLFLMA £5 000
Total budgeted cost					£17 000