



**Pupil premium strategy statement: Unsworth Academy**

1. Summary information					
School	Unsworth Academy				
Academic Year	2020/2021	Total PP budget	£244,710	Date of most recent PP Review	16/12/2020
Total number of pupils	871	Number of pupils eligible for PP	282	Date for next internal review of this strategy	31/3/2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2019)</i>
% achieving 5 and above in English & Maths (2020 only)	18%	48% (50%)
% achieving 4 and above in English & Maths (2020 only)	51%	81% (72%)
Progress 8 score average (from 2020)	-0.43	0.31 (0.13)
Attainment 8 score average (from 2020)	39.58	50.93 (50.3)

3. Barriers to future attainment both internal and external (for pupils eligible for PP including high ability)
There is a gap when comparing the progress of PP to non-PP learners in Year 11, especially the high ability.
Lost learning due to school closure
Access to computer devices and internet at home limits access to remote learning
Attendance of PP learners

Lack of parental engagement.
Limited understanding of the link between attainment and future pathways
Some PP learners with low aspirations and self esteem
Low literacy levels upon entry
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>
<b>A.</b>	Narrow the gap between PP and non-PP learners across all year groups.	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 2021 summer GCSE results will give a progress 8 in-line with national.
<b>B.</b>	Ensure Year 11 PP progress 8 figure will be in-line with the national figure.	The 2021 summer GCSE results will give a PP progress 8 figure in-line with national.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	Ensure all learners have access to computer devices and suitable internet connections to engage with remote learning and reduce the impact of missing school due to Covid.	Learners without internet connection given BT Open Zone Wi Fi access. Learners with out computer devices allocated devices.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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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**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to maintain the good teaching across school and increase the amount of outstanding teaching.	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 the progress 8 figure for PP is below the non-PP figure. DC2 data (Feb 2020) shows gaps between PP and non-PP in some subject areas which need to be brought into line.	Progress monitored after each of the four data captures and GCSE outcomes 2021. 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)  £79,000
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 and is now embedded in staff practice.	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  £37,500

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 18/19 group who followed this strategy, which had a positive impact on their outcomes.	Learner feedback and GCSE outcomes 2021.	A Fair	Summer 2021, after the results and learner feedback has been collected.  £5000
<b>Total budgeted cost</b>					£121,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Restructure the Pastoral Support to align academic and pastoral support with the appointment of Deputy Principal (PDBW) pastoral leaders for each Year.	Appointment of two additional pastoral leaders, one for each year group, to work under new Deputy Principal. Heads of Progress and pastoral leaders roles clearly outlined with HOP focus on raising academic achievement.	Approach every learning conversation from the perspective of academic progress. Driven by the data in each of the DC reports to compare progress and set meaningful targets.	Progress monitored after each of the four data captures and GCSE outcomes 2021. Weekly meetings to discuss the strategies and cohorts identified.	N Power T Orrell	Weekly cycle of reviewing the progress of learners.  £36,100
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 monitored after each of the four data captures and GCSE outcomes 2019.	S Lamb T Orrell	Fortnightly meetings to discuss progress  £5000

Improve the Year 11 Progress 8 PP figure.	Period 6 intervention programme to give learners additional teaching with their own teacher in all subjects.	Ongoing intervention to support learning recovery and increase progress in all subject areas.	Two week cycle for all subjects. Registers kept to track attendance. Contact Parents/Carers if needed. Progress monitored after each of the four data captures and GCSE outcomes 2020.	S Lamb T Orrell P Devenport	After each data capture, and through the FLMA.  £13,500
Enhance Literacy for the disadvantaged in Year 7 & 8.	After the DC2 in November 2020, identify learners who need support through Lexia intervention during form time. Allow PP learners to access LRC at lunchtime to use Lexia	Cohort identified for PP learners working well behind their age related reading age. PP learners not accessing Lexia at home are falling further behind.	Timetable for intervention during form time and lunchtime.	C Grimshaw	After each data capture.  Ongoing review of Lexia data  £6000
Improve the attendance of PP learners, especially Year 11. Appointment of a full time attendance officer with continued support from Bury LEA EWO	High level of Covid safe communication with Parents/Carers. Bespoke intervention for individual learners, e.g. bus passes, taxi's , rewards for improvement, etc	Whole school PP attendance lower than non-PP attendance. In appointing an attendance officer we can improve this in 2020-21.	Weekly meeting monitoring all attendance with a specific focus on PP attendance. Form mentors early intervention followed up by Heads of progress, pastoral leaders and Attendance officer to address learners with attendance issues. Weekly agenda item at SLT.	N Power J Chamberlain  Heads of Progress  Pastoral Leaders	Weekly updates to SLT, fixed agenda item.  £19,500
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.  £2000

<p>Improve the engagement of PP Parents so they are actively engaged in all aspects of their child's education – e.g. attendance, progress, future.</p>	<p>High level of Pastoral communication with PP learners Parents/Carers. Virtual parents evening to maintain contact with subject teachers. Weekly Principals letter, use of twitter, texts and email to inform Parents/Carers</p>	<p>PP attendance is an issue, as days lost, equates to learning lost. Impacts on their progress.</p> <p>Provide parents / carers with the information they need to support their child.</p>	<p>Attendance figures for PP learners tracked weekly. Phone calls from the Pastoral team and teaching staff are logged.</p>	<p>N Power J Chamberlain  T Orrell  Heads of Progress  Pastoral Leaders</p>	<p>Attendance is a weekly item at SLT.</p> <p>£5000</p>
<p>Improve the Year 11 Progress 8 PP figure</p>	<p>Appointment of year 11 learning recovery coordinator to support year 11 PP learners</p>	<p>DC 2 Data (Feb 2020) shows there is a gap between pp and non-pp learners. This has been widened as a result of school closure and ongoing periods of isolation.</p>	<p>Coordinated approach with year 11 head of progress, pastoral leader and mentors to support learners to maximise their final months at school.</p>	<p>S Lamb</p>	<p>DC data capture and summer 2021 results</p> <p>Fortnightly updates to the principal as part of the SLFLMA.</p> <p>£1200</p>
<p>Raise the aspirations of learners across school through a variety of external providers.</p>	<p>Identify learners to attend Inspire to Aspire (Yr 8 &amp; 9), Barclays Life Skills (Yr 11) and GM Higher programme (Yr 9,10 &amp; 11) to raise aspirations and provide careers information.</p>	<p>Low aspirations and self esteem are barriers to learning and impact on progress in school and future life chances.</p>	<p>Targeted learners identified to maximise impact. Learner voice to inform impact and next steps with learners and the projects.</p>	<p>T Orrell</p>	<p>Feedback from learners and organisations after each course is completed</p> <p>£6,200</p>

Learners review their academic progress and set achievable targets following each Data Capture (DC)	Learners to discuss current progress with their form mentors and set targets to improve. Progress review to take place after each DC with learning profile kept in learners folder to track impact.	Learners often do not see their progress reports and rarely analyse them. The learning review will focus learners on what works well for them and where they can improve and allow realistic, meaningful targets to be set.	Form mentors to be given all data and time to complete this. Learners will speak to form mentors on a one to one basis. Progress review folders will track progress over time.	T Orrell  Heads of Progress	After each DC  £3000
<b>Total budgeted cost</b>					£97,500
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve the Year 11 Progress 8 PP figure.	Electronic reading pens for examination support for SEN PP learners.	The electronic reading pens, read the text to the learners, including the English Language papers.	SENCO will train the learners on how to use them and will liaise with the Exam Officer.	K Atkinson	After November 2020 Mock exams £3000
Enhanced Career Strategy (with Covid restrictions)	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.  £3000

Widen the enrichment opportunities for PP learners. (Covid safe)	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 £2000
Ensure PP learners have the required uniform, equipment and that the Year 11 have the recommended revision guides.	Pastoral team to provide uniform and equipment if required. Year 11 PP learners will be provided with a full set of Revision Guides, in preparation for their GCSE's.	To ensure 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. Revision guides are organised and distributed by Mr Orrell.	T Orrell	Monthly review with the School Business Manager, and part of the SLFLMA £5000
Improve the Year 11 Progress 8 PP figure.	Seneca Premium online learning resource purchased for all learners to prepare for their GCSE's	To support learning recovery and rapid progress of learners as they prepare for their GCSE's to secure the best outcomes possible.	Assembly launch followed by form time sessions to ensure all learners sign in and join their classes. Staff to track and monitor engagement and progress through Seneca's online assessment.	S Lamb	Ongoing review through Seneca's assessment data £1260
Ensure all learners have access to computer devices and internet to continue their learning should they have to isolate	Learners without access to devices and / or internet access identified. Those without internet provided with Wi fi access. Those without a computer device will be loaned a device should they have to isolate.	Learners without access to devices and / or internet will miss out on learning should they need to isolate. Providing access will enable them to access remote learning provided by school.	Central record of those without access which is constantly updated. List checked when learners have been identified and devices allocated to those who need.	S Lamb	Ongoing review as circumstances change £4000



Support learners mental health.	Use in school counselling services to provide early intervention to those struggling with their mental health.	Increase in mental health issues in young people following national lockdown and ongoing restrictions. External services stretched. In school support can provide early and regular intervention to support.	Pastoral team to work closely together with the SENd team to identify those who need support, monitor impact and recommend future actions.	N Power K Atkinson	Fortnightly updates to the principal as part of the SLFLMA  £6450
Give PP learners in all year groups a voice at their school	50% of the school council to be PP learners	Giving PP learners a voice raises aspirations and their engagement in school as a result this will impact on progress and future life chances.	School council is 50% PP learners Minutes of school council meeting show PP learners are engaged.	N Power	July 2021  £1000
<b>Total budgeted cost</b>					<b>£25,710</b>