

Report to Trustees: March 2021

Pupil Premium

Pupil Premium Expenditure Report for the Academic Year 2019/20 and plans for 2020/21:

In the academic year 2019/20 the Pupil Premium allocation was £935 per qualifying learner per year:

The JCB Academy received funding as follows:

Year 9:	£13690
Year 10:	£35830
Year 11:	£19900
Total:	£69420

At the start of the academic year we planned to:

- Equip all qualifying learners with the equipment needed for learning, including a laptop and charger, classroom equipment, text books, revision resources etc.
- Implement stringent monitoring processes and regular strategy meetings to ensure more timely interventions were actioned for learners whose 'working at' grade is below their target grade in any of the core subjects
- Fund the provision of skilled Learning Support Mentors to ensure effective classroom support which meets the specific needs of eligible learners
- Through a programme known as 'Mentoring +' provide pastoral support, counselling services and 1:1 bespoke intervention programmes to ensure barriers to learning which originate outside the classroom are effectively overcome and do not impede the academic progress of our learners
- Fund the provision of Specialist Learning Support Assistants in the core subjects of English, Maths and Science to provide in class support for learners identified as underachieving in these areas
- Fund study workshops to enhance revision skills for our year 11 qualifying learners
- Provide an engaging and rewarding literature experience for year 9 learners, in order to boost their confidence, support the development of social relationships and foster a love of literature.
- For eligible learners whose attendance is negatively impacting their academic progress, implement bespoke support plans to overcome barriers to school attendance
- Work intensively with our year 11 learners to ensure they had aspirational post-16 plans and were supported to achieve academically in order to progress in accordance with those plans
- Through a programme known as 'Project Zero', closely monitor the progress of our year 11 learners in their coursework based subjects to ensure any barriers to attainment were addressed in a timely manner.
- For eligible learners whose behaviour was identified as a barrier to progress, or put them at risk of exclusion, develop individual inclusion plans in line with their assessed needs.

The strategy for improving outcomes for Pupil Premium qualifying learners was reviewed every term and additional implementations made in accordance with assessed need.

<u>Description</u>	<u>Year Group</u>	<u>Cost £</u>	<u>Evaluation/Success Criteria</u>	<u>Impact on Learner Outcomes</u>
IT Equipment: <i>Laptops, chargers, cases etc.</i>	Years 9 & 10	19000	Barriers to learning are removed; disadvantaged learners are provided with all the equipment they need to learn effectively and access the curriculum fully.	Learners report feeling included, valued and are able to take part in all learning activities.

			Learners feel confident when in groups with their peers and are subsequently empowered to achieve.	
'Mentoring + Programme': Pastoral Care, Guidance and 1:1 Intervention Programmes: <i>Learner Support staff monitor learner wellbeing, attendance, behaviour and engagement and design and implement bespoke 1:1 interventions packages to address needs.</i>	Years 9, 10 & 11	11050	Vulnerable learners feel supported and cared for; barriers to attainment are quickly identified and addressed.	Learners have benefitted from individual personalised support, 1:1 interventions and value the support they receive from their mentor. <i>This programme was intensified during C-19 lockdown Mar-Jun20, whereby contact with eligible learners was maintained during the academy holidays and support from Mentors increased to address the challenges faced by learners due to the pandemic.</i>
Counselling Service Provision: <i>Support with mental health and emotional wellbeing.</i>	Years 9, 10 & 11	2180	Learners are actively engaged in the counselling process to enable them to overcome barriers in their personal life, enhance their resilience and give them the self-confidence and strategies they need to improve their sense of wellbeing, increase their engagement in learning and achieve academically.	Seven learners have received 1:1 counselling intervention which enabled them to successfully continue attending school and engage in their learning. Learners report benefitting from this intervention and the impact it had on their ability to manage emotionally and to make progress.
In Class Support: <i>Learning Support Mentors provide classroom support to eligible learners</i>	Years 9, 10 & 11	9650	Eligible learners and their learning needs are known to staff. Learners feel supported in a classroom setting and are able to ask for additional support when they need it.	Attainment is improved and learners achieve in line with their target grades.
Specialist Learning Support Assistants in Core subjects: <i>Specialists</i>	Years 9, 10 & 11	10600	Gaps in knowledge are identified and addressed in a way	Attainment in core subjects is improved and

<i>in Maths, English & Science support learners in a range of settings and using varying methods to close gaps in learning.</i>			most appropriate to the individual learner.	is in line with learner targets. Learners feel confident about their ability to make progress and have a clear understanding of the help available to them in these subjects, and know how to access it.
Attendance Support: <i>Bespoke support interventions to overcome barriers to school attendance.</i>	Years 9,10 & 11	2400	Relevant learners see improved school attendance over a prolonged period of monitoring.	Poor progress due to missed school days, lessons and gaps in learning is overcome. Learners explicitly understand the link between school attendance and progress and feel able to access support when they need it.
Project Zero: <i>monitoring of completion of coursework based subjects to overcome barriers to attainment.</i>	Year 11	1200	Learners complete and submit all coursework elements of their qualifications in line with their ability and target grades.	Outcomes are in line with or above learners target grades.
Careers Guidance: <i>Coaching in employability skills, support with attending interviews, CV writing, completing apprenticeship applications, support with securing work experience placements.</i>	Year 10 & 11	5050	Learners engage positively with an impartial advice and guidance service. Learners achieve destinations which are in line with their academic ability and personal career goals.	Learners strive to achieve the desired outcomes which will enable them to progress in line with their career plans.
Literature Project: <i>Engage learners in a day event designed to inspire a love of literature, promote reading for pleasure and support the development of social relationships.</i>	Year 9	400	Learners articulate enjoyment gained from a broader understanding of English literature within the context of their local historical environment.	Learners are engaged in learning; their broader understanding informs their work and aids progress.

Practical Items/Sundries: <i>Provision of basic school equipment, repairs to IT equipment etc.</i>	Years 9, 10 & 11	1050	Barriers to learning are removed; learners are provided with all the equipment they need to learn effectively. There are no noticeable differences, in a learning environment, between disadvantaged learners and their peers.	Learners report feeling included, valued and enabled to partake in all learning activities
Inclusion Support: <i>Access to SEND and or Behaviour Support provisions for eligible learners whose needs indicate intensive bespoke support is required.</i>	Years 9, 10 & 11	4815	Learners whose complex needs impact on their overall progress and/or those who require short-term bespoke intervention receive timely support and avoid exclusion or absence from learning.	Learners maintain progress in their subjects whilst addressing other issues. Learners feel valued and engage with support to overcome issues impacting on their school life. 13 learners have accessed inclusion provision during the academic year 19/20.
Tracking & Monitoring: <i>Regular and robust monitoring by subject each term of current performance analysed against target grade data to allow personalised intervention and support</i>	Years 9, 10 & 11	2025	Problems are highlighted and addressed in a timely manner. Evidence of continuous progress and appropriate and timely interventions.	Exam results and coursework grades are in line with expected outcomes.

Year 11 Pupil Premium Learners outcomes August 2020

All pupil premium learners made a positive collective progress 8 score; the average score being 1.22

<u>Year 11 Learner</u>	<u>Subject Progress Index</u>
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Male	1.01
Female	2.34
Male	1.65
Male	2.67
Male	1.35
Male	0.57
Female	0.35
Male	0.89
Male	0.58
Female	0.67
Male	1.68
Male	0.24
Male	0.83
Male	2.35
Female	1.12
Male	0.3
Female	1.44

Our Plans for 2020/21:

The JCB Academy will receive funding as follows:

Year 9:	£18580
Year 10:	£26405
Year 11:	£31825
Total:	£76810

In addition to the standard practice we have in place to support the progress of pupil premium learners, as detailed above, we are also:

- Redirecting some of the time and resources attached to the KS4 Careers Education Guidance (RNO) Co-ordinator to work on a number of special projects, with the Learner Support Team Leader this will be focussed on supporting ‘vulnerable learners’; those with an EHCP, those open to social care - including LAC - and our Pupil Premium learners. Our work in this area will focus on supporting these learners to achieve academically in line with their ability, progress on to suitable and aspirational post-16 destinations and manage the impact that C-19 has on those who are disadvantaged.

We recognise that each year during work experience weeks, pupil premium learners are over represented in the cohort of who have not secured a placement. We will work intensively to ensure that all disadvantaged learners have access to the same level of opportunity for industry experience as there more advantaged peers. Accordingly, we will work with them to promote aspirational post-16 plans.

- We will assess the mental wellbeing of our pupil premium learners, taking into account the negative impact that the C-19 pandemic has had on financially disadvantaged families and look to put in place 1:1 support packages and/or counselling provision as required.
- Through our ‘Mentor Level 4’ provision, we will check frequently that our pupil premium learners have all the resources required to access learning in line with their peers.
- We will investigate opportunities, post Covid, to carry out a trip for year 9 eligible learners to, prior to their transition into year 10.
- As part of our regular progress monitoring processes we will ensure that eligible learners who are not achieving in line with their expected outcomes receive additional support to close gaps in learning and improve their grades.

This document is reviewed in March, annually.