

BroadOak Academy – Pupil Premium Review of 2020-21

Date of review: December 2021

Date of next review: September 2022

Objective: To improve the progress and attainment for PPG students to achieve in line with their peers.

1. To develop a culture of high levels of care for all PPG students

Effective use of EWO and PSSA to support families. Supporting students where the barrier to their achievement is their attendance in school. Working with the student and families to raise aspirations and engagement in education. Particularly following the lock-down period additional support was required to facilitate some vulnerable students coming back into the academy. This is demonstrated in the number of students with 0% attendance reducing from 31 students in March 2020 to 9 students in April 2020 and 3 students in June 2020.

Aim to support students to have and realise future aspirations; providing targeted and specific students to secure pathways and eliminate number of NEETs. 100% of students in Year 11 had the opportunity for independent careers advice regarding their next steps in education.

A universal breakfast club offers the opportunity for students to have breakfast at the start of the day and be alert and not hungry when they attend their lessons. Uptake has been low since moving out of 'bubbles', however an arrangement has been made with the organisation FareShare and this provision will be re-launched. The pupil premium supports this initiative through staffing and material costs.

Two school counsellors are employed to support student trauma and upset, building resilience and strategies to support long term, particularly managing self and emotions, allowing them to stay in school and access education. Additional funds have been used this year to increase the capacity to support the additional impact of the pandemic. This has supported many students in managing their mental health, accessing the external services that they need and to improve their attendance in the academy.

Pupil Premium funding is used to cover 60% of the salary for our non-teaching Assistant Heads of Upper and Lower school. These colleagues provide pastoral care to all students. They are also members of the attendance team with a time is allocated in their day to call home to all pupil premium students who are not attending on that particular day to support their return to the academy as soon as possible. This has led to a closing of the PP/non-PP gap from 8.8% to 6.5%.

2. To fully embed a curriculum culture of high expectations for all PPG learners

Professional Development has been regularly provided and engaged with to support the development of high-quality teaching for PP pupils the day-to-day interactions that take place in and out of the classroom and the different pedagogical approaches used to engage, motivate and challenge learners are vital. Consideration was also given through timetabling to ensure that classes with high numbers of PPG had access to teachers with best track record.

The pupil premium has supported the BA reading programme. 4 days a week, tutors read aloud to students during tutor time, developing the students grasp of language and exposure to language.

Through the funding of the HLTA and LSA's the pupil premium has been used to support all students who need access arrangements to have them. Year 11 and Year 10 are all assessed and appropriate interventions/support put in place as the student's normal way of working. This includes the purchasing of specialist equipment. This supports their preparation for and performance in all assessments/exams.

3. To raise the profile of PPG students across the academy

The pupil premium has been used to fund the additional working hours for the development of a Pupil Premium Passport for every student who has experienced disadvantage. These in turn have better allow class teachers to know their PP students, to understand their needs and plan specific interventions to support their learning. This has demonstrated impact in the increased knowledge and understanding of who and how to support PP students.

Pupils who qualify for the Pupil Premium are deliberately prioritised in all opportunities and staff must ensure an over-representation in all appropriate areas. The Pupil Premium has been used to financially support student access to these opportunities.

4. To remove logistical barriers for PPG students

The pupil premium has also been used to support FSM/PP students who do not have full, complete uniform where appropriate to remove this barrier to learning and attending school as well as supporting their self-esteem. This has also supported a raise in uniform standards across the academy.

The Pupil Premium had been used to ensure that all students (particularly in KS4) have all the materials they need to be successful. Providing parity with peers. The Pupil Premium has been used to support access for students to extra-curricular opportunities and to build additional cultural capital.

5. To ensure that all students who should be identified as PPG to be so.

We supported parents/carers with FSM applications where they needed it. We made direct contact with parents where we knew their circumstances had changed which led to additional applications being made and successful. An incentivised draw led to 50 FSM applications being made and over 20% being successful. This was supported and funded through staffing costs linked with the pupil premium.

BroadOak PP spend 2020/21	£k
Income	247
Expenditure	
<i>Staff costs</i>	
Teachers	16
Support staff	202
	219
<i>Non staff costs</i>	
Educational fees:	
Counselling	11
Education Welfare	7
Alternative provision	8
Student uniform and other support	4
	29
Total Expenditure	247

Staff Costs

91% of the allocated PP budget is used towards staffing costs. There are varying levels of contributions towards a total of 14 salaries. (11 non-teaching and 3 teaching). This includes:

- **6 Learning Support Assistants** who support PP students with their learning and emotional and social skills both in and out of class. This can include small group work and 1-1 support. EEF research +1 month
- **2 Learning Mentors** who have key students allocated for 1-1 targeted work. They also support their key students in class, with homework and organisation. They act as the key, trusted adult for a number of students. EEF research +1 month to +4 months.
- **1 Parent and Student Support Adviser** who works closely with a number of the most vulnerable families. This can include supporting the access to Early Help, parenting courses, foodbank vouchers, overcoming attendance barriers, liaison with local external agencies including Children Social Care and the police. They also support with engaging parents and supporting collaborative working. EEF research +3 month
- **HLTA in Maths.** They deliver small group intervention to targeted PP and some non-PP students to support their progress in Maths. They also provide additional in class support where required and support the delivery of Maths across the academy. EEF research +4 months
- **Assistant Head of Upper School.** A newly introduced pastoral role. They support students to remove barriers to their learning such as attendance, behaviour, friendship issues, mental health, uniform. They support the heads of year with the leadership of their year groups and liaise with families, external agencies and other colleagues as appropriate. EEF research +3 months



The remaining 9% is allocated to part fund some of the hours for the school councillor who works with some of the academies most vulnerable and in need students. These are predominantly PP students.

It is also used to part fund the work of the Educational Welfare Officer who supports the academy attendance work. This particularly includes any legal proceedings, penalty notices, home visits, non-attendance meetings.