

Pupil Premium was introduced in 2011 and provides funding from the Government to raise the attainment of specific students that are identified as Pupil Premium. Pupil Premium students are defined as any student who has been on free school meals at any time in the past 6 years, those who have a parent who is part of the Armed Forces or Children in our Care (CIOC).

The Global Academy is committed to ensuring that all students, irrespective of background, achieve their full potential socially and academically

## Rationale

The PPG (Pupil Premium Grant) review at Global Academy is underpinned by the DFE research and guidance around the most effective ways to support DA (Disadvantaged) pupils achievement (effective pupil premium reviews NCTL Feb 2018).

At the heart of our strategy are seven building blocks that are common in schools in order to secure best outcomes for DAs.



### What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

**1. Whole-school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: <http://www.education.gov.uk/researchandstatistics/research> and [www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01)

## Barriers

The leadership team at Global worked in collaboration with key stakeholders such as parents, DA students, local authority and outstanding providers. Following the analysis of students' most recent academic performance and capitalising on the information around what our DA students aspire to (including what hinders both their academic performance and personal/social development), we have identified the following main barriers to educational achievement faced by eligible PPG students at our Academy.

1. Although DAs attendance is slowly improving, existing factors (social, emotional, curriculum etc) affecting the attendance of our DAs remain <https://www.compare-school-performance.service.gov.uk/school/142887?tab=absence-and-pupil-population>
2. Low resilience and aspiration of some of our High Attaining DA students
3. Limited extracurricular and enrichment opportunities for DA students
4. Inconsistent support during lessons affecting academic outcomes

Global Academy is a UTC and offers a bespoke curriculum focussing of the Digital and Broadcast media for 14 – 19 years old students. The aim of the Academy is to provide training and opportunities leading to apprenticeship, employment and pathways into HE. It attracts students from far afield, some students travel up to 1.5 hours each way to attend school. 50% of admission come from within 5 miles of the Academy.

