

1. Summary information			
School	Global Academy		
Academic Year	2020/21	Total PP budget £45,840	Date of most recent PP Review May 2021
Total number of pupils	376 (135 KS4) Increase from 316	Number of pupils eligible for PP 25 (10 HA 9 MA)	Date for next internal review of this strategy October 2021
2. Current attainment 2020 summer results			
			<i>Pupils eligible</i>
			<i>Pupils not eligible for</i>
Progress 8 score average	N/A		
Attainment 8 score average			28
% basics 9-4 English and Maths			29%
% basics 9-5 English and Maths			7%
% basics 9-7 English and Maths (focus on HA)			1%
			47%
			25%
			2.8%
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Although DAs attendance is slowly improving, existing factors (social, emotional, curriculum and the current COVID situation) affecting the attendance of our DAs		
B.	Low resilience and aspiration of some of our DA students, particularly exacerbated by COVID 19. <small>DAs progress slower than their peers.</small>		
C.	DA Mental health adversely affected by COVID 19 pandemic (Anxiety, exam stress)		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
D.	Limited access to digital technologies outside school.		

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	<ul style="list-style-type: none"> • Improve attendance rates • Reduce PA absence, particularly “hard to reach” PP girls at KS4 – I think Sophia said year 10, double check with her. 	<ul style="list-style-type: none"> • 90% before December 2020 and aligned to non DA attendance by end of Summer 2021 • Attendance of hard to reach PP girls improving by 5%.
B.	<ul style="list-style-type: none"> • Improved DAs academic outcomes, ensuring that high attainers systematically reach their full potential (reducing the attainment gap between DAs and Non DAs with similar starting points) • Accelerated progress of DAs from baseline on entry. • DAs more resilient and becoming risk takers both academically and socially • Targeted support, bearing in mind the small proportion within current year group (use of sixth form mentors – EX PP) • Address disadvantaged students’ cumulative disfluency through vocabulary building within both academic and pastoral curricula. 	<ul style="list-style-type: none"> • HA (DA) students achieve in line with Non DA HA students (small %) • Review of SOWs and book scrutiny demonstrate more exposure to tier 2 and 3 vocabulary. • Increase of % of DA students taking risks during lessons (lesson observations / Triads)
C.	<ul style="list-style-type: none"> • VP (Pastoral) and pastoral team to monitor the emotional well being of the most vulnerable students, on return to school after lock down (Recovery and well being health check in June 2020 and September 2020) • Online tutoring during lockdown / in case of disruption to education (Isolation etc) for DA students • Redeployment of pastoral staff to support students at risk • Effective communication with stakeholders (CAHMS, Social services, parents.) 	<ul style="list-style-type: none"> • Survey and feedback from stakeholders regarding students well being • Progress and engagement in lessons – Use of triads to analyse trends • Impact of Sixth form mentoring programme at KS4

	<ul style="list-style-type: none"> Secure the existing safeguarding systems vis up to date risk assessment] – SLE Safe Learning environment 	
D.	<ul style="list-style-type: none"> Regular audits of new technologies Deployment for Digital technologies Regular checks with curriculum leaders around access and engagement with curriculum resources Regular lesson checks, using action research Triad 	<ul style="list-style-type: none"> Lesson observations, triads ARPs and survey of students show full access and confidence in use of new technologies.

5.		Planned expenditure			
Academic Year		2020/2021			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review
Ensure teachers use information about DAs effectively to provide rich and bespoke learning experiences, including exposure to tier 2 and 3 vocabulary	DAs HAs outcomes improved over time	<p>Exam data shows that DAs, particularly high attainers do not reach their full potential compared to Non DAs.</p> <p>17% (13%) DA HA students achieved 9-5 E & M compared with all students 27% (25%)</p> <p>(2018 results) PP students use tier 2 and 3 vocabulary more frequently in books. Lesson plans include retrieval practices to eradicate gaps in knowledge. Vocational students describe their products more eloquently (demonstrating reasoning skills). Increase % of merits and distinctions.</p>	<ul style="list-style-type: none"> Establish accurate baseline from entry points (CATs GL) Effective target setting based on KS2 data and baseline data Regular progress checks, resulting in bespoke interventions for DA students 	<p>JVo</p> <p>TA</p> <p>HOY</p>	During learning walk and data points

			<ul style="list-style-type: none"> - Implementation of Literacy Strategy by June 2021 - TCo to preview SOWs with curriculum leads to develop Vocabulary strategy. 		July 2021
				Budget cost	£30000
ii. Targeted support (<i>attendance , resilience and enrichment</i>)					
Action	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well?		
DA students receive support and help to ensure high attendance	DA students attendance in line with national	Some DA attendance is low compared with similar non DA students	<ul style="list-style-type: none"> • Regular monitoring of attendance groups 	SM PD	Half termly

DA students have equal opportunity to the enrichment/ professional opportunities	DA students receive financial support to access opportunities	DA student voice taken during review indicated students not getting all access to opportunities	<ul style="list-style-type: none"> • Analysis of enrichment and work experience participation • Student voice 	SM JA	Half termly
Budget cost				£17 000	
iii. Other approaches (<i>partnerships</i>)					
Action	Intended outcome	What is the evidence and rationale for this choice			
Use the external counsellor to help vulnerable DA students	Using independent service to help student engagement	Feedback from DA student voice that they wanted service to help with mental health	<ul style="list-style-type: none"> • Ensure counsellor is aware of DA students • Gain confidential feedback 	SM	Half termly
Budget Cost				£2 000	
Total budget cost				£49 000	

6 Review of expenditure	
Previous Academic Year	Evidence from 2018-19 PPG
iv. Quality of teaching for all	

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	Learning Performance – additional English, Maths & Science classes during revision and intervention	<p>DA students achieved better at 9- 5 E & M compared to previous year.</p> <p>Other non DA Students will have benefitted from intervention</p>	Need greater depth of detail in the identification of students prior attainment	£7 500

v. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	Dedicated in class support by LSA	DA students to make equal progress	Further development of differentiation for DA students	£25 000
vi. Other approaches				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
	<p>Enable DA students to attend extra-curricular trips – Mentoring , Rock Assembly , Science Museum, work experience</p> <p>Uniform and access to ICT</p>	<p>Students were not disadvantaged by curriculum time activities</p>	<p>Yes, but more targeted</p>	<p>£5 000</p>
			<p>Total</p>	<p>£37,500</p>

7 Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.