

# Pupil premium strategy statement

## School overview

| Metric                                      | Data               |
|---|--------------------|
| School name                                 | Axe Valley Academy |
| Pupils in school                            | 585                |
| Proportion of disadvantaged pupils          | 30.2%              |
| Pupil premium allocation this academic year | £170,599           |
| Academic year or years covered by statement | 2020/21            |
| Publish date                                | October 2020       |
| Review date                                 | October 2021       |
| Statement authorised by                     | Laura Jenkins      |
| Pupil premium lead                          | Jon Scott          |
| Governor lead                               | Amanda Bujneiwicz  |

## Disadvantaged pupil performance overview for last academic year

|   |       |
|---|-------|
| Progress 8                                  | -0.30 |
| Ebacc entry                                 | 12.5% |
| Attainment 8                                | 39.27 |
| Percentage of Grade 5+ in English and maths | 27.6% |

## Strategy aims for disadvantaged pupils

| Aim   | Target   | Target date |
|---|--|-------------|
| Progress 8                                  | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | Sept 21     |
| Attainment 8                                | Achieve national average for attainment for all pupils                                 | Sept 21     |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools                        | Sept 21     |
| Percentage of Grade 4+ in English and maths | Achieve average English and maths 4+ scores for similar schools                        | Sept 21     |
| Other                                       | Improve attendance to national average   | Sept 21     |
| Ebacc entry                                 | Better national average EBacc Entry for all pupils                                     | Sept 21     |

## Teaching priorities for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Implementation of the best available evidence from cognitive science across the curriculum. |
| Priority 2                                    | Regular staff CPD sessions to practise and develop aspects of pedagogy.                     |
| Barriers to learning these priorities address | Some students do not have access to a broad and ambitious curriculum.                       |
| Projected spending                            | £60,000   |

## Targeted academic support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Reading and literacy interventions ran by SEN dept and TAs, including Lexia and Fresh Start phonics.  |
| Priority 2                                    | In class intervention activities designed to close the gap for all students below expected progress and disadvantaged students only making expected progress. |
| Barriers to learning these priorities address | Some students may not be working at an age related level and have conceptual gaps or misconceptions   |
| Projected spending                            | £57,000   |

## Wider strategies for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | All learners to read a lot more e.g. reading short stories with their tutors twice a week, increased library use and increased reading across the curriculum. |
| Priority 2                                    | Increasing attendance and decrease PA rates through targeted mental health intervention.  |
| Barriers to learning these priorities address | In some cases, a lack of regular routines including home reading, homework, spelling and having equipment in school.  |
| Projected spending                            | £53,599   |

## Monitoring and implementation

| Area     | Challenge   | Mitigating action                                  |
|----------|---|--|
| Teaching | Ensuring enough time is given over to allow for staff | Use of INSET days and additional cover provided by |

|                  |  |  |
|------------------|--|--|
|                  | professional development.  | SLT. Additional department time given to all subjects.   |
| Targeted support | Coverage of TAs to run literacy interventions.   | TAs timetable protected with emergency SLT cover put in place, so interventions run.   |
| Wider strategies | Engagement from learners (and their families) to come into school and access supportive strategies such as reading | Working closely with the learners and their families to overcome barriers. Using various outreach programmes to support the process. |

### Review: last year's aims and outcomes

| Aim   | Outcome   |
|---|---|
| Ensure that progress measures for PP learners are in line with or better than that of the whole cohort                      | Not achieved<br>P8 -0.30 v 0.15<br>Att8 39.27 v 49.55   |
| Support the higher aspirations of particularly able PP learners and ensure they have access to the aspire programme         | Achieved – All HPA PP learners had access to the Aspire programme and meaningful interventions from Sep – March. 25% of ASPIRE programme were PP learners   |
| Ensure that PP learners remain in education or training post 16.  | Achieved – 0% NEET.   |
| Ensure that PP learners participate in fully in the rewards system and take full advantage of the leadership opportunities. | Achieved – Every PP learner gained achievement points across the year, 70% of PP learners gained at least a bronze award (Covid – 19 disruption hampered this). 38% of Year 11 prefects were PP. 45% of the student voice were PP. 36% of the Antibullying ambassadors were PP. |
| Increase the attendance % and decrease the PA rate for PP learners  | Partially achieved – not enough progress (Covid – 19 disruption hampered progress)<br>The gap in attendance and PA rates did reduce with a number of school days saved.   |