

**Neale-Wade Academy**  
**Disadvantaged Funding Strategy**  
**Strategy and Proposed Expenditure 2020/2021**

Neale-Wade academy aims to provide the best learning and achievement experience for all our students. We recognise that disadvantage in early years can create a gap between outcomes for disadvantaged pupils and those who have not experienced a disadvantaged environment. We aim, through clear and focussed strategy to eliminate the gap across a number of fields. The funding is allocated to Local Authorities and schools with pupils from Reception to Year 11. This financial year (2021-21) each pupil premium child attracts an additional £1320 of funding, LAC (Looked After Children) attract £2300 and Service Children attract £300

- The academy will share details of the FSM application process in the pupil premium section of its website.

<b>Pupil Premium contextual information</b>									
<b>Academic Year</b>	2020/21	<b>Total budget</b>	£329,000	<b>Date of latest Pupil Premium review</b>	Sept 2020				
<b>Total number of pupils on roll</b>	1449	<b>Number of pupils eligible for the Pupil Premium 2020/21</b>	312	<b>Date of next internal review</b>	Dec 2020				
<b>Pupil Premium Statistics</b>									
<b>Year Group</b>	<b>Number of PP students</b>	<b>% of Roll</b>	<b>PP Boys</b>	<b>PP Girls</b>	<b>PP EHCP</b>	<b>PP EAL</b>	<b>PP HPA</b>	<b>PP MPA</b>	<b>PP LPA</b>
<b>7</b>	8	3.2%	4	4		1			
<b>8</b>	76	28.0%	40	36	4	4	5	25	27
<b>9</b>	74	28.7%	34	40	2	3	7	27	31
<b>10</b>	71	28.1%	37	34	2	1	4	32	26
<b>11</b>	64	26.6%	36	28	1	3	6	23	24
<b>12</b>	10	10.7%	1	9	0	2	3	5	0
<b>13</b>	9	8.5%	5	4	0	1	3	4	1
<b>Totals</b>	312	134	157	155	9	15	28	116	109

**Funding academic year 2020/21**

Funding will be allocated centrally into budget lines by the academy lead for Disadvantaged students. will liaise with parents and guardians and will facilitate regular triangulation meetings with parents and students that focus on the child’s needs, current progress and potential barriers to progress and development through the school.  
**School to appoint a Closing the gap co-ordinator from October 2020 (1 year honorarium) One of the main duties of this role is to ensure families who’s child/children are eligible for FSM are given support with the application process.**

**Accountability for impact of funding**

- There will be six strands of DA expenditure for the academic year 2020-2021
- In line with all other sources of funding the school seeks to obtain the best value and greatest impact.
- Neale- Wade academy I will record, monitor and report on the impact of DA funding via our website, to GB, staff and parents.
- Neale-Wade academy will ensure where impact is highest we share the successes through the Active Learning Trust and the wider education community.

**Funding strands- Allocated funds**

**Progress and Outcomes KS3**  
 Intervention and support for Literacy and Numeracy- Many pupils who are DA do not enter the school with the same level of literacy and numeracy skills as their non-DA peers. The strategy will identify and intervene to ensure the gap for literacy and numeracy diminishes.

**Progress and Outcomes KS4**  
 Improve outcomes for all disadvantaged students across KS4 to ensure P8 score of 0 and A8 score of 4.4

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Disadvantaged co-ordinator to be appointed to oversee implementation of DA strategy.	Role advertised and appointment made Oct 20. KPI’s contained in DA strategy.	£4500			
All DA students to be at Chronological reading age by the end of KS3	Accurate reading age testing year 7 entry. Small group support for tailored reading packages (Accelerated reader, reading road)	£500			

Disadvantaged students in Year 7, whose starting points are below age-related expectation, make accelerated progress from their starting points to diminish the differences to their peers. >80% of students entering the Academy with below expected progress will be deemed Secure by the end of Year 9	Literacy support in small groups, individual reading, supported reading with s key staff. (Phonics, Numicon, Maths and English Mastery) Monitoring via SEND hub. Testing arrangements for students who are below expected progress.	£7500			
KS4 increase A8 score of DA students to 4.0 (2021), 4.2 (2022) 4.4 (2023)	Early intervention year 10 vocational coursework support, Additional targeted GCSE intervention year 11 (breakfast, after school and holiday sessions)	£8250			
KS4 development of exam revision strategies and techniques.	Targeted tutoring session in the use of GCSE-pod and PiXL apps, purchased revision guides and material for Maths, English and EBACC element subjects	£10,000			
Reduce attainment gap between DA and non DA SEND students.	Deploy TA's effectively to support progress and attainment of DA students. SENDSCO to oversee	£15,000			
Robust use of data to support and develop bespoke intervention activities	Purchase of key data management tools to support and monitor attainment and progress	£2500			

<b>Teaching and Learning</b>					
To focus on planning and preparation of teaching strategies to improve outcomes for disadvantaged pupils					
<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Review/Outcome achieved RAG Rating</b>		
			<b>Autumn 20</b>	<b>Spring 21</b>	<b>Summer 21</b>
Increase subject specific support for DA students on English, Maths and Science d	Maths and Science intervention assistants allocated key marginal DA students to support in curriculum access	£26500			
Ensure KS3 curriculum is planned appropriately to support transition from KS2	Transition meetings with feeder schools (English, Maths, Science) to develop understanding of KS2 curriculum. CPD for staff delivering to KS3 students and associated cover costs.	£1000			
Ensuring the curriculum is appropriately resourced	Access to relevant equipment for all DA students (ICT, catering ingredients, PE kit)	£3750			
Introduce DA student focused learning audits KS3 and K4 to critically review experience and engagement	Half termly DA focused learning audits via lesson observation, work scrutiny and data triangulation. (Cover needed for staff to complete process)	£2000			

**Attendance- Percentage of persistent absence is higher amongst disadvantaged pupils which is leading to gaps in knowledge and skills increasing.**

Improve attendance of all disadvantaged pupils to match National average for all pupils. Reduce the persistent absence of all disadvantaged pupils to match the National average for similar pupils.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Increase attendance of DA students to be in-line with National statistics through outreach work with families.	Attendance Officer, SLT year leader. Focus on students where attendance or lateness to the academy is at or below 93% Targets set with student and parent for improvement Review date set for further intervention if improvement is not swift and sustained. Monitoring of and application of warning letters, fines and court hearings for persistent poor attendance. Referral to EHA or social care where the need exists to support the family. Associated costs of providing alternative education for students unable to attend due to illness/mental health.	£46,000			
Improve attendance through recognition and reward for attendance over 98%	Key stage specific rewards to be used as a motivational tool to maintain student attendance Monitoring for 4 weeks Rewards for improved attendance (end of each term) (pro rata salary, administration costs & rewards) PA Assembly – administration & rewards	£3000			

**Behaviour and well-being**  
 Some disadvantaged pupils exhibit off-task behaviour and underdeveloped personal and social skills, which affect their learning in a number of ways, including low level disruption, disengagement and accumulation of behaviour consequences.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
To reduce the number of days exclusions of DA students by 50%.	Alternative provision targeted to have swift impact for a small number of students who are not currently able to access their education in our setting.	£65,000			
All DA students to be signposted to appropriate support routes.	Educational Psychology, Medical tuition, CAMHs, YMCA, Youth Scape programmes will support students who experience emotional difficulties from KS3/5.	£19,000			
To reduce the number of negative behaviour incidents by 30%	Lesson monitoring, BfL audit, early intervention Pastoral team support the needs of our DA students who display challenging behaviour (EHCP, EHA, PSP completion). Relevant rewards that are appropriate and encourage students to strive for positive behaviours.	£55,000			
To improve behaviour and social skills at KS3	SEND team deliver social skills programmes and nurture sessions in small groups. Provision of SRC tutor group, lunchtime support club and after school homework club	£24,000			

**Wider Outcomes – Broadening Horizons**

A lack of access to enriching experiences and opportunities outside of school resulting in a low aspirations and a limited understanding of the opportunities available.

Anticipated Outcome	Action	Expenditure	Review/Outcome achieved RAG Rating		
			Autumn 20	Spring 21	Summer 21
Develop extended school opportunities for DA students.	Targeted music, sport and performing arts activities offered after school to all DA students. (Ensure funding addresses travel constraints for individual students).	£3000			
Increased opportunities for DA students to attend enriching experiences.	Targeted raising aspirations trips, visits, residential activities and alumni projects	£5000			
Transition phase support for options process and KS4 into KS5 to ensure all DA students are clear on next steps.	Individual CIAG meetings with the academy careers advisor, access to Unifrog and support in attending Post-16 college interviews.	£5000			

<b>Provision of Resources</b>					
Many disadvantaged pupils have a lack of support in completing homework and extended learning tasks.					
<b>Anticipated Outcome</b>	<b>Action</b>	<b>Expenditure</b>	<b>Review/Outcome achieved RAG Rating</b>		
			<b>Autumn 20</b>	<b>Spring 21</b>	<b>Summer 21</b>
Greater home learning engagement for KS4 DA students	Focused tutor group sessions on the use of GCSE-pod (KS4), purchased revision resources for all GCSE subjects.	£3000			
Greater home learning engagement for KS3 DA students	Monitoring of homework completion and targeted attendance at DA Home learning club	£3000			
DA students are appropriately resourced for learning	Production and copying costs to support Termly Assessments, Exam Preparation and Intervention sessions (staff and facilities and equipment costs)	£5000			
Academy uniform expectations not to be a barrier to attendance or access	Centralised store of uniform and PE kits for DA students to have access to.	£5000			
Travel to and from the academy not to be a barrier to DA students attending AM/PM or holiday support sessions.	School Mini-bus provision/ Taxi	£6500			

- DA tutor groups to be established across all year groups
- All DA students to be allocated to the same teaching pan to allow for greater control of delivery
- DA co-ordinator post to be advertised Sept 2020 and appointed Oct 2020



**Neale-Wade Academy**  
**Pupil Premium Funding Impact 2019-20**

KS4 Measures	Neale-Wade Academy	National (2019)	Gap
%PP on Roll	24.8	26.5	-1.7
Avg. P8 (non PP)	0.18	0.13	0.05
Avg. P8 (PP)	-0.33	-0.45	0.12
P8 Gap	0.51	0.58	0.07
Avg. A8 (non PP)	47	50.3	-3.3
Avg. A8 (PP)	36	36.7	-0.7
A8 Gap	7	13.6	6.6
%5 Eng & Maths (non PP)	36.3	49.9	13.6
%5 Eng. & Maths (PP)	18.9	24.7	5.8
Avg. Ebacc point score (non PP)	4.3	4.43	0.13
Avg. Ebacc point score (PP)	3.2	3.08	0.12

2020 Key Performance Indicators	Disadvantaged 2018	Disadvantaged 2019	Disadvantaged 2020
Attainment 8	3.3	3.5	3.6
Attainment Maths Element	2.9	3.2	3.4
Attainment English Element	3.3	3.8	3.6
Attainment Ebacc Element	3	3.2	3.2
Attainment Open Element	3.9	4.3	4.2
Progress 8	-0.81	-0.51	-0.33
Progress Maths Element	-0.6	-0.5	-0.3
Progress English Element	-1	-0.6	-0.7
Progress Ebacc Element	-0.5	-0.4	-0.5
Progress Open Element	0.4	0.3	0

The percentage of students on role that qualify for pupil premium funding is 1.7% below the national average. 2020 results indicated further improvement in A8 and P8 scores for this cohort of students with a 0.1 increase in A8 score, achieving 3.6 and an improvement in P8 score of 0.19 to a figure of -0.33 which is 0.12 below the 2019 National average P8 figure.

The percentage of students achieving grade 5 in English and maths has increased by 5.4% from 13.5% to 18.9%, however this is still 5.8% below the National average.

Additional assessments of KS3 students in Literacy, numeracy and reading were not completed as planned for the end of academic year 2019/20 due to the period of National school closure. The academy recognises that this period away from structured learning and support will have caused gaps in knowledge and skills to have widened for a number disadvantaged students when compared to their peers.