

Targets from 2020 – 2021 Plan	Overall Impact
To identify any gaps in knowledge and progress caused by Covid19 between disadvantaged and non disadvantaged students	
To improve the attainment & progress of disadvantaged students so that it at least matches that of their non-disadvantaged peers	
To improve the literacy skills of disadvantaged students with a focus on reading to ensure their achievement is at least in line with their non disadvantaged peers and exceeds performance of disadvantaged students nationally	
To improve the attendance, behaviour and engagement of disadvantaged students so that they can make better progress, participate in school life and transition positively into further education, training or employment with training.	

Tackling the barriers to learning during 2020 / 2021:

Poor Literacy Skills especially reading and reading comprehension at all levels of ability:

The school tested students reading and comprehension levels in September 2020 and the results were very low (not unsurprising considering the schools high SEN and PP levels). Following from this we devised a holistic reading strategy to support reading development and comprehension for students of all abilities across both Key Stages. This involved significant investment in staffing, staff training, and reading resources for: Direct Instruction, Phonics, Drop Everything and Read, Accelerated Reader and the Reading Plus scheme. This strategy directly supported our large number of Pupil premium students with low reading and comprehension results. The, the impact is positive with many students improving their reading ages by years not just months. However, we believe the overall impact has been reduced due to the major lockdown from January 2021.

Lower than expected progress of middle and higher prior attaining students:

The new SLT has a VP in charge of Standards and an AVP for Teaching and Learning they have focussed on developing the quality of education across the school. There has been a clear focus on switching from a "pitch low and scaffold up" approach to a "pitch high and scaffold down" one. New assessment structures have been embedded alongside more detailed Medium and Long term planning targeting stretch and challenge.

Students don't experience a wide range of cultural and enrichment activities:

The opportunity to offer a wider variety of cultural and enrichment activities was reduced significantly this year due to Covid19 but is being increased in the Summer term and will be enhanced next year with a weekly enrichment lesson built into the timetable and a new Cultural Capital Curriculum supporting the main academic curriculum. This year 64 students (42 PP) took part in and passed their DoE award even under the lockdown conditions. Additional funding was used to support this. This last term we have started offering full sports clubs, water sports trips, DoE, chess club and art and performing arts clubs. These are at nil or significantly reduced cost to PP students.

Covid 19 Pandemic:

During the lockdown from January 2021 the academy provided a full curriculum of face to face online learning via Teams from January 2021. We also offered vulnerable students a place in school every day being supported by teachers. We distributed 185 laptops along with free stationery kits and other learning resources to PP students. PP families were offered food parcels in addition to the FSM vouchers and we set up school foodbank (as covered by BBC TV news). There have been difficulties with recruiting suitable Tutors via the Teaching Personnel and the NTP. We have had one fulltime Maths tutor in school working with PP students primarily in Year 10 and Year 11

Improve attendance and reduce Persistent Absence rates in line with non PP students. Measured through attendance registers:

Throughout the Autumn term attendance was above 92% well above the National average (which was circa 82%). During the Lockdown in 2021 the online engagement was at 85% alongside 60+ students in school every day. The new attendance system is in place with simplified letters and clearer information. Increased the attendance officer's hours and appointed a Family Liaison Officer. The PA of a core group of student remains the major issue and we have appointed a Family Liaison Officer to work with these families. We have identified that the Pupil Premium students with Persistent Absence also include a significant proportion who have SEMH SEN needs and we will plan to offer additional support to those students in 2021 - 22

Support the number of PP students with social emotional mental health issues. Measure through the ELSA and SEND reports for students engaging with their provision:

We have three fulltime ELSA trained staff and a school support adviser. This year we have rapidly improved the SEN provision creating 3 separate hubs to support students with differing needs.

The Year 11 students with the greatest SEMH need and also PP where provided an individualised Alternative Learning Programme this year. Wellbeing lessons and Tutor sessions have been developed and delivered. Working with Dorset Council on a Well Being project.

Improve Parental engagement by increasing social media profile of the school and arranging more supportive meetings, adopting measures from the EEF report. Measured through record kept for attendance at Parents events and communications with tutors, HoY and office.

We switched to online PCE meetings which parents have really liked, feedback has been extremely positive. We have also increased our social media profile. The Principal writes to parents on a regular basis. We have a new system SIMS Intouch for texting and emailing parents and allowing them to track key information about their children. Questionnaires are sent to parents each term.

Facilitate remote learning by providing disadvantaged students with access to laptops and through ensuring regular teacher contact in the event of a further lockdown:

We provided 185 students with laptops and other IT equipment to support their learning during Covid. Each child's tutor contacted them on a weekly basis and Vulnerable or disadvantaged students were contacted daily. We invited all disadvantaged students into school during lockdown for face to face teaching. Our engagement levels for online learning were high

Effectiveness of the targeted support planned for Teaching and Learning

We have not met our target of improving the attainment and progress of our disadvantaged students so that it matches that of our non-disadvantaged students. The progress in this area has been impacted by lockdown. However, we were able to operate a full online curricular provision during lockdown and achieved an 85% engagement rate supported by a full offer to all disadvantaged students of a place in school during lockdown.

The Quality of Teaching and Learning at the academy is improving supported by an extensive weekly CPD programme for all teachers. This is evidenced by the regular learning walks and observations, including by the Trust's Director of Education. There have been regular learning walks to ensure that standards are maintained. We introduced an effective support programme for teachers not meeting the required standards as quality first teaching will raise attainment and progress for disadvantaged students.

To support Numeracy, the Academy purchased the online Hegarty Maths programme that allows all students to learn, practice and be assessed in all aspects of the Maths National curriculum.

A fulltime maths tutor was recruited to work with PP students on a 1 – 1 or 1 - 2 basis across all year groups but focussing on KS4 at this time. This was part of the Government National Tutoring Programme

The reading recovery strategy discussed earlier is improving literacy skills of disadvantaged students. This is shown in the progress scores from testing and the built-in assessments that form part of several of the approaches used such as Reading Plus, Direct Instruction and Accelerated Reader.

We had to radically alter the timetable structure to enable the covid secure environment we needed to be able to operate the academy from September 2020. We have since reviewed and devised a curriculum that is broad balanced and supports the aspirations and future potential destinations of all of our students but ensuring key transition routes for our significant number of Pupil Premium students.

Staff all received training in the use of TEAMS for online learning and this coupled with provision of IT equipment for PP students enabled high levels of engagement during lockdown.

The plans for Intervention work have been delayed by COVID. This summer term we are completing formal assessments of all students in Years 7, 8, 9 and 10 to accurately assess their present state of learning to enable detailed planning to be in place to support students moving forward.

GCSE Teacher Assessed Grades for 2021 – We ensured that all PP students received free revision resources including revision books and access to intervention programmes.

In all subject areas, knowledge organisers have been introduced to provide ALL students with access to the key knowledge and not disadvantage those students not able to afford additional resource material outside of school. GCSE revision guides and materials for all Year 11 Pupil Premium students provided free of charge.

Careers Guidance was prioritised for Year 11 PP students and as at leaving ALL had a destination place offered.

Enrichment – attendance and behaviour

Pete Lydford Vice Principal (Inclusion) has taken on the role of Pupil Premium Champion and has been working with staff and students to develop the support offered to PP students.

ELSA – We now have three trained ELSAs and over 70% of students seen by them are PP students.

Summary

In summary this has been an extraordinary year and the original plans have had to be adapted as the year has unfolded. We have focussed the majority of the funding into providing staffing and learning materials for the students and this has had an impact, especially with regards to reading.

Attendance was significantly improved on the previous two Years and above National levels up until Christmas. After the lockdown it has fallen but still remains above national and last years percentage figure. The main focus now is ensuring PP students with high levels of PA receive the support required to get them back in school.