



Pupil Premium Evaluation Document
Evaluation of use and impact of the funding for 2019-2020

Review of expenditure and impact							
2019 – 2020							
Please evaluate below how you allocated and used the Pupil Premium Funding and whether it not it had the desired impact on the quality of education and outcomes for eligible pupils.							
1) Students are not prepared for the day (Lack of sleep: 27% get less than 8 hours of sleep on average. Lack of breakfast: 30% do not eat breakfast)							
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?				Lessons learned - (whether you will continue with this approach and your intended changes for the year ahead)	Cost
Ensure students are educated about the importance of sleep and food to prepare them for the school day.	-Breakfast Club (Offer of free breakfast to those students who arrive to school early) -Ensure students are educated about the importance of sleep and food to prepare them for the school day. -Educate and encourage students to relax in the evenings by: teaching mental well-being, relaxation techniques	Overall attendance is above National Average.				The free breakfast has supported our pupil premium students to eat a healthy breakfast and get to school on time however we have decided that the provision of magic breakfast has meant funding for this breakfast can now be reduced in the future due to the free government supplies. Our key focus is now on improving PP student attendance and this is why pastoral forum will continue weekly for all year groups so that attendance concerns etc. can be shared with all staff every week. The school nurse has worked well with targeted students and has positive impact-this can now be widened using pastoral time. The new PSHE provision can incorporate the education of nutrition further and curriculum	£8001.00
		TOAN	NATIONAL AVERAGE Latest release 20.5.20	2018/19	2019/20		
		WHOLE SCHOOL ATTENDANCE	94.4%	95.55%	95%		
		LATES		1.32%	2.85%		
		PP ATTENDANCE		94.58%	93.87%		
		NON PP		96.8%	96.05%		

			18/19 PP	18/19 NON PP	19/20 PP	19/20 NON PP	opportunities can embed this in STEM, PE and food.	
		Y7	95.42%	97.13%	95.7%	97.44%		
		Y8	95.89%	97.77%	94.83%	96.38%		
		Y9	93.45%	96.81%	94.41%	96.36%		
		Y10	94.15%	96.33%	92.01%	95.36%		
		Y11	94.05%	95.87%	92.33%	94.88%		
		WHOLE SCHOOL	94.58%	96.8%	93.87%	96.05%		
The school nurse works closely with students above or below BMI and KS3 forums address concerns.								

2) Improve student attendance and punctuality

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost																
Improve student attendance and punctuality and remain above national average	-Free bus passes to pupil premium students to ensure they can get to school on time -Attendance improvement strategies -Rewards -Uniform -Alternative provision	Attendance for the Academy does remain above national average. Data for 2018/19 compared to 2019/20. Comparison used; 23.3.19 & 20.3.20	Continue to provide the support to attendance and punctuality through supporting barriers and rewarding good attendance. Use the counsellor, school nurse and AP to support individuals at risk of persistent absence Continue to use whole school systems to promote punctuality and place sanctions in place where expectations are not met Our key focus is now on improving PP student attendance and this is why pastoral forum will continue weekly for all year groups so that attendance concerns etc. can be shared with all staff every week.	£11952.00 £399.00 £5094.00 £1404.00 £3458.50																
		<table border="1"> <tr> <td>TOAN</td> <td>NATIONAL AVERAGE Latest release 20.5.20</td> <td>2018/19</td> <td>2019/20</td> </tr> <tr> <td>WHOLE SCHOOL ATTENDANCE</td> <td>94.4%</td> <td>95.5%</td> <td>95%</td> </tr> <tr> <td>LATES</td> <td></td> <td>1.32%</td> <td>2.85%</td> </tr> <tr> <td>PP</td> <td></td> <td>94.58%</td> <td>93.87%</td> </tr> </table>			TOAN	NATIONAL AVERAGE Latest release 20.5.20	2018/19	2019/20	WHOLE SCHOOL ATTENDANCE	94.4%	95.5%	95%	LATES		1.32%	2.85%	PP		94.58%	93.87%
		TOAN			NATIONAL AVERAGE Latest release 20.5.20	2018/19	2019/20													
		WHOLE SCHOOL ATTENDANCE			94.4%	95.5%	95%													
		LATES				1.32%	2.85%													
PP		94.58%	93.87%																	

		ATTENDANCE				Learn from the outward provisions to create our own on Site Alternative Provision – has been created. As a significant number of students (incl. PP) may have significant personal challenges, the alternative provision will take responsibility for the curriculum of these students and support them back into mainstream transition.	
		NON PP		96.8%	96.05%		
			18/19 PP	18/19 NON PP	19/20 PP		19/20 NON PP
		Y7	95.42%	97.13%	95.7%		97.44%
		Y8	95.89%	97.77%	94.83%		96.38%
		Y9	93.45%	96.81%	94.41%		96.36%
		Y10	94.15%	96.33%	92.01%		95.36%
		Y11	94.05%	95.87%	92.33%		94.88%
		WHOLE SCHOOL	94.58%	96.8%	93.87%		96.05%
		National average attendance is down this academic year to 20.5.20 (latest release) on the previous year. Overall attendance at the academy remains above national average					
		Alternative provision was used for 2 students via Positive steps. Student A's attendance went from 76% to 81% and B's went from 76% to 88% during the time they were at Positive steps. This was due to increased engagement in what they were learning due to a more personalized curriculum. In terms of negative behaviour logs, positive steps also had a positive impact:					
		Behaviour Logs		Term 1	Term 2		
Student A		44	38				
Student B		76	34				

3) Students do not complete enough work at home (41% complete work once a week or less. 69% of students do not have a private bedroom to work in. 20% of students do not have regular access to a computer and internet connection. 39% do not own a smart phone)

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost																														
<p>Students can have a safe and motivating place to complete revision and homework</p> <p>Students have internet resources and subscriptions to boost progress and deepen understanding Workplace technology and matching skills to be introduced to students so they are not at a disadvantage in later life</p>	<p>-Offer a daily revision/homework club with computer access (Staffing, Resources & ICT required) and on Saturdays</p> <p>-Revision Guides</p>	<p>-130 students attended Saturday school each week to gain extra revision for subjects including but not limited to Maths, English, Science, Computing and Sports studies</p> <p>-The capacity of extra provision provided for the library has been full each homework/revision club</p> <p>-All students in the academy have access to google classroom, Hegarty Maths and KS4 have access to MYGCSESCIENCE.</p> <p>-Predicted Attainment 9-4 for English and maths compared to last year using the CO2020 predictions compared to the CO2019 actual results from last year, this shows that PP progress in the standard basics has improved since 2018/19.</p> <table border="1" data-bbox="786 751 1391 1238"> <thead> <tr> <th></th> <th>Predicted CO2020</th> <th>Actual CO2019</th> </tr> </thead> <tbody> <tr> <td>Predicted attainment 9-4 English & Maths</td> <td>59.1%</td> <td>52.8%</td> </tr> <tr> <td>Pupil Premium</td> <td>51.7%</td> <td>48.0%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>67.0%</td> <td>59.3%</td> </tr> <tr> <td>Predicted attainment 9-4 English</td> <td>71.9%</td> <td>69.7%</td> </tr> <tr> <td>Pupil Premium</td> <td>66.7%</td> <td>61.4%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>77.4%</td> <td>81.3%</td> </tr> <tr> <td>Predicted attainment 9-4 Maths</td> <td>61.3%</td> <td>59.6%</td> </tr> <tr> <td>Pupil Premium</td> <td>54.2%</td> <td>58.3%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>68.7%</td> <td>61.5%</td> </tr> </tbody> </table>		Predicted CO2020	Actual CO2019	Predicted attainment 9-4 English & Maths	59.1%	52.8%	Pupil Premium	51.7%	48.0%	Non-Pupil Premium	67.0%	59.3%	Predicted attainment 9-4 English	71.9%	69.7%	Pupil Premium	66.7%	61.4%	Non-Pupil Premium	77.4%	81.3%	Predicted attainment 9-4 Maths	61.3%	59.6%	Pupil Premium	54.2%	58.3%	Non-Pupil Premium	68.7%	61.5%	<p>-In the first instance Saturday school to be targeted for each subject so the curriculum can be personalized for smaller student groups who have exposed weaknesses in their understanding</p> <p>-We will continue to develop our virtual learning platform using CPD for staff and to carry out analysis with the QOE team so that we can clearly see which teaching strategies have the most impact on home learning.</p> <p>-We will focus on developing the homework policy to support the use of revision materials purchased by faculties to support Y11 autonomy</p> <p>-Curriculum offer will be amended to support students in particular around option choices for computer based subjects</p> <p>-Maths will receive an extra curriculum period in Yr11.</p>	<p>£13347.00</p> <p>£1927.00</p> <p>£892.00</p> <p>£2927.99</p>
	Predicted CO2020	Actual CO2019																																
Predicted attainment 9-4 English & Maths	59.1%	52.8%																																
Pupil Premium	51.7%	48.0%																																
Non-Pupil Premium	67.0%	59.3%																																
Predicted attainment 9-4 English	71.9%	69.7%																																
Pupil Premium	66.7%	61.4%																																
Non-Pupil Premium	77.4%	81.3%																																
Predicted attainment 9-4 Maths	61.3%	59.6%																																
Pupil Premium	54.2%	58.3%																																
Non-Pupil Premium	68.7%	61.5%																																

4) Aspirations (60% of students do not have a role model. 71% want to go on to further education but do not know what to study)

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost																											
All students to: develop soft skills to develop the individual, raise aspirations by attending a range of colleges & universities and to help students choose their interested careers and choose role models.	<ul style="list-style-type: none"> -Music Tuition & Singing lessons -Employ a gifted & talented coordinator to oversee all opportunities and raise aspirations of gifted and talented students. -To cover the costs of any trips, extracurricular opportunities or guest speakers. -E-ACT Passport -IT licenses and equipment 	<p>-There has been a number of school performances attended by the students who have attended music tuition however this incentive has not been reflected in the Year 9 options which has resulted in music being absent from the KS4 curriculum.</p> <p>-100% of G&T students who accessed the Brilliant club passed with a comparative 2:1/1st honors on their dissertation assignment</p> <p>-Recent Ofsted inspection quoted "All pupils take part in the 'E-ACT Passport' wider curriculum. They enjoy trips to museums, art galleries and theatres. They take part in residential visits and The Duke of Edinburgh's Award. Pupils visit universities. They also take part in the inclusive activities provided by one of the local football clubs. A variety of clubs are offered, ranging from sports clubs to pet club. Leaders try to provide something for everyone. Pupils draw upon these experiences. They help to raise pupils' ambitions, well-being and understanding of the world.</p> <p>-NEET figures show 1% compared to 3% in previous year</p> <p>-Gatsby Benchmark measures for TOAN vs National:</p> <table border="1" data-bbox="779 820 1368 1267"> <thead> <tr> <th>Benchmark</th> <th>TOAN Evaluation</th> <th>% of schools meeting this Benchmark Nationally</th> </tr> </thead> <tbody> <tr><td>1</td><td>94%</td><td>6%</td></tr> <tr><td>2</td><td>100%</td><td>32%</td></tr> <tr><td>3</td><td>100%</td><td>13%</td></tr> <tr><td>4</td><td>100%</td><td>26%</td></tr> <tr><td>5</td><td>100%</td><td>38%</td></tr> <tr><td>6</td><td>100%</td><td>37%</td></tr> <tr><td>7</td><td>90%</td><td>13%</td></tr> <tr><td>8</td><td>100%</td><td>49%</td></tr> </tbody> </table>	Benchmark	TOAN Evaluation	% of schools meeting this Benchmark Nationally	1	94%	6%	2	100%	32%	3	100%	13%	4	100%	26%	5	100%	38%	6	100%	37%	7	90%	13%	8	100%	49%	<ul style="list-style-type: none"> -Measuring the impact of the music tuition at KS3 now needs to be more rigorous so music can be placed back into the KS4 curriculum plans for 20/2021. This review will be decisive as to whether the provision continues or is implemented in a different format. -Separating the G&T role from the careers CEAIG into 2 TLRs will provide a more focused provision for both areas -Providing a careers/CEAIG budget in the next expenditure plan will allow for cultural capital and careers to embed further into the curriculum and careers champions within subjects to lead this provision -Monitoring NEET will be further enhanced to ensure students moving into higher education are doing courses that will be suited to their academic needs and aspirations which will have a positive impact on the drop out rates 	<p>£12047.00</p> <p>£5249.00</p> <p>£1920.00</p> <p>£2893.00</p> <p>£27867.00</p> <p>£5103.00</p> <p>£892.00</p>
Benchmark	TOAN Evaluation	% of schools meeting this Benchmark Nationally																													
1	94%	6%																													
2	100%	32%																													
3	100%	13%																													
4	100%	26%																													
5	100%	38%																													
6	100%	37%																													
7	90%	13%																													
8	100%	49%																													
5) Mental Health support (53% of students are worried about exams or leaving school in the future)																															
Desired outcome	Chosen action/	Impact: Did you meet the success criteria? If not	Lessons learned	Cost																											

<p>-A counsellor being employed by to ensure all students get quick access to mental health support they may need.</p> <p>-A school nurse being employed to support with health and hygiene concerns.</p> <p>-A programme of play therapy activities to support with ongoing mental health issues and teach coping strategies</p> <p>-Mentoring programmes in each year group to provide support pastoral and academic progress - Extra-curricular clubs after school in PE, Art, STEM and Drama to boost engagement, friendship groups and support measures.</p> <p>-Staff being trained in mental health to recognize mental health issues and refer to the counsellor if needed.</p>	<p>approach</p> <p>Counselling School Nurse Welfare Budget Progress Leaders</p>	<p>why?</p> <p>Recent Ofsted inspection: "The pupils that we spoke with said that people of all backgrounds, faiths and differences come here. They get along well and are happy." "They like to socialise, play games or attend clubs"</p> <p>The arrangements for safeguarding have been judged as effective and weekly Pastoral forums ensure child focused interventions are in place.</p> <p>-All staff are trained in Mental Health to support both students and colleagues</p> <p>-Targeted student support is offered by the School Nurse and counselling sessions to support our most vulnerable students</p>	<p>-A new school role has been created for a counsellor. As a significant number of students (incl. PP) may have significant personal challenges, the counsellor will take responsibility for counselling services at the Academy so teachers, including those that have been mental health first trained can be supportive of colleagues and focus on their teaching.</p> <p>-Promotion and attendance monitoring for extracurricular provision will be improved to further enhance the wider curriculum opportunities</p>	<p>£9135.00 £22259.00 £2109.00 £41933.00</p>
---	--	---	---	--

6)6 months or more behind their chronological reading age																			
<p>Desired outcome</p> <ul style="list-style-type: none"> -Reduce the amount of students with reading ages below their chronological ages -Literacy embedded into all curriculum areas -All students to have a book appropriate to their reading age -All students to engage in 30 minutes of extended reading a day 	<p>Chosen action/ approach</p> <ul style="list-style-type: none"> -Employ a literacy coordinator to promote literacy to all staff. Assist in embedding literacy across all subjects. -Employ a librarian to manage and look after the resources in the library and support students to select reading age appropriate materials 	<p>Impact: Did you meet the success criteria? If not why?</p> <p>Most recent Ofsted inspection quoted "The curriculum supports pupils' good literacy very well. Pupils read regularly. They strengthen their subject-specific vocabulary in their lessons. Pupils say that they benefit especially from the thirty minutes put aside each day to read with their form teacher. Pupils take this time seriously. They say reading is important, and they enjoy the books that they read."</p> <p>Reading Age Increase</p>	<p>Lessons learned</p> <ul style="list-style-type: none"> - We will focus on developing the CPD provision and support in place for early career teachers so that we improve the strategies for reading within lessons and the curriculum. This includes but is not limited to decoding. 	<p>Cost</p> <p>£3810.00</p> <p>£10891.00</p>															
		<table border="1"> <thead> <tr> <th>Intervention</th> <th>Average increase (all students)</th> <th>Average Increase (SEND students)</th> </tr> </thead> <tbody> <tr> <td>All Year Group</td> <td>5.83 months</td> <td>6.15 months</td> </tr> <tr> <td>Toe by Toe</td> <td>14.41 months</td> <td>10.21 months</td> </tr> <tr> <td>Corrective Reading</td> <td>12.25 months</td> <td>19.50 months</td> </tr> <tr> <td>Reading Boxes</td> <td>8.11 months</td> <td>1.36 months</td> </tr> </tbody> </table>			Intervention	Average increase (all students)	Average Increase (SEND students)	All Year Group	5.83 months	6.15 months	Toe by Toe	14.41 months	10.21 months	Corrective Reading	12.25 months	19.50 months	Reading Boxes	8.11 months	1.36 months
		Intervention			Average increase (all students)	Average Increase (SEND students)													
		All Year Group			5.83 months	6.15 months													
		Toe by Toe			14.41 months	10.21 months													
		Corrective Reading			12.25 months	19.50 months													
Reading Boxes	8.11 months	1.36 months																	
7)Literacy and Numeracy below age-related expectations																			
<p>Desired outcome</p> <ul style="list-style-type: none"> -Students to be in line with their age -related expectations based on KS2, KS3 and GCSE results - Writing, Spelling and Numeracy elements to be embedded within all curriculum areas 	<p>Chosen action/ approach</p> <p>Reading books to be supplied to all students</p> <p>Maths teacher</p>	<p>Impact: Did you meet the success criteria? If not why?</p> <p>Predicted Attainment 9-4 for English and maths compared to last year using the CO2020 predictions compared to the CO2019 actual results from last year, this shows that PP progress in the standard basics has improved since 2018/19.</p>	<p>Lessons learned</p> <ul style="list-style-type: none"> -A new role created for the appointment of a numeracy coordinator to lead and embed whole school numeracy strategies -The development of the curriculum needs to enhance student cultural capital and opportunities to develop literacy and numeracy through the interconnectedness of the curriculum -First wave quality teaching remains the strongest strategy for ensuring that our disadvantaged students perform at least as well as non-disadvantaged students 	<p>Cost</p> <p>£34876.00</p> <p>£14041.00</p>															
		<table border="1"> <thead> <tr> <th></th> <th>CO2020</th> <th>CO2019</th> </tr> </thead> <tbody> <tr> <td>Predicted attainment 9-4 English & Maths</td> <td>59%</td> <td>53%</td> </tr> <tr> <td>Pupil Premium</td> <td>52%</td> <td>48%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>66%</td> <td>59%</td> </tr> <tr> <td>Predicted attainment 9-4 English</td> <td>72%</td> <td>70%</td> </tr> </tbody> </table>				CO2020	CO2019	Predicted attainment 9-4 English & Maths	59%	53%	Pupil Premium	52%	48%	Non-Pupil Premium	66%	59%	Predicted attainment 9-4 English	72%	70%
					CO2020	CO2019													
		Predicted attainment 9-4 English & Maths			59%	53%													
		Pupil Premium			52%	48%													
Non-Pupil Premium	66%	59%																	
Predicted attainment 9-4 English	72%	70%																	

better than average progress	groups or 1:1 intervention support by tutors or outside agencies for all subjects -In school initiatives		Predicted CO2020	Actual CO2019	that a more internal student tuition approach will be done next academic year -The careers coordinator will work alongside the assistant headteacher to lead cultural capital to address the disadvantage gap -The profile of PP students will be raised whole school and monitored more robustly -The new assessment and feedback policy being implemented will ensure the teacher-student feedback will close gaps -COBRA meetings will be held weekly to address weaknesses in curriculum coverage, identify trends in data and provide targeted support for groups of students or individuals
		Predicted attainment 9-4 English & Maths	59.1%	52.8%	
		Pupil Premium	51.7%	48.0%	
		Non-Pupil Premium	67.0%	59.3%	
		Predicted attainment 9-4 English	71.9%	69.7%	
		Pupil Premium	66.7%	61.4%	
		Non-Pupil Premium	77.4%	81.3%	
		Predicted attainment 9-4 Maths	61.3%	59.6%	
		Pupil Premium	54.2%	58.3%	
		Non-Pupil Premium	68.7%	61.5%	
		Overall the P8 outcome for PP students is still below their peers and so more work needs to be done regarding interventions and quality first teaching:			
			Disadvantaged	Other	
		Predicted Y11 PP progress 8 vs non PP - 2020	0.17	0.40	
		Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)	0.17	National 2019 - 0.13	