

Bloxwich Academy Secondary - Pupil Premium Expenditure Plan 2020-2021

Pupil Premium Grant received 2020-2021 for Secondary phase: £470 815

Breakdown of Pupil Premium pupils at Bloxwich Academy *secondary school* (2020-2021)

Year Group	Number of Pupils	Percentage of Cohort
7	134	61.0%
8	164	72.0%
9	114	76.0%
10	93	68.0%
11	82	88.0%
Overall Total	587	71.0%

Strategies to be implemented in 2020-2021

Many of the successful strategies employed last year will continue and be developed, where appropriate, to meet the needs of our pupils. The key aim is to ensure the impact on outcomes is maximised.

Strategy/ Action Point	Outcomes/ Success criteria
Raise the attainment of PP pupils <ul style="list-style-type: none">• Revision guides and workbooks provided for Maths, English and Science• Small class sizes to ensure targeted support• Offer additional lessons from 3.00pm to 4pm• Organise Year 11 tutor groups to focus on maths• One to one and small group interventions in English and maths	Diminish the gap in overall progress and outcomes for PP pupils compared to non-PP pupils.
Ensure disadvantaged pupils are provided with excellent pastoral care: <ul style="list-style-type: none">• Priority access to wider support e.g. school counsellor, CASH nurse• Pastoral leads to have a keen focus on the PP pupils in their house• PP pupils in Year 11 to have a designated mentor allocated from teaching staff• Careers interviews available in any key stage on request (All year 11 receive	Pupils feel well supported (Pupil voice) Mentoring actively encourages engagement and an investment in revision and as a consequence PP pupils achieve expected outcomes Pupils gain an improved insight into career pathways and the relevant qualifications required.

interviews)	
<p>Intervention programmes are offered at both KS3 and KS4 to support and promote positive behaviours:</p> <ul style="list-style-type: none"> • Behaviour modification programmes developed and delivered in the Success Centre to small groups and individual pupils • Targeted support offered in the Satellite Centre 	<p>Reduction in the number of detentions issued to PP pupils for disruptive behaviour</p> <p>Reduction in the exclusions of PP pupils</p>
<p>A whole school approach to attachment and trauma related issues</p> <ul style="list-style-type: none"> • Pastoral staff trained in trauma and attachment issues that impact on pupils • Whole school roll out to ensure strategies to support pupils are consistent and impact positively • Bespoke support for individual pupils offered in the Success Centre 	<p>School to achieve the Bronze award for the supportive approach offered to PP pupils</p> <p>On call alerts reduced for low level disruption</p> <p>Increased engagement in learning by PP pupils</p> <p>Exclusions of PP pupils reduce</p>
<p>Ensure non-curriculum activities and visits are openly available to disadvantaged pupils</p> <ul style="list-style-type: none"> • Staff to offer a wide range of after-school activities and actively encourage engagement • Staff to be proactive in their encouragement and selection of disadvantaged pupils to engage in competitions and sporting events. • PP pupils to be active participants in Walsall for All strategy and Artsmark Award projects 	<p>A broadening of experiences / skills for increased numbers of PP pupils.</p>
<p>Continue to make the progress of PP pupils a high priority for all staff. To include:</p> <ul style="list-style-type: none"> • Robust monitoring system to compare the performance of PP pupils to non-PP • Middle leaders to track groups of pupils via whole school and department trackers at all key stages • Analysis of groups to inform interventions • Talking children at leadership and 	<p>Staff have an improved understanding of individual needs of pupils</p> <p>PP sub-group performance compared to other groups at department, middle leader and leadership level informs further interventions at department or whole school level.</p>

<p>department level</p> <ul style="list-style-type: none"> • Continue the rolling programme of professional development focused on vulnerable groups 	
<p>Reduce the impact deprivation barriers:</p> <ul style="list-style-type: none"> • provide basic resources such as stationery • Subsidise uniform • Support families with FSM applications • Support access to on-line learning by providing laptops/tablets and internet connections where appropriate 	<p>Reduction in absence and increased engagement in learning by targeted PP pupils</p>
<p>Improve the quality of revision for external exams:</p> <ul style="list-style-type: none"> • Revision techniques are taught via revision workshops for pupils and parents/carers • Resources provided to enhance revision at home • Revision classes timetabled for key holiday periods leading up to external exams 	<p>Increased attainment in mocks and end of year exams.</p> <p>Increased attendance to holiday revision classes</p>
<p>Reduce absence of PP pupils</p> <ul style="list-style-type: none"> • External support from LA Education Welfare Service 	<p>Reduction in the number of PP pupils in the persistent absence category (PP National Average, Autumn 18 –Spring 19= 12.7%)</p>