

Pupil premium strategy statement

School overview: This is part one of a two year strategy.

Metric	Data
School name	King Edward VI Balaam Wood Academy
Pupils in school	386
Proportion of disadvantaged pupils	75.8%
Pupil premium allocation this academic year	£270,675
Academic year or years covered by statement	2020/2021
Publish date	November 2020
Review date	September 2021, May 2021
Statement authorised by	
Pupil premium lead	F Smith
Governor lead	V Allen

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.46
Ebacc entry	8%
Attainment 8	37.09
Percentage of Grade 5+ in English and maths	26%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.29	2020/21
Attainment 8	42.00	2020/21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	2020/21
Other: Attendance	To continue improve PA figures	2020/21
Ebacc entry	All pupils offered the opportunity to do EBACC	2020/21

Teaching priorities for current academic year

Measure	Activity
Improve % of Grade 5 and 5+ in Maths and English	<p>4 sets in year 11 to reduce class sizes and have a positive impact on progress</p> <p>Quality First Teaching prioritised, developing precise and rapid feedback strategies using visualisers, mini whiteboards and teachers' annotations linked to Walkthru</p> <p>Investment in 1:1 My tutor coaching for target PP</p> <p>Teaching to the Top so that all students are challenged academically in every lesson so that they can reach or exceed their target grades</p> <p>QA procedures focusing on:</p> <p>differentiation to ensure that all pupils are supported and challenged to achieve their best.</p> <p>Questioning to ensure that all staff are able to develop and deepen answers</p> <p>Strategies for teaching disadvantaged pupils – spotlight at risk pupils through attitude to learning data</p> <p>Investment in revision materials and Century</p>
Barriers to learning these priorities address	<p>Retaining key members of the English department</p> <p>Retaining key members of the Maths department</p> <p>Pupil resilience</p> <p>Ensuring consistency across the school, continuing to develop a culture of challenge and stretch.</p> <p>Impact of Covid</p>
Projected spending	£165,145

Targeted academic support for current academic year

Measure	Activity
<p>Reading focus</p> <p>NGRT tests to ascertain gaps in Knowledge and skills</p> <p>Accelerated reader to support the development of a reading culture and supported activities highlighted by the NGRT data.</p> <p>Investment in books</p>	<p>Literacy interventions across KS3 for low attaining disadvantaged pupils</p> <p>Common testing approach to ensure tracking of improvements are clear</p> <p>Development of accelerated reader to ensure the development of a reading culture and a specific focus on Year 7 to influence and engage readers</p> <p>Significant investment in books for class readers, read to achieve and form reading</p>

Bookbuzz	Each Year 7 pupil is gifted a book as part of the wider reading
1:1 tutoring in Year 11	A range of opportunities for PP to engage with 1:1 coaching provided by both internal and external providers.
Barriers to learning these priorities address	Low levels of parental support influencing low literacy outcomes Pupils whose social and emotional needs are a barrier Impact of Covid
Projected spending	£78,525

Wider strategies for current academic year

Measure	Activity
Raising student aspirations through a range of strategies	A wide range of enrichment opportunities including: Guest speakers to be invited into school from industry, higher education, business etc. through careers fair and other scheduled events Pupil premium pupils provided with enrichment and extracurricular activities through various subjects (e.g. STEM day, Maths inspiration, English theatre visits, History trips) Increasing attendance of PP pupils at these activities. This is if circumstances allow
Reduce the number of pupils with PA and the amount of PA Attendance to exceed that for PP pupils nationally and aim to meet the national average for all pupils	A range of support including: home visits, parental meetings HOY's and Guidance leaders attached to year groups to monitor pupils and follow up quickly on absentees and any attendance concerns. During the first hour of the day the Attendance manager follows up on absent pupils and conducts any home visits that are required. Strategically identify key groups of pupils, intervene and measure impact of actions.
Barriers to learning these priorities address	Attendance of key pupils to interventions or activities Parental support Poor digital literacy skills Impact of Covid

Projected spending	£27,005
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover
Targeted support	Ensuring enough time for school reading lead and SENCO to support small groups	SENCo uses non-contact time to work with specific pupils. Reading lead no form group to lead on form time interventions
Wider strategies	Funding implications to ensure breadth of opportunities Engaging the families facing most challenges	To ensure time for attendance officer to liaise with King Edward Trust. Attendance officer to coordinate early help including food bank support, external agencies etc

Review: last year's aims and outcomes

Aim	Outcome
Please see separate review document for 2019/20/21	.