

Belfairs Academy



Pupil Premium Funding Policy and 3-year Strategic Plan 2019-2022

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Applicable to	PP students
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Checked by	
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Context of Belfairs Academy

Total Pupil Premium provision	£278 630
Number of students on roll	1407
% of students eligible for Pupil Premium	20.9%
Date of review of Pupil Premium Strategy	July 2020

	2019-20		
	National	Belfairs	
	All	All	Disadv
9-4 English and Maths %		74	60
9-5 English and Maths %		46	37
Ebacc 9-4 %		28.7	17.5
Ebacc 9-5 %		20.2	14
Progress 8*		0.46	0.07
Attainment 8		48.52	42.95

Key Initiative (KPI's)	T1		T2		T3		T4		T5		T6	
Whole Academy attendance 96% (7-11) National Average 94.5%	7	96.5	7	95.8	7	95.4	7	95.4	7	95.4	7	95.4
	8	94.9	8	94.4	8	94.2	8	94.3	8	94.3	8	94.3
	9	95.1	9	94.6	9	94.4	9	94.5	9	94.5	9	94.5
	10	94.9	10	94.3	10	93.9	10	93.8	10	93.8	10	93.8
	11	92.8	11	92.4	11	92.2	11	92.3	11	92.3	11	92.3
	total	94.9	total	94.4	total	94.1	total	94.2	total	94.2	total	94.2
Whole Academy PA 9% National Average 13.9%	7	7.1	7	7.1	7	9.1	7	9	7	9	7	9
	8	14	8	15	8	13.6	8	12.1	8	12.1	8	12.1
	9	10	9	10.8	9	12.9	9	10.6	9	10.6	9	10.6
	10	14.8	10	15.3	10	17	10	15.2	10	15.2	10	15.2
	11	18.3	11	18.7	11	17.8	11	16.4	11	16.4	11	16.4
	total	11.3	total	13.1	total	13.7	total	12.4	total	12.4	total	12.4
PP PA (Nat Avg N/A)	7	13.2	7	13.2	7	14.7	7	13.2	7	13.2	7	13.2
	8	20.3	8	21.8	8	21.9	8	25	8	25	8	25
	9	16.7	9	24	9	27.8	9	22.2	9	22.2	9	22.2
	10	22.5	10	25	10	25	10	27.5	10	27.5	10	27.5
	11	32.7	11	31	11	29.3	11	25.9	11	25.9	11	25.9
	total	20.8	total	22.5	total	23.2	total	22.8	total	22.8	total	22.8
SEN	7	95.85	7	91.88	7	91.06	7	91.36	7	91.36	7	91.36
	8	95.04	8	89.08	8	89.66	8	89.37	8	89.97	8	89.97
	9	95.34	9	89.46	9	88.24	9	88.17	9	88.17	9	88.17
	10	94.11	10	91.94	10	91.59	10	91.34	10	91.34	10	91.34
	11	92.94	11	90.27	11	89.35	11	89.57	11	89.57	11	89.57
	total	94.66	total	90.58	total	90.1	total	90.19	total	90.19	total	90.19

Overarching Principles

- ❖ At Belfairs Academy, all members of staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- ❖ Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his / her full potential, irrespective of disadvantage.

Background to the Pupil Premium

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at students from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these students in reaching their potential by accelerating their progress.

The Government has used students entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per student, based on the number of students registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these students.

Overall Objectives:

- ❖ Our Academy will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ The funding will be used to narrow and close the gap between the achievement of these students and their peers.
- ❖ The Academy will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

How we will ensure effective use of the Pupil Premium

- ❖ The Pupil Premium will be clearly identifiable within the budget.
- ❖ The Principal, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- ❖ In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving.
- ❖ The Academy will assess what additional provision should be made for the individual students.
- ❖ The Academy will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.
- ❖ The Principal will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- ❖ The Academy will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- ❖ The Academy will monitor, evaluate and review the success of the impact of the Pupil Premium Funding.

In Year 7 disadvantaged students have continued to make progress which is in line or better than that of their peers. PP students have a higher % of students that are working at or above their forecast grade than non PP students.

When individual subjects are taken into consideration, for some subjects PP students are making progress which is in line or better than that of their peers (see those highlighted green below). However, they are behind in a number of subjects which includes both Maths and English, this is area which will need to be addressed moving forwards. The following subjects, Computing, Mathematics, English and Spanish will need to identify the PP students within their area that are not making sufficient progress and offer appropriate intervention. These students must be reflected within the Departmental DIP for these subjects, there needs to be a plan which is very clear regarding numbers, Pathways and strategy according to Pathways. Each teaching group in each year group must have a target in terms of moving the number of student forward based on their flight path and distance away from equal to peers.

Year 7	% of Results		
	Working At Expected	Working Above Expected	Working Towards Expected
All	0.05	0.00	99.95
PupilPremium	0.11	0.00	99.89
SEND	0.00	0.00	100.00
EAL	0.00	0.00	100.00

Year 7	% of Results		
	Working At Forecast	Working Above Forecast	Working Towards Forecast
All	1.59	0.85	97.57
PupilPremium	1.70	1.48	96.82
SEND	5.30	2.12	92.58
EAL	0.86	0.00	99.14

Year 7, % of Results	All			Pupil Premium Y			Pupil Premium N		
	Working At Forecast	Working Above Forecast	Working Towards Forecast	Working At Forecast	Working Above Forecast	Working Towards Forecast	Working At Forecast	Working Above Forecast	Working Towards Forecast
Art & Design	2.07	0.69	97.24	2.99	1.49	95.52	1.79	0.45	97.76
Computing	0.69	0.00	99.31	0.00	0.00	100.00	0.90	0.00	99.10
Drama	0.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00

English	0.68	0.34	98.98	0.00	0.00	100.00	0.89	0.44	98.67
French	0.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00
Geography	0.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00
History	0.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00
Mathematics	5.15	0.00	94.85	4.35	0.00	95.65	5.41	0.00	94.59
Music	9.52	9.18	81.29	10.14	15.94	73.91	9.33	7.11	83.56
Physical Education	0.00	0.00	100.00	0.00	0.00	100.00	0.00	0.00	100.00
Science	1.02	0.00	98.98	1.45	0.00	98.55	0.89	0.00	99.11
Spanish	0.71	0.00	99.29	0.00	0.00	100.00	0.92	0.00	99.08
Technology	0.34	0.68	98.97	1.49	1.49	97.01	0.00	0.44	99.56
Values	0.68	0.00	99.32	1.45	0.00	98.55	0.44	0.00	99.56

In Year 8 disadvantaged students have continued to make progress which is in line or better than that of their peers. PP students have a higher % of students that are working at or above their forecast grade than non PP students.

When individual subjects are taken into consideration, for some subjects PP students are making progress which is in line or better than that of their peers (see those highlighted green below). However, they are behind in a number of subjects which includes both Maths, this is area which will need to be addressed moving forwards. The following subjects, Computing, Mathematics, French, Music and Art and Design will need to identify the PP students within their area that are not making sufficient progress and offer appropriate intervention. These students will need to be identified within the Departmental DIP for these subjects, there needs to be a plan which is very clear regarding numbers, Pathways and strategy according to Pathways. Each teaching group in each year group must have a target in terms of moving the number of student forward based on their flight path and distance away from equal to peers.

Year 8	% of Results			Working At Forecast	Working Above Forecast	Working Towards Forecast
	Working At Expected	Working Above Expected	Working Towards Expected			
All	0.61	0.00	99.39	8.41	9.71	81.88
Pupil Premium	0.99	0.00	99.01	8.51	10.23	81.26
SEND	1.25	0.00	98.75	6.85	13.40	79.75
EAL	1.41	0.00	98.59	6.29	10.49	83.22

Year 8, % of Results	All			Pupil Premium Y			Pupil Premium N		
Subject	Working At Forecast	Working Above Forecast	Working Towards Forecast	Working At Forecast	Working Above Forecast	Working Towards Forecast	Working At Forecast	Working Above Forecast	Working Towards Forecast
Art & Design	14.64	16.07	69.29	11.11	17.46	71.43	15.67	15.67	68.66
Computing	0.72	0.00	99.28	0.00	0.00	100.00	0.92	0.00	99.08
Drama	2.51	3.94	93.55	6.56	6.56	86.89	1.38	3.21	95.41
English	10.71	19.64	69.64	6.35	28.57	65.08	11.98	17.05	70.97
French	5.52	0.00	94.48	3.45	0.00	96.55	6.03	0.00	93.97
Geography	3.21	0.00	96.79	4.76	0.00	95.24	2.76	0.00	97.24
History	5.71	3.57	90.71	4.76	4.76	90.48	5.99	3.23	90.78
Mathematics	22.58	31.54	45.88	17.46	23.81	58.73	24.07	33.80	42.13
Music	11.87	19.42	68.71	12.90	14.52	72.58	11.57	20.83	67.59
Physical Education	5.78	3.97	90.25	5.00	6.67	88.33	5.99	3.23	90.78
Science	4.29	5.36	90.36	6.35	3.17	90.48	3.69	5.99	90.32
Spanish	0.78	2.33	96.90	0.00	5.88	94.12	1.05	1.05	97.89
Technology	13.93	15.71	70.36	19.05	17.46	63.49	12.44	15.21	72.35
Values	10.00	5.71	84.29	14.29	6.35	79.37	8.76	5.53	85.71

In Year 9 disadvantaged students have made progress which is in line or that of their peers. PP students have a minimal lower % of students that are working at or above their forecast grade than non PP students.

When individual subjects are taken into consideration, for a few subjects PP students are making progress which is in line or better than that of their peers (see those green below). However, for all buckets (1 – 3), there are a number of subjects in which they are behind in terms of progress compared to their peers. This includes both Maths and English, this is area which will need to be addressed moving forwards. There are also a number of subjects for which the gap appears to have widen from T1 to T2 (highlighted yellow).

These subjects will need to identify the PP students within their area that are not making sufficient progress and offer appropriate intervention. This should be reflected within the Departmental DIP for these subjects, there needs to be a plan which is very clear regarding numbers, Pathways and strategy according to Pathways. Each teaching group in each year group must have a target in terms of moving the number of student forward based on their flight path and distance away from equal to peers

Year 9	% of Results			Working At Forecast	Working Above Forecast	Working Towards Forecast
	Working At Expected	Working Above Expected	Working Towards Expected			
All	0.89	0.00	99.11	3.57	0.89	95.54
PupilPremium	2.30	0.00	97.70	3.91	0.46	95.63
SEND	5.04	0.00	94.96	7.91	2.88	89.21
EAL	0.00	0.00	100.00	7.79	1.30	90.91
KS2 Band H	0.41	0.00	99.59	0.95	0.14	98.91
KS2 Band M	0.93	0.00	99.07	4.69	1.31	94.00
KS2 Band L	4.92	0.00	95.08	11.48	3.28	85.25

Subject Area (Expected Data)	T1						T2					
	P8	A8	SEND Gap	PP Gap	MA Gap	PPMA Gap	P8	A8	SEND Gap	PP Gap	MA Gap	PPMA Gap
Bucket 1												
English	0.36	48.68	-0.86	-0.44	0.09	-0.95	0.41	49.34	-0.87	-0.32	0.01	-0.95
English Literature	-0.19	43.14	-0.32	-0.16	-0.31	-1.05	-0.14	43.88	-0.40	-0.18	-0.22	-1.20
Mathematics	0.27	48.11	-0.43	-0.45	0.60	-0.30	0.28	48.32	-0.48	-0.43	0.57	-0.31
Bucket 2												
Biology	0.28	57.12		0.08	0.17	0.13	0.27	57.12		0.08	0.17	0.12
Chemistry	-0.15	52.77		-0.13	-0.16	-0.21	-0.08	53.64		-0.16	-0.19	-0.27
Computing	-1.24	38.00		-0.34	-0.38		-1.26	38.00		-0.35	-0.37	
French	-0.99	40.98		0.24	-0.93	1.43	-0.52	45.74		0.16	-0.79	1.87
Geography	-0.22	42.17	-0.07	-0.31	0.35		-0.07	44.04	0.10	-0.34	0.20	-1.71
History	0.15	47.47	0.05	0.08	-0.22		0.15	47.53	0.03	0.01	-0.24	
Physics	0.16	55.91		-0.10	-0.08	-0.61	0.15	55.91		-0.10	-0.08	-0.60
Science	0.05	41.78	-0.15	-0.23	0.27		0.06	42.16	-0.21	-0.27	0.24	
Science Additional	-0.21	39.20	-0.26	-0.17	0.13		-0.21	39.44	-0.27	-0.16	0.12	
Spanish	-1.15	37.21	1.18	1.07	-0.56		0.27	51.45	0.74	0.41	0.08	
Bucket 3												
Art & Design	0.82	54.39	0.02	-0.36	-0.61	-2.01	0.91	55.89	-0.35	-0.55	-0.47	-2.25
Art (Photo)	0.63	47.45	-0.51	-0.78	0.34		0.71	48.70	-0.40	-0.73	0.23	
Business	0.23	46.00	1.07	-0.11	0.13		0.22	46.00	1.08	-0.10	0.12	
Dance BTEC	0.31	45.00		-0.60			0.79	50.00		-0.28		
Drama	-0.05	48.18	-0.12	-0.04	0.34		-0.07	48.18	-0.13	-0.05	0.33	
Engineering BTEC	-0.12	43.95	1.19	0.29	-1.77		-0.09	43.95	1.15	0.18	-1.81	
Health & Social Care BTEC	0.07	44.17	0.90	-0.20	-0.38		0.83	51.05	0.22	-0.28	-1.20	
Hospitality & Catering BTEC	0.69	43.00	0.93	-0.12			0.98	46.00	0.51	-0.04		
Media Studies	-0.50	35.38	-0.36	-0.72	-0.14		-0.31	37.20	-0.38	-0.99	-0.36	
Physical Education	0.58	50.77	0.09	-0.03	-1.03		0.59	51.20	0.07	-0.06	-1.06	
Product Design	-0.58	36.67	0.73	0.47			-0.75	35.26	-0.15	-0.17		

Religious Education	0.13	50.00	0.12	0.42	-0.30		0.12	49.68	0.11	0.27	-0.07	
Travel & Tourism BTEC	0.68	40.00	0.32	-0.41			0.34	36.36	-0.27	-1.34		

In Year 10 disadvantaged students have failed to make progress which is in line or better than that of their peers. PP students have a lower % of students that are working at or above their forecast grade than non PP students.

When individual subjects are taken into consideration, for a few subjects PP students are making progress which is in line or better than that of their peers (see those green below). However, for all buckets (1 – 3), there are a number of subjects in which they are behind in terms of progress compared to their peers. This includes both Maths and English, this is area which will need to be addressed moving forwards. There are also a number of subjects for which the gap appears to have widen from T1 to T2 (highlighted yellow). These subjects will need to identify the PP students within their area that are not making sufficient progress and offer appropriate intervention. This should be reflected within the Departmental DIP for these subjects, there needs to be a plan which is very clear regarding numbers, Pathways and strategy according to Pathways. Each teaching group in each year group must have a target in terms of moving the number of student forward based on their flight path and distance away from equal to peers

Year 10	% of Results					
	Working At Expected	Working Above Expected	Working Towards Expected	Working At Forecast	Working Above Forecast	Working Towards Forecast
All	0.43	0.00	99.57	9.53	10.82	79.64
PupilPremium	1.53	0.00	98.47	7.90	9.12	82.98
SEND	0.00	0.00	100.00	4.92	7.10	87.98
EAL	0.00	0.00	100.00	11.90	7.14	80.95
KS2 Band H	0.00	0.00	100.00	4.67	3.74	91.59
KS2 Band M	0.62	0.00	99.38	11.05	12.75	76.20
KS2 Band L	0.00	0.00	100.00	9.20	16.09	74.71

Subject Area (Expected Data)	T1						T2					
	P8	A8	SEND Gap	PP Gap	MA Gap	PPMA Gap	P8	A8	SEND Gap	PP Gap	MA Gap	PPMA Gap
Bucket 1												
English	0.81	50.26	-0.24	-0.13	-0.18	0.01	0.77	50.18	-0.28	-0.21	-0.01	0.10
English Literature	0.78	50.00	-0.30	-0.09	-0.28	0.16	0.77	50.18	-0.28	-0.10	-0.15	0.25
Mathematics	0.81	50.35	-0.62	-0.26	0.45	0.06	0.82	50.75	-0.59	-0.21	0.47	0.26
Bucket 2												
Biology	0.80	57.50		-0.19	-0.21	-0.13	0.77	57.65		-0.17	-0.18	-0.13
Chemistry	0.72	56.73		0.12	0.24	0.21	0.69	56.86		0.14	0.28	0.20
Computing	0.50	49.23	-0.63	-0.09	-0.26	-0.08	0.44	49.20	-0.59	-0.03	-0.18	-0.08
French	0.22	46.67	0.09	0.05	-0.75		0.44	49.11	-0.17	-0.01	-0.20	
Geography	0.99	51.75	-0.76	-0.14	0.15	0.39	1.04	52.60	-0.56	-0.12	0.08	0.40
History	0.35	46.94	-0.73	-0.11	0.72	0.63	0.37	47.33	-0.66	-0.17	0.69	0.63
Physics	1.21	61.96		0.24	0.01	0.37	1.26	62.55		0.17	0.25	0.15
Science	0.28	43.05	-0.26	-0.32	0.30	0.41	0.30	43.45	-0.25	-0.24	0.26	0.40
Science Additional	-0.09	39.25	-0.12	-0.25	0.06	1.08	-0.06	39.77	-0.14	-0.26	0.01	1.08
Spanish	0.09	48.10		0.30	0.04	0.55	0.46	52.06		0.05	0.24	-0.16
Bucket 3												
Art & Design	1.60	57.17	-0.77	0.27	0.42	1.53	1.57	57.39	-0.75	0.34	0.42	1.52
Art (Photo)	1.57	57.39	0.02	-0.42	1.04		1.53	57.11	0.05	-0.28	1.06	
Business	0.77	49.25	-0.45	0.10	0.57		0.88	50.19	-0.59	-0.04	0.43	
Drama	0.74	48.26	-0.36	-0.39	-0.20	-0.06	0.70	48.33	-0.32	-0.64	-0.17	-0.06
Engineering BTEC	0.24	42.05		0.89	0.35	1.06	0.30	42.73		0.81	0.27	1.06
Media Studies	0.44	45.00	-0.44	0.19	0.95		0.71	48.15	-0.28	-0.15	0.65	
Music	2.16	63.75			-0.94		2.21	64.38			-0.60	
Physical Education	0.24	47.22		-0.02	0.32		0.22	47.22		-0.02	0.31	
Product Design	0.64	45.11	-0.98	-0.55	0.02	-1.04	0.59	44.68	-0.93	-0.50	0.08	-1.05
Travel & Tourism BTEC	1.27	40.00		0.34			1.21	40.00	0.57	0.40		

Across all year groups there are a number of students that have persistent absences, the figures are highlighted below. These students will have significant gaps within their knowledge. The PP lead will need to work with the Attendance Lead and team to ensure that these students are monitored and supported appropriately.

Term	% of students who met absence threshold	No. of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN	No. of students who met absence threshold & In Care	% of students who met absence threshold & In Care	No. of students in cohort
Term 1 : (03/09/2019 to 20/10/2019)	12.57	159	59	37.11	24	15.09	2	1.26	1265
Term 2 : (02/11/2019 to 19/12/2019)	17.25	217	73	33.64	24	11.06	3	1.38	1258
Term 3 : (06/01/2020 to 16/02/2020)	23.49	295	98	33.22	31	10.51	2	0.68	1256
Term 4 : (22/02/2020 to 20/03/2020)	19.27	243	73	30.04	30	12.35	2	0.82	1261
Term 5 : (01/06/2020 to 12/07/2020)	4.77	60	21	35	10	16.67	0	0	1258
All Terms Included : (03/09/2019 to 12/07/2020)	12.65	162	66	40.74	25	15.43	2	1.23	1281

Enrichment Participation by PP students 2019.20

Year Group	Boys - T2%	Girls - T2%	Total - T2%	Boys - T3%	Girls - T3%	Total - T3%	Boys - T4%	Girls - T4%	Total - T4%
7	39	51	45	55	70	62	61	69	65
8	45	25	31	54	58	56	66	51	57
9	100	42	78	15	24	18	64	38	54
10	26	57	42	32	32	32	39	59	49
11	37	34	36	38	50	44	75	70	72

1. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A. Pupil Premium students making slower rates of progress than their non-PP peers in some subjects

External barriers *(issues which also require action outside school, such as low attendance rates)*

B. Pupil Premium students are less likely to participate in enrichment/extra-curricular activities.

C. Persistent absence for pupils eligible reduces their school hours and can lead to them to falling behind.

2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps between Pupil Premium and Non Pupil Premium students narrowing in all subjects across all year groups	Pupils eligible for PP will meet their end of year expected grades. Reporting data will show that each PP student in years 7-11 is on track (according to their flight path).
B.	Pupil Premium to participate in enrichment/extra-curricular activities.	100% of all Pupil Premium students to participate in at least 3 enrichment activities per academic year.
C.	Decreased persistent absence rates for pupils eligible for PP.	Overall persistent absence among pupils eligible for PP improves from 23.5% to 10%

3. Planned expenditure						
Academic year		2019/2020				
Curriculum Support & Staffing						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead(s)	Mar 20	Jul 20
					RAG	RAG
A. Gaps narrowing across all subjects in Years 7, 9 and 11 for PP students	<ul style="list-style-type: none"> ❖ Staff CPD. ❖ Formative and summative assessments. ❖ Quality first teaching (Excellence Framework) ❖ Quality written feedback. ❖ Robust analysis of student data to enable personalised intervention programmes and tracking of rapid progress. ❖ Department learning conversations and DIPs focusing on key target students and plans to move forward. ❖ Weekly mentoring sessions for identified PP students ❖ Pre – learning and over learning intervention sessions 	<p>Ensuring that PP are high profile as a group</p> <p>Ensuring staff understand the factors that impact negatively on engagement, behaviour and progress of PP students.</p>	<ul style="list-style-type: none"> • Accurate reporting of student data and thorough analysis of progress. • Progress Leaders and SLT challenging teachers and middle leaders regarding progress of students and interventions to move them forward. These are detailed on department action plans and tracked by PLs. • Target students observed and a focus of learning walks and observations – actions evidenced • Feedback to staff • Students' feedback will be obtained at appropriately timed student audits and ongoing conversations with students regarding the barriers to their learning. 	LAM BEN ROG FOT	A	A As seen from the data above, although some progress has been made, there are still a number of subject areas in which we need to close the gap

			<ul style="list-style-type: none">• Use of Co-educators and other staff to run small intervention groups focusing on pre and over learning		A	A FOT has started to work on this with her team but due to COVID, these plans have not been developed fully
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<p>C. Decrease in persistent absence rates for pupils eligible for PP in Years 10 (from 38% to 25%) and 11 (from 44% to 35%)</p>	<ul style="list-style-type: none"> ❖ Rigorous meetings between attendance team, parents, students, pastoral and progress team. Staff will continue to set personalised targets and goals for students and identify and address barriers to learning. ❖ Recognition and rewards for students celebrating 100% attendance. These are both individual for students and linked to academy colleges to encourage competitive element between the colleges. ❖ Communication of academy attendance to both internal and external stakeholders. 	<p>Overall persistent absence among pupils eligible for PP improves from 23.5% to 10%</p>	<p>Belfairs Academy is tracked through rigorous reporting processes from Attendance Officer to the Senior Leadership team who track students' attendance plans to bridge gaps. Where these gaps are identified the academy has a thorough reporting model that ensures accountability and tracks impact of actions.</p>	<p>LAM MOL</p>	<p>A</p>	<p>A MOL and the attendance team have worked hard to reduce the PA rates for Year 10 and 11, whilst some real progress has been made the targets were not met due to COVID 19</p>
<p>Total budgeted cost Curriculum Support</p>					<p>£250 000</p>	

Enrichment						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mar 20	Jul 20
					RAG	RAG
B. Increased participate in enrichment/extra-curricular activities for Years 7 - 9	<ul style="list-style-type: none"> ❖ Continue excellent practice with students ❖ 100% of all Pupil Premium students in Years 7 and 8 to participate in at least 3 enrichment activities per academic year. 	Locally engagement of Pupil Premium students in Enrichment activities is below their non-Pupil Premium peer group. This is also the case at Belfairs and as such will remain a focus for Belfairs Academy. We continue to develop and improve our support to ensure students are successful and their wellbeing is a priority.	Through a robust monitoring and tracking process of all participation in enrichment activities for all students.	WIR MUR TUS BUA	A	A WIR and the enrichment team have worked hard to increase the participation in enrichment activities, whilst some real progress has been made this will still need further work due to COVID 19
Total budgeted cost					£11,082	

Academy Targets 2020.21

Academy Targets 2020-2021	
Headline Targets	Target 2020-21
Attainment 8	42.34
Progress 8	0.00
4-9 English/Lit and Maths	68%
5-9 English/Lit and Maths	41%
Headline Targets	Target 2020-21
VA (Academic)	0.13
VA (Applied General)	0.00
Alps (A Level)	Grade 3 (top 25%)

4. Planned expenditure						
Academic year		2020/2021				
Curriculum Support & Staffing						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Jan 21	Jul 21
					RAG	RAG
<p>B. Gaps narrowing across all subjects for PP students in year groups 7, 9 and 11</p> <p>Year 7 by T4 Working at or above forecast 15%</p>	<ul style="list-style-type: none"> ❖ Staff CPD. ❖ Formative and summative assessments. ❖ Quality first teaching (Excellence Framework) ❖ Quality written feedback. ❖ Robust analysis of student data to enable personalised intervention programmes and tracking of rapid progress. ❖ Department learning conversations and DIPs focusing on key target students and plans to move forward. ❖ Weekly mentoring sessions for identified PP students ❖ Pre – learning and over learning intervention sessions 	<p>Ensuring that PP are high profile as a group</p> <p>Ensuring staff understand the factors that impact negatively on engagement, behaviour and progress of PP students.</p>	<ul style="list-style-type: none"> • Accurate reporting of student data and thorough analysis of progress. • Progress Leaders and SLT challenging teachers and middle leaders regarding progress of students and interventions to move them forward. These are detailed on department action plans and tracked by PLs. • Target students observed and a focus of learning walks and observations – actions evidenced • Feedback to staff • Students' feedback will be obtained at appropriately timed student audits and ongoing conversations with students regarding the barriers to their learning. 	<p>LAM MCV RUS WIB ROG FOT</p>		

<p>Year 9 by T4 Working at or above forecast 5%</p> <p>Year 11 by T3 Working at or above forecast 15%</p>			<ul style="list-style-type: none">• Use of Co-educators and other staff to run small intervention groups focusing on pre and over learning• Use of TEAMS to deliver appropriate and timely intervention• Analysis of assessment and in class learning with feedback to bridge gaps rapidly.• Use of Baseline Assessments with PLC's and QLA to feedback to students			
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<p>C. Decrease persistent absence rates for pupils eligible for PP in Years 8, 10 and 11</p> <p>Overall PP drops from 22.8% to 15%</p> <p>Year 8 from 23.2% to 18%</p> <p>Year 10 from 25.8% to 20%</p> <p>Year 11 from 28.5% to 20%</p>	<ul style="list-style-type: none"> ❖ Rigorous meetings between attendance team, parents, students, pastoral and progress team. Staff will continue to set personalised targets and goals for students and identify and address barriers to learning. ❖ Recognition and rewards for students celebrating 100% attendance. These are both individual for students and linked to academy colleges to encourage competitive element between the colleges. ❖ Communication of academy attendance to both internal and external stakeholders. 	<p>Overall persistent absence among pupils eligible for PP improves from 22.8% to 10%</p>	<p>'Belfairs Academy' is tracked through rigorous reporting processes from Attendance Officer to the Senior Leadership team who track students' attendance plans to bridge gaps. Where these gaps are identified the academy has a thorough reporting model that ensures accountability and tracks impact of actions.</p>	<p>LAM MOL</p>		
<p>Total budgeted cost Curriculum Support</p>					<p>£250 000</p>	

Enrichment																														
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B. To increase the % of Pupil Premium students that participate in enrichment activities that are not a whole school event to the figures in the table below	<ul style="list-style-type: none"> ❖ Continue excellent practice with students ❖ 100% of all Pupil Premium students to participate in at least 1 enrichment activities per academic year. 	Locally engagement of Pupil Premium students in Enrichment activities is below their non-Pupil Premium peer group. This is also the case at Belfairs and as such will remain a focus for Belfairs Academy. We continue to develop and improve our support to ensure students are successful and their wellbeing is a priority.	Through a robust monitoring and tracking process of all participation in enrichment activities for all students.	WIR MUR BUA																										
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5. Planned expenditure						
Academic year		2021/2022				
Curriculum Support & Staffing						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Jan 22	Jul 22
					RAG	RAG
<p>C. Gaps narrowing across all subjects for PP students in all year groups</p> <p>Year 7 by T4 Working at or above forecast 20%</p> <p>Year 8 by T4 Working at or above forecast 20%</p>	<ul style="list-style-type: none"> ❖ Staff CPD. ❖ Formative and summative assessments. ❖ Quality first teaching (Excellence Framework) ❖ Quality written feedback. ❖ Robust analysis of student data to enable personalised intervention programmes and tracking of rapid progress. ❖ Department learning conversations and DIPs focusing on key target students and plans to move forward. ❖ Weekly mentoring sessions for identified PP students ❖ Pre – learning and over learning intervention sessions 	<p>Ensuring that PP are high profile as a group</p> <p>Ensuring staff understand the factors that impact negatively on engagement, behaviour and progress of PP students.</p>	<ul style="list-style-type: none"> • Accurate reporting of student data and thorough analysis of progress. • Progress Leaders and SLT challenging teachers and middle leaders regarding progress of students and interventions to move them forward. These are detailed on department action plans and tracked by PLs. • Target students observed and a focus of learning walks and observations – actions evidenced • Feedback to staff • Students' feedback will be obtained at appropriately timed student audits and ongoing conversations with students regarding the barriers to their learning. 	<p>LAM WIB MCV RUS ROG FOT</p>		

<p>Year 9 by T4 Working at or above forecast 10%</p> <p>Year 10 by T4 Working at or above forecast 10%</p> <p>Year 11 by T3 Working at or above forecast 20%</p>			<ul style="list-style-type: none"> • Use of Co-educators and other staff to run small intervention groups focusing on pre and over learning • Use of TEAMS to deliver appropriate and timely intervention • Analysis of assessment and in class learning with feedback to bridge gaps rapidly. • Use of Baseline Assessments with PLC's and QLA to feedback to students 			
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6. Additional detail

- ❖ Belfairs will continue to ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- ❖ The Pupil Premium will continue to be used to provide additional educational support to improve the progress and raise the achievement for these students.
- ❖ Belfairs will continue to use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

7. Evaluation and Reporting

It will be the responsibility of the Principal to produce a report for the Governing Body that will include:

- ❖ The progress made towards closing the gap, by year group, for disadvantaged students.
- ❖ An outline of the provision made during the term since the last report.
- ❖ An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- ❖ The Governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

8. Appeal

Any appeals against this policy will be through the Governor's Complaints Procedure.