

Pupil Premium Strategy Statement

1. Summary information					
School	Blue Coat Church of Academy (Walsall)				
Academic Year	2020/21	Total PP budget	£338,420	Date of most recent PP Review	
Total number of pupils (Y7 – 13)	913	Number of pupils eligible for PP	389	Date for next internal review of this strategy	November 2020

2. Current attainment		
	Pupils eligible for PP (Blue Coat)	Pupils not eligible for PP (national average)
Progress 8 score average (2016-17)	-0.30	+0.11
Attainment 8 score average grade (2016-17)	3.16	4.98
Progress 8 score and confidence interval by subject area: English/Maths	-0.22/-0.23 (-0.57 to 0.14/-0.55 to 0.09)	0.74/1.01 (0.23 to 1.25/0.54 to 1.48)
Progress 8 score average (2017-18)	-0.61	+0.13
Attainment 8 score average grade (2017-18)	3.15	5.01
Progress 8 score and confidence interval by subject area: English/Maths	-0.38/-0.44 (0.01 to -0.78/-0.09 to -0.79)	0.11/0.12
Progress 8 score average (2018-19)	-0.18	+0.13
Attainment 8 score average grade (2018-19)	3.43	5.15
Progress 8 score and confidence interval by subject area: English/Maths	-0.10/0.22 -0.48 TO 0.27/-0.60 TO 0.16)	0.11/0.11
Progress 8 score average (2019-20) – Based on Centre Assessed Grades	+0.01	+0.49
Attainment 8 score average grade (2019-20) – Based on Centre Assessed Grades	4.21	4.25
Progress 8 score and confidence interval by subject area: English/Maths	+0.39/-0.08 +0.03 to +0.74/-0.41 to +0.25	+0.69/+0.43 +0.33 to +1.05/+0.10 to +0.77

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Self-esteem is low for pupils and they often lack confidence. Many are reluctant to engage with additional learning opportunities.	
B.	On entry reading age for pupils is lower for pupils eligible for pupil premium compared to non-pupil premium pupils. This prevents students from accessing the curriculum and understanding questions.	
C.	Key Stage 2 data indicates a low baseline for pupils eligible for pupil premium in the current Y7 when compared to non-pupil premium pupils	
External barriers		
A.	Home engagement with a minority of parents needs to be further promoted.	
B.	Pupils eligible for pupil premium live in more deprived areas 36% of pupils eligible for pupil premium live in areas within IDACI bands 1 and 2.	
C.	Pupils eligible for pupil premium travel, on average, greater distances to school than non-pupil premium pupils.	
4. Desired outcomes		Success criteria
A.	To improve the overall quality of teaching using targeted support and intervention of specific teachers. Ensure pupils are not disadvantaged by lack of access to learning resources.	Improvement in pupil outcome for pupils eligible for pupil premium based on Progress 8 scores. Increased levels of attendance/engagement for pupils eligible for pupil premium.
B.	To embed the coaching culture into all aspects of the schools' work and actively promote self-improvement and development.	A rigorous and robust programme is in place to support the continuous development of a whole school approach to coaching. Three accredited master coaches and five accredited practitioner coaches by July 2021 (delayed by Covid-19 lockdown).
C.	To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Improvement in quality of teaching evidenced through quality assurance processes.
D.	To continue to remove social barriers to learning where required by supporting provision of school uniform, provision of bus passes, ensuring equality of opportunity in terms of educational visits and access to additional learning resources.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Improved outcomes and cultural capital associated with participation in educational visits.
E.	To implement a recovery programme to support pupils as they return to school following national school closures as a result of Covid-19. Implement a graduated programme to support pupils mental and emotionally well-being, to build resilience and followed by a strategic plan to address curriculum gaps and accelerate pupil progress.	Levels of attendance for pupils eligible for pupil premium to be at least in line with non-pupil premium pupils. Successful implementation of programmes to support mental and emotional wellbeing. Progress measures gap in line with previous years.

5. Planned expenditure					
Academic year		2020/21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the overall quality of teaching using targeted support and intervention of specific teachers.	Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	<p>Production of evaluative report on each department to identify best practice and areas for improvement.</p> <p>Development plan produced to support the implementation of appropriate actions to improve quality of provision.</p>	CSP/ELP	June 2021
To ensure pupils are not disadvantaged by lack of access to learning resources.	Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.	Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.	<p>Form tutor discussions and mentor meetings will discuss barriers to learning and identify where additional support is required.</p> <p>SLT members will monitor the provision of resources and ensure adequate resourcing is available.</p>	KAP/DD	January 2021

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To embed the coaching culture into all aspects of the schools work and actively promote self-improvement and development.	Coaching accreditation and training with Leadership Edge	Successful introduction of coaching over previous two years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward.	The engagement of a well-respected provider, recommended by the Teaching School, will provide a structured, monitored programme which will ensure effective implementation.	DJS/ELP	July 2021
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics): Non- negotiables Brilliant Basics, Presentation of pupils' work, Marking for Literacy	Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach. The aim is to reduce the level of in-school variation between and within subjects.	Middle leaders to present impact of challenge over issues of non-compliance with Blue Coat Basics. SLT summary of key issues emerging from meetings. Support and training plan implemented and then reviewed at the next meeting.	DJS/VAO	April 2021
Total budgeted cost					£95233.79

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve reading ages, particularly in Years 7 and 8 (following disrupted year 2019/20).</p>	<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of previous best practice projects to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning best practice.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>Regular evaluation of reading age data.</p> <p>Half termly evaluation of the impact of reading interventions.</p>	<p>ELP</p>	<p>Termly</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Continue to increase staff awareness of pupil premium pupils.</p> <p>Enhance the role of Pupil Progress Leaders to ensure the effective tracking of underachieving pupils.</p> <p>Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.</p>	<p>Ensure all staff are aware of who disadvantaged pupils are.</p> <p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p> <p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p> <p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>All teaching staff will have an appraisal target for 2020/21 related specifically to accelerating pupil progress.</p> <p>Pupil progress leaders will specifically track the progress of disadvantaged pupils in each year group and liaise with HoDs of department to share good practice and discuss targeted strategies.</p> <p>Disadvantaged pupils will be a specific focus in all quality assurance processes and line management meetings.</p> <p>Staff to summarise key messages and feedback to SLT and departments through directed time.</p>	<p>DJS</p> <p>RID/GEB/SBH/RAA /AWG</p> <p>HoDS</p> <p>RAA</p> <p>RAA</p>	<p>Termly</p> <p>Termly</p> <p>Half Termly</p>
Total budgeted cost					£118064.54

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop roles of additional support in lessons provided by teaching assistants	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	Allocation of specific Level 2 and Level 3 teaching assistants. Training and development programme for TAs.	DJS/KLP	In line with whole school QA schedule.
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	Staffing and resourcing of the club established and regularly reviewed.	DD	Termly
Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.	Staff aware of the procedure for claiming additional financial support for pupils. Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning recourses and visits.	Production of monthly management accounts to review spending. External scrutiny of spending provided by Academy's financial adviser.	DD	Monthly

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase engagement in after school homework club.	Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	Monitor and quality assure the homework club provision. Monitor engagement through attendance figures. Engage in regular pupil voice to evaluate provision and assess impact.	CSP/KLP	Half termly
Maximise attendance of disadvantaged pupils	Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	Analysis to be produced as part of Principal's report for scrutiny by Governors.	KAP	Termly
Implement pilot programme to provide support and intervention to support pupils affected by mental health and emotional wellbeing issues.	Continue designated support through focussed support and interventions, then add additional layer of support through Learning Support Practitioner.	Consistent track record of supporting pupils limited only by staffing capacity,	Half termly progress review, followed by formal review of outcomes to determine next steps for the pilot project after two terms.	VAO/KLP	Half termly. Formal review Easter 2021.
Total budgeted cost					£197086.76

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve the overall quality of teaching using targeted support and intervention of specific teachers.	Implement a rolling programme of departmental reviews to evaluate the pupil outcomes in terms of teaching, learning assessment and behaviour.	<p>Research evidence shows that quality first teaching is the most effective provision.</p> <p>A collegiate approach is already in place to develop the quality of teaching where practice is not effective.</p>	A range of training and development was implemented but the sustained impact has been reduced by the extended period of school closure for the majority of pupils due to COVID-19. Programmes need to be picked up and relaunched in a measured way from September 2020. The importance of a sustained and consistent period for embedding new strategies cannot be overstated but was lacking in the second half of 2019/20. Staff did make effective use of time to review planning, teaching approaches and engaged in additional professional learning.	£65,526.26
To ensure pupils are not disadvantaged by lack of access to learning resources.	Members of staff will refer pupils where financial hardship and/or family circumstances prevent them accessing particular resources in order that the barriers to access can be addressed.	Pupils should not be disadvantaged by the inability to purchase or access learning resources. Encouraging effective study habits and promoting independent study have been shown to be effective in raising levels of attainment.	<p>Form tutor discussions and mentor meetings provided an effective way to identify barriers to learning and identify where additional support is required. The strategy is very dependent of the effectiveness of form tutors and additional work to promote the importance of developing effective relationships with members of a form group is a priority moving forward.</p> <p>SLT members monitored the provision of resources and ensure adequate resourcing is available and efficient use of funding.</p>	£3250

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To embed the coaching culture into all aspects of the schools' work and actively promote self-improvement and development.	Coaching accreditation and training with Leadership Edge	Successful introduction of coaching over previous two years, working with a local Teaching School, has provided the foundations for a coaching ethos. The plans in place for this year will allow a sustainable model to continue coaching development moving forward.	The training was only partially completed due to the national lockdown and subsequent closure of schools to most pupils. The training completed was successful but the opportunities for effective coaching conversations, particularly around classroom practice, were limited. The engagement with online meetings did provide opportunities for the implementation of some strategies to support colleagues.	£3950
To further develop increased accountability at all levels. Encourage teachers to engage in training to develop new approaches to teaching and develop skills of middle leaders to effectively evaluate the impact of these strategies.	Middle leaders to effectively monitor the implementation of core principles of teaching and learning (Blue Coat Basics):	<p>Consistent evidence from external reports nationally, locally and based on our own school context that the key to sustained improvement is consistency in approach.</p> <p>The aim is to reduce the level of in-school variation between and within subjects.</p>	<p>A programme with an external consultant had made a very positive start. Middle leaders engaged with a robust review and follow-up coaching. While the programme had to be paused due to the lockdown, the period of school closure did allow many middle leaders to review and evaluate.</p> <p>Time was available to allow middle leaders to implement key plans and developments. The challenge will be to embed these changes alongside the implementation of a recovery programme following lockdown.</p>	£6731.90

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve reading ages, particularly in Year 7.	<p>Develop in-school expertise and capacity to effectively address low levels of literacy in Key Stage 3 in order to increase pupils' ability to successfully access the curriculum.</p> <p>Embed best practice developed as part of the SSIF project to cover all pupils.</p> <p>Continued use of the Accelerated Reader Programme.</p> <p>Dedicated curriculum time focussed on reading.</p> <p>Employment of dedicated member of staff to support interventions and encourage promotion of reading.</p>	<p>Evidence based research underpinning a successful SSIF bid.</p> <p>Improving the literacy skills of pupils will allow them to access other areas of the curriculum more readily.</p>	<p>The strategies used in 2019/20 proved to be very effective and will be embedded into practice, the impact was limited by the extended period away from school during lockdown. The key lessons included:</p> <ul style="list-style-type: none"> • The development of literacy skills must be a key priority from Year 7. • Engagement of other subject areas to accommodate release of pupils for focussed literacy support is key. Addressing literacy skills at an early stage allows pupils to more effectively access other curriculum areas. • Regular (daily) intervention is the key to success. • Consistent and dedicated staff delivering both literacy intervention and cohort-wide accelerated reader lessons is most effective. • Rewarding positive achievement in reading promotes a more progressive approach among pupils to further developing their skills. 	£34686.76

<p>Continue to increase staff awareness of pupil premium pupils.</p>	<p>Ensure all staff are aware of who disadvantaged pupils are.</p>	<p>The strategies required to specifically address the progress of disadvantaged pupils need to be clearly focussed based on precise analysis of data and support targeted to rapidly accelerate the progress of this cohort.</p>	<p>Further training is required to maximise the functionality within SISRA EAP, but staff engagement has been positive. Staff continue to experiment with the system and explore lines of enquiry with support rather, which is proving to be more effective than delivering extensive and abstract training. Staff engaged more positively with the data, asked more relevant questions and identified immediate actions when focussed on their own classes.</p>	<p>£3396.00</p>
<p>Enhance the role of Pupil Progress Leaders to ensure the effective tracking of underachieving pupils.</p>	<p>All teaching staff to identify key areas of improvement for individual pupils to accelerate the progress of disadvantaged pupils following each data collection.</p>	<p>Selected staff to attend National conferences to benefit from key messages regarding new specifications and appropriate school based responses to these.</p>	<p>The strategies had a very positive impact and will be continued. The implementation and leadership of this strategies needs to be extended across all key stages. The structure for staff monitoring pupil progress has been revised for 2020/21, in order to provide a clear distinction between the roles of Pupil Progress Leaders and those responsible for the development of Teaching and Learning in the school. Progress was limited in 2019/20 due to lockdown.</p>	<p>£57592.29</p>
<p>Develop the use of targeted strategies to accelerate the progress of disadvantaged pupils.</p>	<p>Develop use of PiXL strategies to ensure that support and intervention is effectively targeted.</p>			

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop roles of additional support in lessons provided by teaching assistants.	Provide additional adult support to pupils with low esteem and confidence, to promote greater independence.	Previous success within the school of encouraging pupils to become more independent and to access the curriculum more effectively.	The school will continue to develop this model and endeavour to provide a model which builds further capacity to support the more vulnerable pupils. Level 3 teaching assistants take on additional responsibility while the provision of a level one pathway has also requires additional management capacity. Recruitment of teaching assistants is challenging but we remain committed to seeking to employ the best staff available.	£115719.74
All pupils have access to breakfast each day to ensure they are well prepared for learning.	Continue to provide breakfast club, open to all.	To ensure that pupils have access to breakfast within a warm and safe environment throughout the year. Evidence indicates positive impact on pupil preparedness for learning, behaviour and achievement.	Our catering provider included the breakfast provision as part of the original tender process which has ensured continuity of provision. Maintaining close links with staff who know the pupils involved is a key feature to its success and has been maintained.	£12043.00

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Establish clear procedure and protocol to pupils eligible for pupil premium to allow access to financial support with uniform, transport costs, learning resources and educational visits.	Staff aware of the procedure for claiming additional financial support for pupils. Heads of Year to liaise with Business Manager to organise, when required, funding of uniform, transport costs, learning resources and educational visits.	Providing an inclusive learning environment helps to remove the barriers created by the inability of families to support pupils with costs related to uniform, travel and access to learning resources and visits.	Clear systems ensure that deserving cases are adequately provided for and that the correct support and provision is put in place. The approach the school adopts is essential and must continue in the future to ensure that pupils remain engaged and active participation in learning whilst in school and outside school hours.	£2402.15
Increase engagement in after school homework club.	Ensure that the homework club is staffed five days per week and staff allocated are available to provide support and guidance as required.	Education Endowment Foundation toolkit highlights the potential impact of homework when used effectively. The provision of the homework club removes the potential barrier where pupils have limited access to ICT outside of school.	While there remains a demand for the provision of a homework club, particularly with access to ICT facilities, the provision has the potential to be expanded and enhanced using the skills and expertise of more experienced members of staff. Consistency of provision is key and new structures need to be embed during 2020/21.	£14710.42

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maximise attendance of disadvantaged pupils	Sustain existing systems and engagement of EWO.	Consistent track record of improving attendance year on year.	Investment in staffing to implement effective systems to improve levels of attendance have proved to be very successful. The nature of the issue means that this is a perpetual issue and it is not an issue which can be solved, but something which the school will need to continue to work at in order to sustain and further improve levels of attendance.	£21,000

7. Additional detail

2019/20 was an exceptionally challenging year for the school. The challenges presented by COVID-19 and the national lockdown were considerable. The school worked hard to ensure that disadvantaged families were as well catered for as possible. Regular contact was maintained with the most vulnerable and provision for vulnerable children and the children of key workers was maintained from lockdown until the end of the summer term. A vast amount of work was carried out to introduce the bubble approach to allow for September 2020 reopening. This required investment in the school infrastructure to repurpose rooms, ensure hot meals were available to all and to extend the coverage of Wi-fi to all areas of the school. The school's commitment to reducing the gap between disadvantaged and non-disadvantaged pupils is evident in the additional resources allocated beyond the Pupil Premium allocation.