

## Bower Park Academy – Pupil Premium Strategy Statement

### School overview

| Metric                                      | Data                |
|---|---------------------|
| Pupils in school                            | 915                 |
| Proportion of disadvantaged pupils          | 333 (36.4%)         |
| Pupil premium allocation this academic year | £275,995            |
| Academic year or years covered by statement | 2020-21             |
| Publish date                                | September 2020      |
| Review date                                 | September 2021      |
| Statement authorised by                     | S. Deen             |
| Pupil premium lead                          | N. Khan             |
| Governor lead                               | Matthijs van Vulpen |

### Disadvantaged pupil performance overview for academic year 2018/19, 2019/20 and targets for 2020/21

| Measure                     | 2018/19 | 2019/20 | Targets for 2020/21  |
|-----------------------------|---------|---------|--|
| Progress 8                  | -0.61   | 0.06    | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools |
| Ebacc entry                 | 29%     | 23%     | At least 50% of disadvantaged students entered in Ebacc subjects                       |
| Attainment 8                | 36.1    | 42.78   | Achieve national average for attainment for all pupils                                 |
| Grade 5+ in English & Maths | 29%     | 39%     | Achieve national average for Grade 5+ in English and maths (43%)                       |
| Grade 4+ in English & Maths | 53%     | 59%     | Achieve national average for Grade 4+ in English and maths (66%)                       |

Planned expenditure 2020-2021 The three headings demonstrate how we are using the Pupil Premium: to improve classroom practice; to provide targeted support and to improve attendance and behaviour.

### 1. Quality first teaching

| Action  | Intended outcome   | Cost                        |
|---|--|-----------------------------|
| <p>Invest in training, resources and support to further strengthen the quality of teaching including:</p> <ul style="list-style-type: none"> <li>• The Rosenshine Principles</li> <li>• All teachers receive regular CPD</li> <li>• Embed skillful questioning and retrieval practice activities to deepen the knowledge of all</li> <li>• External expert to deliver CPD on effective coaching and feedback</li> </ul> | <p>The training, CPD and resources based on the Rosenshine Principles of Effective Instruction will increase teachers' knowledge and expertise in the science of learning, enabling them to plan and deliver a knowledge-rich curriculum.</p> <p>External speakers to deliver sessions on memory and retrieval practice activities to both students and teachers so they have a better understanding of how to store deliver and store knowledge in their long-term memory.</p> <p>The Education Endowment Fund (EEF) has stated that feedback is has high impact with low cost. Investing in CPD so this is done well will result in disadvantaged students' outcomes improving. In addition, CPD undertaken by leaders in coaching will allow them to effectively coach others to improve.</p> | <p>£15,000</p>              |
| <p>Lead Practitioners / Seconds in Department with a focus on monitoring the progress of disadvantaged students and developing schemes of learning so high quality lessons are delivered</p>  | <p>Lead Practitioners / Seconds in Department in English, Maths and Science will develop schemes of learning to improve the provision so outcomes increase. They will also monitor assessment data in their subject area and plan/coordinate targeted intervention so it has a striking impact on outcomes. They will attend regular progress meetings to update on progress made towards targets.</p> <p>Lead Practitioners / Seconds in Department will also coordinate, deliver or facilitate small group intervention for disadvantage students to improve their outcomes.</p>   | <p>£90,470</p>              |
|   |  | <p>Total cost: £105,470</p> |
| 2. Targeted Support and Intervention  |  |                             |
| <p>Structured small group and one to one tuition for disadvantaged students in GCSE English and GCSE Maths</p>  | <p>Provide targeted intervention through use of external tutoring providers so more disadvantaged students achieve a standard or strong pass in GCSE English and Maths.</p>  | <p>£15,000</p>              |

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| Provide subsidies for uniform, stationery and visits   | Subsidies for trips and visits will mean that disadvantaged students are able to take part in the rich programme of extra and co-curricular trips and visits which are designed to support and enrich the curriculum. In addition, support will be provided for technology, stationery and uniform.  | £10,000              |
| Employ additional TA to allow for SOUND training to delivered to disadvantaged students with low reading ages in Y7, 8 and 9 | Improved reading ages so students can access a broad knowledge rich curriculum. This will increase the number of disadvantage students making good or better progress across a broad range of subjects.  | £18,000              |
|  |  | Total cost: £43,000  |
| <b>3. Behaviour and Attendance Improvement Strategies</b>  |  |                      |
| Support and Guidance Managers  | <p>Four non-teaching Support and Guidance Managers. Research has shown that a focus on deploying teaching and support staff effectively, and on addressing behaviour and attendance, are important if disadvantaged students are to thrive.</p> <p>Support and Guidance Managers will support the delivery of the whole school Behaviour Policy to allow for high quality teaching and learning. They will each have a caseload of disadvantaged and challenging pupils. They will support students to reduce on-calls and reduce the risk of exclusion.</p> | £93,600              |
| Education Welfare Officer and Attendance Officer   | The Attendance Officer and Education Welfare officer will work with disadvantaged families to reduce absence and persistent absence so it is line with or better than national.  | £19,525              |
|  |  | Total cost: £113,125 |
| <b>4. Transition from Y6 to Y7, Y9 to KS4 and Y11 to Post-16</b>   |  |                      |
| Deliver a programme of transition events for local feeder schools.   | The programme will ensure that pupils from the main feeder schools have a programme of familiarisation with the school during Years 5 and 6 thus building their confidence and enabling a successful induction into secondary school life.   |                      |

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| Plan and deliver a 'Base-Camp' experience for Year 7 in September  | 'Base Camp' will give Year 7 time to settle into school life, and to learn the routines and expectations which will enable them to transition to secondary school successfully.                           | £3,450              |
| Provide high quality career advice to reduce NEET and increase progress to post-16 with a specific focus on disadvantage students. | 100% of students to access CIEAG services within school. Increase the percentage of students staying in education or entering employment to 94% (national average) or higher.                             | £9,950              |
| Increase the percentage of disadvantage students studying Ebacc suite of qualifications  | Raise the profile of French in KS3 more disadvantage students select French as an option so they can achieve Ebacc. Invest in a French app and ensure all disadvantaged students have access to this app. | £1000               |
|  |   | Total cost: £14,400 |