



# High Weald Academy

## Pupil Premium Plan 2020/21

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Author: Morgan Chatten

## Pupil Premium Plan 2020-21

At High Weald Academy we share the vision that students' progress and attainment should be determined by hard work, ability and merit and not by parental wealth or family background. We are committed to closing the gap in attainment that exist between Pupil Premium and non-Pupil Premium students.

In the academic year 2020-21 High Weald Academy estimates it will receive £79,265 in funding for Pupil Premium, of which £20,240 is the Catch-up premium. Below is a summary of how this money was spent and the impact it had on our students.

The identified barriers to success for our pupil-premium students are:

- Attendance
- Attainment
- Progress
- Culture, Ethos and Engagement

The table below identifies the plan for addressing these barriers in the academic year ahead.

Strand	Objective	Actions	Investment	Impact measure	Base position 2020		Minimum Target for 2021	
					PP students	Non-PP students	PP students	Non-PP students
<b>Attendance</b>	Increase attendance among PP students and reduce the number of persistent absences	<ul style="list-style-type: none"> <li>• Weekly tracking of individuals</li> <li>• Tutor time attendance leadership board tracking</li> <li>• Personal development mentoring</li> </ul>		% attendance	84.1%	91.1%	89%	96%
				% of persistent absences	24.6%	24.5%	20%	20%
				% receiving rewards	19%	45%	25%	50%
				% Personal support mentoring	47%	53%	52%	53%

		<ul style="list-style-type: none"> <li>• Introduction of Attendance Improvement Plans for PA students</li> <li>• Attendance Ambassadors</li> <li>• Rewards for good attendance</li> <li>• Ensuring that attendance rewards and issues are followed up, particularly by tutors.</li> <li>• Attendance Tuesday QA'd by SLT and Heads of Year and feedback provided to tutor. Heads of Year to monitor rewards given. Tuesday to Tuesday pastoral meeting and Raising Standards Pastoral meeting used to address any issues and inconsistencies in practice.</li> </ul>		<p>%decline in those getting FTE</p> <p>% of positive points</p>	<p>FTE Term 1: 11PP students Term 4: 3</p> <p>Term 1: 1,846 Term 4: 645</p>	<p>FTE Term 1: 13 non-PP students Term 4: 13</p> <p>Term 1: 2,940 Term 4: 1,297</p>	<p>10 in total</p> <p>6000 in total</p>	<p>15 in total</p> <p>8000 in total</p>
<b>Attainment</b>	<p>Improve levels of attainment for PP students in KS4, reducing the gap in attainment between PP and non-PP students</p>	<ul style="list-style-type: none"> <li>• GCSE Pod</li> <li>• Master Class Sessions</li> <li>• Subject days in tutor time</li> <li>• Teaching and Learning CPD</li> <li>• Teaching and Learning Coaching</li> </ul>		<p>% of 5A*-C (+EM) or equivalent grades</p>	<p>8%</p>	<p>59%</p>	<p>15%</p>	<p>64%</p>

		<ul style="list-style-type: none"> <li>• CPG</li> <li>• Wednesday-Wednesday monitoring and action</li> <li>• Raising Standards Meetings – Curriculum</li> <li>• MER Quality Assurance Cycle introduced</li> <li>• Whole School Tracker and Data Dashboard</li> <li>• Curriculum Intent and Implementation Meetings</li> </ul>						
<b>Progress</b>	Ensure all students in KS3 have a reading age at or above their chronological age	<ul style="list-style-type: none"> <li>• Reading testing term 1/3/6</li> <li>• All KS3 access to Bedrock</li> <li>• Bedrock supported by Literacy booklet, class reader and refection record</li> <li>• Literacy strategies shared with staff CPD</li> <li>• Literacy focussed learning walks and QA of tutor time</li> <li>• Book Buzz reading in tutor time</li> </ul>		% of students below chronological reading age	57%	42%	50%	35%

		<ul style="list-style-type: none"> <li>• Tier 3 vocab testing in tutor time</li> <li>• Non-fiction reading day in tutor time</li> <li>• Literacy rewards</li> <li>• Literacy leadership board</li> </ul>						
	Increase and sustain rate of progress in KS3 English, maths and science	<ul style="list-style-type: none"> <li>• Maths-Whizz testing and access for all KS3</li> <li>• GCSE pod</li> <li>• Use of Powerful Knowledge Organisers and Mastermind Challenges</li> <li>• Use of concept mapping and develop Low Stakes testing</li> </ul>		% students making ELOP in English, maths and science	% of PP Secure or above KS3  Maths 4.7% English 47.6% Science 11.9%	% non-PP Secure or above KS3  Maths 20.7% English 58.5% Science 18.0%	% of PP Secure or above KS3  Maths 10% English 54% Science 17%	% non-PP Secure or above KS3  Maths 25% English 63% Science 23%

