

Pupil premium strategy statement

School overview

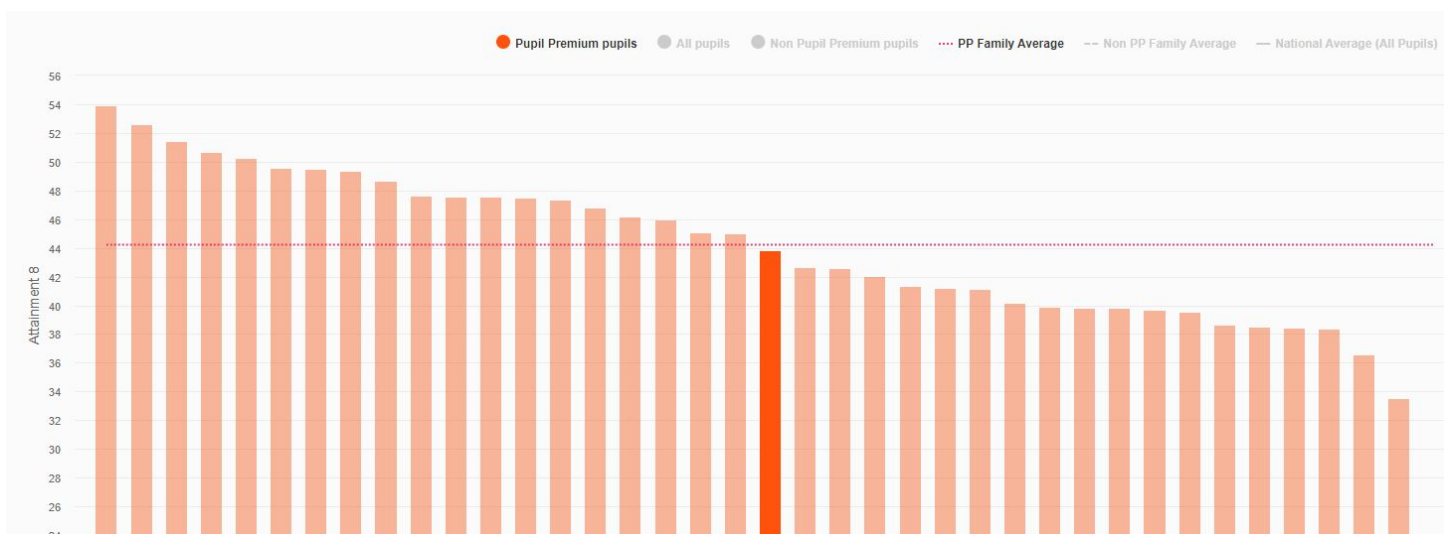
Metric	Data
School name	The Petchey Academy
Pupils in school	1125
Proportion of disadvantaged pupils	41.51%
Pupil premium allocation this academic year	£529,515
Academic year or years covered by statement	2020/21 – 2022/23
Publish date	October 2020
Review date	October 2021
Statement authorised by	P O'Brien
Pupil premium lead	C Goddard
Governor lead	A Gammon

Disadvantaged pupil performance overview for last academic year (2019)

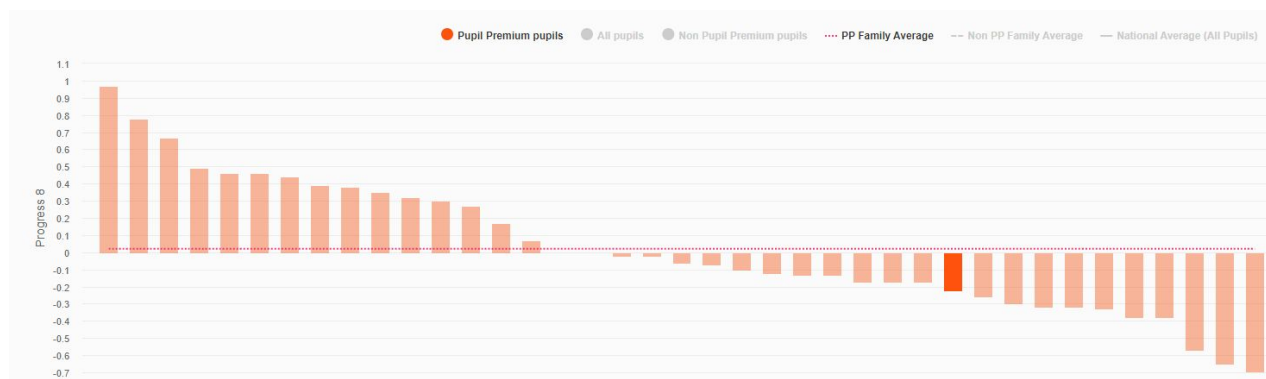
	TPA disadvantaged	National (non-disadv.)
Progress 8	-0.52	0.13
Ebacc entry	79%	45%
Attainment 8	40.48	50.30
Percentage of Grade 5+ in English and maths	27%	50%
Ebacc APS	3.65	4.43

Disadvantaged performance compared to EEF “Family of Schools” 2017-2019

Attainment 8



Progress 8



Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve 2 nd quartile for progress made by disadvantaged students among similar schools (0.10 – 0.15)	September 2021
Attainment 8	Achieve 2 nd quartile for attainment for disadvantaged students among similar schools (45-55)	September 2021
Percentage of Grade 5+ in English and maths	Achieve at least national average for all students. (43%)	September 2021
Other	Improve attendance to national average Improve progress of disadvantaged students in sciences to above 0.	September 2021
Ebacc entry	Better than national average Ebacc entry for all students	September 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Implement a strategic plan to develop classroom practice through a programme of internally and externally led CPD for all staff.
Priority 2	Train senior and middle leaders to effectively quality assure curriculum and teaching & learning, and to develop practice in their areas.
Barriers to learning these priorities address	Gaps in achievement & progress between significant student subgroups.
Projected spending	£150,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop intervention programmes and support mechanisms for students that experience barriers to learning.
Priority 2	Ensure that the curriculum is fit for purpose and meets the needs of disadvantaged students
Barriers to learning these priorities address	A larger proportion of disadvantaged students in year 7 did not meet the expected standard at KS2 in English and/or maths.
Projected spending	£150,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop and secure strong strategic leadership of a coherent personal development curriculum that encompasses critical aspects of PSHE, SMSC, resilience, character and British Values.
Priority 2	Provide a clear vision and communication strategy for staff, students and families to promote positive mental health and wellbeing.
Barriers to learning these priorities address	Lower socioeconomic status with less stable home environments, financial constraints, housing issues, and other challenges affect the educational outcomes of PP students
Projected spending	£130,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that teaching is consistently good or better across the Academy.	<p>Strategic, extended and middle leadership team training to support accurate judgments and deliberate action to address underperformance.</p> <p>CPD programmes targeted at specific groups of staff to develop teaching practice across the Academy.</p>
Targeted support	<p>Screening current year 7s for literacy and other academic needs in the absence of clear and coherent KS2 data in 2020.</p> <p>Widen students' vocabulary and embed more frequent use of tier 2 words in student responses through an effective literacy intervention plan.</p> <p>Middle Leaders regularly review their delivery of the curriculum to ensure it meets the needs of all students.</p>	<p>Screening programmes and assessment tools to support Literacy training for all staff to address the specific literacy needs of disadvantaged pupils.</p> <p>Overstaffing in English to deliver the small group LIT intervention programme for students not meeting the expected standard at KS2.</p> <p>Termly review of the curriculum intent, implementation and impact at senior leadership and governance level.</p>
Wider strategies	Establishing effective partnerships with parents, the community & other external agencies including the Local Authority.	<p>Improve the ways in which we communicate assessment and pastoral information with parents, standardised across the three key stages.</p> <p>One digital learning lead is focused on parent engagement and support.</p> <p>A more user-friendly and cohesive MIS system supports more effective communication.</p> <p>Specialist external literacy intervention and support for students reading well below their chronological age.</p>

		Additional support from Speech and Language Therapist and Educational Psychologist from Local Authority.
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Review: (2018-19 and 2019 results) aims and outcomes

Aim	Outcome
Narrow the progress gap between our disadvantaged students and their non-disadvantaged counterparts nationally.	Not met. (-0.52)

Review: last year's aims and outcomes 2020

Aim	Outcome
Narrow the progress gap between our disadvantaged students and their non-disadvantaged counterparts nationally.	Met (based on CAGs) - disadvantaged students performed better than their non-disadvantaged counterparts nationally, however a significant in-school gap remains.