

Disadvantaged Student Statement – Childwall Sports & Science Academy 2019-2020

1. Summary information					
School	Childwall Sports and Science Academy				
Academic Year	2019/2020	Total PP budget	£437,580	Date of most recent PP Review	27/9/2018 Steve Ruddy review
Total number of pupils	947	Number of pupils eligible for PP	530 56%	Date for next internal review of this strategy	18/11/19
Year Group	No. Year Group	Access to Pupil Premium	Year Group	No. Year Group	Access to Pupil Premium
7	187	96 PP students = 52% of cohort	11	129	69 PP students = 53% of cohort
8	176	108 PP students = 61% of cohort	12	73	39 PP students = 53% of cohort
9	172	116 PP students = 67% of cohort	13	40	PP students = % of cohort
10	170	102 PP students = 60% of cohort			
2. Key Indicators (most recent Year 11)		Data Source: ASP		Unvalidated	Validated
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
Key Stage 2 Fine Point Level (Cohort size)		Year 11: 4.57		Year 11: 4.66	
% Attaining 9-7 in English (Best) and Maths		Year 11: 2.1%		Year 11: 8.8%	
% Attaining 9-5 in English (Best) and Maths		Year 11: 8.5%		Year 11: 35.3%	

% Attaining 9-4 in English (Best) and Maths	Year 11: 40.4%	Year 11: 52.9%
Progress 8 score average	Year 11: -0.64	Year 11: -0.07
Progress 8 English	Year 11: -0.81	Year 11: -0.17
Progress 8 Maths	Year 11: -0.76	Year 11: -0.18
Progress 8 English Bacculaureate Slots	Year 11: -1.09	Year 11: -0.22
Progress 8 Open Slots	Year 11: -0.06	Year 11: +0.23
Progress 8 score average for Higher Ability Pupils	Year 11: HATS: -0.905 MATS: -0.664	Year 11: HATS: -0.248 MATS: -0.077

	LATS: +0.004	LATS:+0.592
Attainment 8 score average	Year 11: 36.12	Year 11: 45.26
% Entering the English Bacallaureate	Year 11: 12.8% (6)	Year 11: 24.1% (7)
% Attaining 9-5 in the English Bacallaureate	Year 11: 0	Year 11: 13.8% (4)
% Attendance	Year 11: 91.65% Year 10: 91.83% Year 9: 96.08% Year 8: 93.46% Year 7: 95.36% All Years: 93.84%	Year 11: 93.57% Year 10: 93.57% Year 9: 96.53% Year 8: 94.83% Year 7: 95.83% All Years: 94.93%
% Persistently Absent	Year 11: 24.29% Year 10: 21.78% Year 9: 11.21% Year 8: 15.74% Year 7: 15.29% All Years: 22.81% (NA 2017/2018 = 24.6%)	Year 11: 18.46% Year 10: 17.86% Year 9: 9.30% Year 8: 11.30% Year 7: 12.96% All Years: 18.12% (NA 2017/2018 = 13.9%)
% Staying in education or entering employment after Key Stage 4	98%	98%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Low aspirations and limited knowledge of career pathways	
B.	Poor literacy skills due to lack of library, designated reading time,	
C.	Historical expectations of PP students achievement have not been high enough.	
D.	Beginning school behind other students and being not school ready – Year 7 catch up plan	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Low aspirations	
F.	Parental literacy is an issue	
G.	Poor attendance	
H.	Emotional Behavioural Difficulties	
4. Desired outcomes (<i>desired outcomes and how and when they will be measured</i>)		
	Success criteria	
A.	<p>L– Empower: Students have a greater understanding of the career pathways available and the requirements of each. They understand that these opportunities are available to them as individuals and their parents support their aspirations.</p>	<p>All DA have attended at least one university by the end of year 8 with parents. All DA can articulate how to access a career pathway, with emphasis on pathways to teaching, law and medicine/ A similar proportion of DA go on to post-16 academic courses as other students. Increase the number of DA students going to highly selective universities.</p>
B.	<p>L-Read: Literacy booster programmes in all year groups and an enhanced focus on technical vocabulary in subjects ensures that DA students can access exam papers effectively.</p> <p>DA students develop a love of reading through a whole school reading emphasis. This will involve DEAR time, Author visits, use of public library, Liverpool Learning Partnership reading festival, Physical theatre literacy visits.</p>	<p>Reading ages of DA students are accelerated. DA students can articulate the themes of their latest reading. AP data shows that DA students have similar attainment to others.</p>

C.	<p><u>I-Engage:</u> All teachers have the same expectations of what disadvantaged and non-disadvantaged students can achieve and plan their lessons and curriculum accordingly.</p>	The attainment and progress of disadvantaged students is at least equal to the non-DA.
D.	<p><u>I-Enable:</u> Year 7 Catch up deployed to ensure student catch up in Literacy and Numeracy rapidly.</p>	The attainment of year 7 pupils who did not achieve the expected standard in reading or maths at the end of key stage 2 (KS2) has been improved and have reached the required standard. GL and ARTi tests show gaps closing rapidly and students at age related expectations.
E.	<p><u>I-Engage:</u> Staff are aware of the cultural deficit in DA students and plan to ensure students have access to the curriculum and understand the context of their work. Opportunities are available for student to enhance their cultural experience.</p>	Monitoring shows DA students are not discriminated against by the way that lessons are planned.
F.	<p><u>I-Engage:</u> Consistent and strong standards of teaching and learning, assessment and feedback and behaviour for learning, across and within all department areas</p> <ul style="list-style-type: none"> · A clear, consistently applied behaviour policy · Lesson structures, including seating plans, teaching folders and embedded TLaC strategies and methodology. · High quality, consistent formative and summative assessment practices 	Quality first teaching, based around the 4 strand teaching and learning directive: Olevi programme, research based project, Microsoft 360 and 'Teach Like a Champion' methodology is the academy's overriding priority area; DA students are catered for specifically within this as consistency across all areas of the school is achieved; standards within and between departments are monitored, with good practice being shared and encouraged in all instances.
G.	<p><u>I-Enable:</u> Attendance in all years is improved for DA students and PA students are greatly reduced.</p>	DA students attend more classes and progress and attainment is increased.
H.	<p><u>I-Enable:</u> Emotional and behavioural difficulties which prove a barrier to learning are greatly reduced</p>	DA students attend more classes and progress and attainment is increased.

5. Planned expenditure

Total Career Guidance Staffing costs	<u>£437,580.00</u> -£4,500 -£347,997.00
Academic year	<u>£85,083.00</u> I-Engage = £20,000 I-Empower = £20,000 I-Enable = £20,000 I-Read = £5,000 (+ £10,000 Year 7 Catch Up)
	----- =£65,000 £20,083 Remaining for PP Bids

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. I-Empower

Desired outcome <i>(Intent)</i>	Chosen action / approach <i>(Implementation)</i>	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? <i>(Impact)</i>	Staff lead	When will you review implementation?
A) I-Empower: Increase the number of DA students going to highly selective universities. Increase the effectiveness and quality of non-teacher led learning time.	Students enrolled on the 'Brilliant Club'	Data from UCAS shows that pupils completing The Scholars Programme were significantly more likely to apply to, receive an offer from and progress to a highly-selective university.	Destination data to show that a higher proportion of DA students go onto highly selective universities.	N Moorcroft S. Evans N. Dixon	Impact report produced by BC for each student and collectively as a cohort.

	<p>Provision of educational software resources, 'Century Tech' and hardware, laptops for students who need additional intervention and support with lessons and ensuring no learning time is lost for DA students who have poor attendance and/or weak Behaviour for Learning.</p>	<ul style="list-style-type: none"> • 30% improvement in students' understanding when they revisit a micro-lesson on CENTURY • 75% of students revisit content at least twice • 25% of students revisit learning up to four times • Lower-achieving students are appropriately supported and higher-achieving students are adequately challenged • Students from disadvantaged backgrounds make similar progress as their peers • Teachers report a reduction in workload of 6 hours per week <p>Data taken from Century Tech website impact data: https://www.century.tech/case-studies/</p>	<p>Use tracking data to monitor the accelerated progress of DA students and increased independence in learning. Century Tech assessment analysis data</p>	N. Moorcroft	<p>2 months after implementation. Each AP data review.</p>
<p>Career pathways in Media are open to DA students due to proximity of Media City to the School.</p>	<p>External company, 'Handstand' to run Media and Filmmaking workshops for DA EAL students working closely with the group, we will enable them to create, film and produce their own short film. We will teach them how to work as a film crew – using our equipment – and support them from start to finish through the creative process.</p>	<p>The pupils will produce a documentary style film around the different cultures, languages and nationalities that are part of the Childwall SSA community. Through research pupils will look at history, geography, language and design skills. Pupils will learn film production skills that are not available in our school curriculum.</p> <p>This initiative will also allow DA EAL students to gain aspiration, skills and experience to allow students to pursue careers in the Media, which is the fastest growing employer in the UK. Media City is a large local employer, based in Salford. The North West is home to the largest media hub outside of London.</p> <p>https://www.thecreativeindustries.co.uk/uk-creative-overview/facts-and-figures/employment-figures</p>	<p>The pupils will produce a documentary style film around the different cultures, languages and nationalities that are part of the Childwall SSA community. Pupil voice, staff voice, attendance and behaviour data. The project is designed to give EAL PP pupils the opportunity to tell their story and have pride in their background. We want</p>	P. Ward	<p>After the process, at the premier and then link to progress data for students involved.</p>

			to encourage all pupils at Childwall to do this. More DA and EAL students are inspired to consider a career in Media,		
Improved career pathways in the Armed Forces, structure and discipline to improve attendance, progress, attainment, self-confidence and well-being. Cultural Capital in expanded for DA students.	Internal Combined Cadet Force for DA students – possible CCFA funding (and grants (for individuals and groups) available to subsidise running and leadership of the CCFA. Possible sections would be Army, Navy or Royal Marines. https://combinedcadetforce.org.uk/schools-area/funding-opportunities	https://combinedcadetforce.org.uk/schools-area/headteachers-conference-2019 students' confidence, leadership and teamwork improves dramatically. Allows students to expand their cultural capital by taking part in activities internally and externally. Allows for career pathways in the Armed Forces. Provides structure, discipline and high aspirations for DA students who may not have access to this support at home. https://combinedcadetforce.org.uk/get-involved/cadet-expansion-programme Impact report by University of Nottingham: https://www.northampton.ac.uk/research/research-institutes/institute-for-social-innovation-and-impact/social-impact-resulting-from-expenditure-on-cadets/	Students will complete course and school attendance will be monitored, student voice to establish self-confidence, well-being and cultural capital. ATL data will be monitored and AP data to track progress.	TBC N. Moorcroft	After each AP point, half-termly student voice/google docs. Attendance data monitored monthly.
B) I-Read: Literacy booster programmes in all year groups and an enhanced focus on technical vocabulary in subjects ensures that DA students can access exam papers effectively. DA students develop a love of reading through a whole school reading emphasis. Reading ages are appropriate to actual ages of	Accelerated Reader programme and Read Write Inc to increase literacy skills through the school Embedding weekly library lessons into the Year 7 curriculum for English, using Public library under 6 th Form building. (Meeting taking place with HOF and librarian) Meeting took place 18/10/19 – SPA to create timetable. Termly author visits for Key Stage 3. (Sean to lead and	According to the Sutton Trust, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. This is moderate impact for low cost based on extensive evidence Education Endowment Fund Impact Report: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/	Student feedback via questionnaire, Parental feedback, English departmental feedback and increase in reading ages. Student engagement increases in reading. Book withdrawal from LRC increases.	SENDCO	2 months after implementation and half termly review. AP data review

student or above.	author Tom Palmer contacted)				
<p>B) I-Read: Literacy booster programmes in all year groups and an enhanced focus on technical vocabulary in subjects ensures that DA students can access exam papers effectively. DA students develop a love of reading through a whole school reading emphasis. Reading ages are appropriate to actual ages of student or above.</p>	<p>Physical theatre company writing project for key stage 3.</p> <p>Debating Programme to develop oracy and self-confidence.</p>	<p>Research from other schools that felt this project increased writing skills and engaged learners in writing enthusiastically. Particularly boys.</p>	<p>Carefully target a group of students. Appoint a lead for the duration of the project.</p>	<p>English teacher</p>	

<p>B) I-Read: Year 7 Catch up deployed to ensure students catch up in Literacy and Numeracy rapidly</p>	<p>*Year 7 catch up money spent on Read, Write Inc. training.</p>	<p>Evidence of success of strategies for Read Write Inc. Case studies on: https://www.ruthmiskin.com/en/about-us/case-studies/ Research and evidence on: https://www.ruthmiskin.com/media/filer_public/c5/55/c5551189-25bf-4cdb-99c5-284c0756dd3d/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p> <p>Previous year's data for Read Write Inc showed this strategy was successful in increasing the literacy and numeracy of DA pupils and there was a significant improvement.</p>	<p>GL and ARTi tests show gaps closing rapidly and students at age related expectations.</p> <p>We will continue to use the GL assessments to track the progress of PP students.</p> <p>Clearly identified cohort based on QLA within KS2 data allowed the school to focus on specific skills with cohorts of pupils (Skills and Guidance Evening).</p> <p>Regular RAP meetings will continue to identify underperforming pupils.</p> <p>Whole school Literacy plan will be implemented with a drive on Oracy.</p> <p>Year 7 recovery plan for English and Maths.</p> <p>Associate SLT member of staff in place to lead Year 7 catch up.</p>	<p>D.Lamb (HTLA)</p>	<p>2 months after implementation and half termly review. AP data review</p>
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<p>C) I-Engage: All teachers and support staff have the same expectations of what disadvantaged and non-disadvantaged</p>	<p>Strategic leadership of data tracking and intervention</p>	<p>To check that raised expectations are sustained through the use of tracking data.</p>	<p>Feedback to staff on monitoring books, lessons, pupil voice and use RAP meetings to ensure that expectations are sustained.</p>	<p>N Moorcroft N Kaye J Wilde J Vincent P Ward HODs/LTs SENDCOs</p>	<p>To coincide with T & L QA cycle.</p>
	<p>Maths, English, and Science interventions and additional support provided in class groups and small targeted groups. TA and teacher based</p>	<p>According to the Sutton Trust, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase. Low impact for very high cost, based on moderate evidence</p>	<p>Targeted intervention using diagnose, therapy, test. Monitor this through normal QA process and line management.</p>		
	<p>Raise attainment targets of DA pupils, so there are no differences in the attainment at the end of key stage 4.</p>	<p>Redress the imbalance in targets set for DA and other students. Research shows that lower expectations lead to lower outcomes. 'DA students are given an 'uplifted' starting point in Year 7 and put on the same flightpath as their non-disadvantaged peers. Allowing internal tracking data to immediately flag up DA pupils as underachieving, resulting in teachers taking action in the classroom to identified and close the knowledge and skills gaps.' – Challenge Education: Raising Attainment in Disadvantaged Youngsters (RADY) website: http://www.challengingeducation.co.uk/raising-attainment-disadvantaged-youngsters/</p>	<ol style="list-style-type: none"> 1. Analyse the difference in scale scores between DA and others at TMA as year 7 enter the Academy. 2. Uplift the input scale score for DA by the difference to National other. 3. Set targets using uplifted scale scores. 	<p>N. Moorcroft Data Manager J Wilde</p>	<p>Midway between each AP data drop and after each AP data drop.</p>

<p>A positive, proactive learning environment that prioritises the needs of DA students, resulting in excellent progress for all.</p>	<p>1) Seating plans arranged with 'PP First' in mind, available for all in print form and online 2) Breakfast/after school/lunchtime clubs to be reviewed for effectiveness</p>	<p>1) Seating can hugely affect PP students' involvement in lessons and access to support from teachers/support staff; teacher identification and deep knowledge of PP students will inform these seating plans, as well as how they evolve throughout the year; furthermore, the impact of how students engage with learning and make progress will be more effective 2) These can be crucial to setting up PP students for the day and also supporting with homework or extra-curricular activities.</p>	<p>1) Lesson observations and learning walks; faculty QA checks 2) All pastoral staff to have their roles reviewed in terms of how effectively DA students are being supported - a cost/benefit analysis to be completed. 3) Regular checks by PP Lead and student voice.</p>	<p>N Moorcroft HODs N Kaye</p>	<p>Half termly review.</p>
<p>Improve the performance of PPD students at Key Stage 4 and Key Stage 3 - closing the gap</p>	<p>1) PP Ambassador's job role to be more targeted towards increasing progress of PPD students through clear and regular focus in RSL's Progress Meetings with HOFs. 2) Provide high quality pastoral support for students struggling to access school due to social, emotional issues</p>	<p>1) No current RSL meetings being conducted to monitor progress of PPD students with HOF/LTs. 2) All students to feel fully supported towards accessing the curriculum and achieving well in all subject areas</p> <p>Progress and attainment increased for DA students when funds were used in a similar way in the previous year</p>	<p>1) Regular half termly HOF/Lead teacher Progress Meetings. PPD students will be the focus in all years and subjects. Careful follow up monitoring of data (attendance, assessment, intervention registers, behaviour) and early intervention. 2) Targeted interventions for students with SEN, EAL or specific needs in terms of literacy/numeracy</p>	<p>N. Moorcroft N Kaye J Wilde J Vincent P Ward HODs/LTs SENDCOs</p>	<p>Midway between each AP data drop and after each AP data drop.</p>

	Funding of materials and ingredients in KS3 and KS4 for Technology subjects, Hospitality & Catering, Textiles, Product Design and Construction.	.	Use tracking data to monitor the accelerated progress of DA students and closing of the gap between DA/non-DA	M Colgan	AP data review.
Parents supportive of their child's learning and taking a proactive approach in external support. Higher educational expectations of their children	After school literacy programme for parents of DA students both EAL and Non-EAL Study skills evenings for KS3 and KS4	Supporting the attainment of disadvantaged pupils', Briefing for school leaders, November 2015 Page 13- Parental Involvement	Parent View feedback, attendance figures, student voice questionnaires for DA students.	N. Moorcroft TBC	
G&H) I-Enable: DA students attend more classes and progress and attainment is increased.	Employment of a therapist to work with small groups of vulnerable students in years 7 – 9 to allow them to cope with life in school and at home. (£2000)	Evidence on group therapy strategies taken from: 'The Pupil Premium guide to maximising the impact of additional funding for disadvantaged pupils' Nasen. www.nasen.org.uk	Increased attendance, participation in lessons, healthier students, happier students, improved ATL in school, improved progress in subject areas, closing of the gap in all areas between DA/non DA by removing barriers.	M Langley, (KS3 PL)	
	Targeted Year 11 mini bus collection (£6500)	Previous year's evidence from the PP strategy 2018-2019 has significantly closed the attendance gap. DA attendance was up by 5.18%		K. Parry, (Attendance & Safeguarding Manager) P. Ward, (AHT)	

	Rewards/reduce barriers for PP students with poor attendance. (£5000)				
	Yoga programme year 8 and 9 boys behaviour cohort.	<p>Yoga was trailed for half a term with a small cohort of boys last year. 75% of their behaviour improved (their A2L scores improved over this period and student voice was extremely positive.</p> <ul style="list-style-type: none"> •There will be an increase in the number of type 1 behaviours for the selected cohort. This will be monitored before and after the intervention strategy. •Raw scores for A2L (attitudes to learning) will be measured before and after the yoga programme, indicating an increase in the average A2L for all pupils. •Student voice will indicate an increase in wellbeing for the yoga cohort. •The selected cohort will indicate a reduction in number of detentions. 	Student voice will be collected before and after the yoga intervention. A2L will be monitored before and after the intervention.		Half Termly Report
To ensure PP students have access to required uniform and to meet expectations within the academy.	PP students to have access to a full school uniform. This will reduce barriers within school	Previous year's evidence from the PP strategy 2018-2019 has significantly closed the attendance gap.	Attendance monitoring against DA/Non DA and National figures.	K. Parry, (Attendance & Safeguarding Manager)	

Total budgeted cost: £437,580.00

