



CHILDWALL SPORTS & SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Pupil Premium Plan
Childwall Sports & Science Academy 2021-22

Disadvantaged Student Statement 2020-21

1. Summary information					
School	Childwall Sports & Science Academy				
Academic Year	2021-22	Total PP budget Recovery	£450,000 £69,528	Date of most recent PP Review	March 2021
Total Number of Pupils	996	Number of pupils eligible for PP	514	Date for next internal review of this strategy	October 2021
<p>As part of the Lydiate Learning Trust we embrace the vision to Engage, Enable and Empower our students.</p> <p>This plan is created to engage with all students eligible for pupil premium funding within Childwall Sports and Science Academy. Our aim is to enable students to show the world their strengths, their ideas and their passion, whilst using their educational experiences to empower them in the future.</p> <p>The Pupil Premium Plan is created in line with the CSSA school priorities for 2021-22.</p>					
Year Group	No. in Year Group	Access to Pupil Premium			
7	184	95 EPP students = 51.63% of cohort			
8	190	90 EPP students = 47.62% of cohort			
9	183	84 EPP students = 50% of cohort			
10	173	92 EPP students = 55.76% of cohort			
11	176	115 EPP students = 66.47% of cohort			
12	81	38 Access vulnerable bursary 47%			
13	57	26 Access Bursary (4 of those access Vulnerable bursary) = 46% of cohort			

2. Key Indicators (most recent Year 11)		
	<i>Pupils eligible for PP</i> <i>2020-2021</i>	<i>Pupils not eligible for PP</i> <i>2020-2021</i>
% Attaining 9-5 in English (Best) and Maths	Year 11 24 %	Year 11: 43.9%
Progress 8 score average	Year 11 0.36	Year 11: 1.04
Attainment 8 score average (total)	Year 11: 38.6	Year 11: 48.85
% Attendance	Year 11: 75.42% Year 10: 86.15% Year 9: 86.84% Year 8: 93.29% Year 7: 91.12% All Years: 85.67%	Year 11: 82.35% Year 10: 91.8% Year 9: 93.32% Year 8: 87.23% Year 7: 96% All Years: 92.21%

Eligible for PP plan 2021-22

Evidence used in the construction of the plan

EEF guide to PP
 EEF Putting Evidence to Work- A school's guide to implementation
 EEF Guide to Supporting School Planning 2020-21
 EEF Rapid Evidence Assessment- Distance Learning April 2020
 EEF Social and Emotional Learning Evidence Review Jan 2020
 EEF National Breakfast Programme
 Brilliant Club Impact Report 2020
 Tutor Trust Impact Report 2020
 EEF Using Maths at KS2 and 3
 A Practical Guide to Pupil Premium Marc Rowlands
 Learning without Labels Marc Rowlands
 Addressing Educational Disadvantage Marc Rowlands
 PP led is an ELE for Pupil Premium and led training across Lancashire

Teaching					
Intent	Action	Cost /Spend to date	Rationale	Staff	Impacts 2021-22
To support School Improvement Priorities.	6% of all teachers' salaries to be paid from EPP funding	£201,000	EEF PP Guide to EPP. "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for spending."	JCA NKA JVI TMA Subject Leaders	
Quality first teaching and learning in every classroom is effective with appropriate adaptations evident.	To enhance the current SLAs with OSSME and ADHD foundation, to allow more time for staff training and support for individuals and their parents	£10,000	Specialist support for students, teachers, LSAs and families increases awareness. Improves the use of effective adaptations to engage our students with particular needs.	PWA/EWY	
	Total	£215,000			

Targeted Academic Support					
Intent	Action	Cost	Rationale	Staff	Impacts
To create a targeted academic support programme for students in all year groups	Supporting parents using online platforms. Named staff lead on communications and training with parents from all core and Humanities	£500 x 8 = £4000	1) Essential to blended learning; next stage is to enable and empower parents to support their children at home.	JVI/JCA	
Academic Mentor	To use the NTP Academic Mentor Programme to support students in Hum/Maths/Art	£7200	The impact 47 students across all years had support from humanities academic mentor 47% improved their grade from starting point. Many students on the programme to develop confidence within subject area. 90% of cohort gained an on target or above grade.	JCA/KHO/EBE/PWA	
	Additional targeted academic support for EAL 0.5 days of EMTAS support and the use of Lexonik Leap to drive improvement in reading and literacy.	£44,000	2) 28% of EPP are EAL, currently we have 2.5 days of support. 3 full days, plus the use of Lexonik Leap will allow support for a wider range of students.	LHA/PWA	
	To utilise the NTP programme	£10,000	The progress data demonstrates positive progress with an average improvement of 1.5 grades across all three subjects.	FL/CTO/JCA	
	Total	£65,200.00			

Wider Strategies					
Intent	Action	Cost	Rationale	Staff	Impacts
	Appointment of a full-time, on site careers co-ordinator (Year 7-13) at CSSA.	£20,000	3)A careers co-ordinator will provide effective CIAG for all years, ensuring informed decisions at KS3/4 and KS4/5. Student interest and ambition will be guided by their experiences as they progress throughout the school.	PWA	
	Brilliant club cohort (Year 9)	£3222	4)Students following The Brilliant Club programme are “significantly more likely to receive an offer and progress to a selective university than similar pupils”	KHO	
	Appoint a lead for Personal Development (TLR2a or b)	£4700	5)To ensure consistency and QA of PD across the school	EAT	
	8-11) SEMH: Deploy a programme of bespoke interventions to address attendance and potential barriers to attending school (Year 7-11) To ensure EPP students are gaining access to the emotional support needed in school via school counselling service. Increase the hours of support for 2020-21, due to the impact of COVID 19 Introduction of the Thrive programme to support EPP student wellbeing and engagement in learning. - To provide equal access to Mental Health Awareness Week and visiting speakers.	£2500 £1000 £12,127 £8000 £2500 £16,000	Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle education disadvantage. Evidence should be valued in pastoral approaches as much as academic approaches. (Addressing Educational Disadvantage-The Essex Way Marc Rowlands.) Social and emotional interventions can have an overall average impact of 4 months additional progress on attainment. (EEF)	PWA/KM A/ DRI/MLA PWA PWA	
	Provide essential equipment for school to ensure all students are ready to learn and	£3000	All students are fully prepared for learning before they enter the classroom	JCA	

	high standards are maintained. (stationary/uniform)				
	To provide equal access to the annual culture week, which provides opportunity for sessions with Artists, poets, chefs, performers and other external agencies.	£10,000	“Cultural capital passed on through families helps children do better in school” If families cannot provide these experiences, we as a school must.	PWA	
	Provide a system where subject leaders are encouraged to bid for additional PPF to support the opportunity, enrichment and progress of EPP learners.	£35,000	Equal opportunities for EPP students	JCA	
	Alternative provision	£10,162	Keeping some of the hardest to help students engaged in education. Maintaining guidance and avoiding NEET	PWA/TM A	
	Family Support Worker	£30,000	Supporting of vulnerable families and increasing parental engagement can improve those students grades by a whole grade		
	Project A	£15,000	Ambition is a SIP priority providing additional opportunities for all students to develop the whole child.	JVI	
	Total	£165,011.00			
	Bids	£35,000			