



CHILDWALL SPORTS & SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Pupil Premium Review

Childwall Sports & Science Academy 2020-21

Disadvantaged Student Statement 2020-21

1. Summary information					
School	Childwall Sports & Science Academy				
Academic Year	2020-21	Total PP budget	£460,000	Date of most recent PP Review	06/10/2020 - Steve Ruddy external review 26/3/2020 Steve Ruddy external review
Total Number of Pupils	991	Number of pupils eligible for PP	501 (50.46%)	Date for next internal review of this strategy	3/12/2020 - CEO
<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 2020/21. Adaptive Teaching SEND and Reading.</p>					
Year Group	No. in Year Group	Access to Pupil Premium			
7	190	90 EPP students = 47.62% of cohort			
8	183	89 EPP students = 48.9%% of cohort			
9	173	97 EPP students = 56.07% of cohort			
10	176	116 EPP students = 66.67% of cohort			
11	161	95 EPP students = 59.01% of cohort			
12	57	26 Access Bursary (4 of those access Vulnerable bursary) = 46% of cohort			
13	51	28 Access Bursary - (3 Access Vulnerable Bursary) =57% of the cohort			

2. Key Indicators (most recent Year 11)		
	<i>Pupils eligible for PP (your school)</i> <i>2019-2020</i>	<i>Pupils not eligible for PP</i> <i>2019-2020</i>
% Attaining 9-5 in English (Best) and Maths	Year 11: 53.6%	Year 11: 54.1%
Progress 8 score average	Year 11 -0.11	Year 11: 0.76
Attainment 8 score average (total)	Year 11: 42.81	Year 11: 50.84
% Attendance	Year 11: 85% Year 10: 91% Year 9: 88% Year 8: 89% Year 7: 93% All Years: 88.78%.	Year 11: 93% Year 10: 90% Year 9: 92% Year 8: 94% Year 7: 96% All Years: 91.29 %

Eligible for PP plan 2020-21

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

Teaching					
Intent	Action	Cost /Spend to date	Rationale	Staff	Impacts
To support School Improvement Priorities.	1) 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	We now pay a percentage of all teachers salary from EPP funding. This has allowed us to develop capacity and ensure subject specialists within school. Increasing staff in English, and Humanities has impacted on students AP data significantly. EPP students in English increased average grade by over a third of a grade and in History average grade has improved by two whole grades. Quality of teaching good or better has improved by 9% from September 2021 to July 2021, this is due to the targeted CPDL on Adaptive teaching. Training and high quality CPDL are making a difference to the life chances of the students. This has focussed staff on questioning strategies in particularly in relation to the challenge of EPP students. This is reflected in EPP data P8 has improved for EPP students by -0.77 at AP1 to 0.36 in TAGS measuring significantly above national at-0.45 EPP students have performed above national as regards Attainment 8 (evidence suggests A8 is the most effective way to measure EPP students) in 2021 38.6 2020 (41.81) and 2019 (34.27). The national average was 36.7 (2020) and 36.6 (2019) Year 11 EPP students have outperformed non-PP students in catering and PE and in year 10 they are outperforming in

					<p>geography, health and biology and in line in art, chemistry, biology and science and PE.</p> <p>In year 7 EPP students have outperformed in art and D&T and in line with drama, geography history and music Staff are aspirational for our EPP students, Maths 44% EPP students entered for the higher tier paper compared to 26% non EPP and in Spanish 33% EPP compared to 38%.</p>																																				
Quality first teaching and learning in every classroom is effective with appropriate adaptations evident.	2) 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	<p>We have 260 SEND whole school 138 students who are EPP and SEND this is 53%. The increased capacity and support from external agencies is ensuring SEND students are educated with their peers, this is vital, evidence suggests this increases a sense of self-worth, belonging and confidence. Of the SEND cohort There has been an increase in all years with families being supported OSMEE (83% cohort EPP) and ADHD Foundation (53% EPP) below show increases from last year.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Previously supported by OSMEE</th> <th>After EPP investment</th> </tr> </thead> <tbody> <tr> <td>7</td> <td></td> <td>7</td> </tr> <tr> <td>8</td> <td>4</td> <td>9</td> </tr> <tr> <td>9</td> <td>11</td> <td>14</td> </tr> <tr> <td>10</td> <td>0</td> <td>6</td> </tr> <tr> <td>11</td> <td>4</td> <td>7</td> </tr> <tr> <td>12</td> <td>4</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Year</th> <th>Previously supported by ADHD foundation</th> <th>After EPP investment</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>6</td> <td>7</td> </tr> <tr> <td>9</td> <td>6</td> <td>8</td> </tr> <tr> <td>10</td> <td>0</td> <td>9</td> </tr> <tr> <td>11</td> <td>2</td> <td>9</td> </tr> </tbody> </table> <p>This intervention impacting on student progress as well as pastorally. For example, in OCR PE 5 SEND EPP students progress more than grade over their targets and in Drama 71% of SEND EPP cohort are performing a grade above. SEND EPP students now have access to the following services</p>	Year	Previously supported by OSMEE	After EPP investment	7		7	8	4	9	9	11	14	10	0	6	11	4	7	12	4	6	Year	Previously supported by ADHD foundation	After EPP investment	8	6	7	9	6	8	10	0	9	11	2	9
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				<ul style="list-style-type: none"> • 1:1 • Stress/stress management techniques • Supporting Families programme • 1 day programme for parents on 'Understanding and Managing my child's ADHD' • 1 day training programme for parents of children with Social Communication Difficulties /Autism • 1-day Generic Parenting Programme for behavioural difficulties and other subjects. <p>70% of students supported by OSSME improved their attendance and 75% of students receiving ADHD support/ Year 11 SEND EPP students average P8 was 0.45 and attainment 8 35.57 Average grade for 2020-21 PP SEND yea7, 8 & 9 OT</p>
	Total	£211,000		

Targeted Academic Support

Intent	Action	Cost	Rationale	Staff	Impacts																		
To create a targeted academic support programme for students in all year groups	1) Supporting parents using online platforms. Named staff lead on communications and training with parents from all core and Humanities	£500 x 6 = £3000	1) Essential to blended learning; next stage is to enable and empower parents to support their children at home.	JVI/JCA	<p>We have created 6 roles English, Maths, Science, Geography, History and Reading. These roles have been advertised and interviews are to take place March 2021</p> <p>This role will support parents with the blended learning approach, allowing parents/carers to become more familiar with the curriculum and methods. Enabling parents to gain the confidence to support their child with classwork/additional work. This will also allow the breaking down of barriers of parents may have from their own school experiences.</p>																		
	2) 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.	£5600	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/PW A	<p>We currently have 224 EAL students of those 102 are EPP and EAL, this is 45%</p> <p>Currently 13 EAL students who are supported with additional time are EPP, 41% of the total number of students who are targeted for EAL provision. During 2019/2020, 10 EAL supported students EPP, thus an increase of 30% for this year.</p> <p>2019/2020 – 27 EAL students received support (Y7-11)</p> <p>2020/2021 – 32 EAL students are receiving support (Y7-11)</p> <p>19% increase in EAL students receiving support (Y7-11)</p> <p>It is estimated that approximately 75% of EAL students in KS4 will achieve/exceed their target grade at GCSE English Language</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Year</th> <th style="width: 20%;">Number of students</th> <th style="width: 60%;">Average Grade</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">23</td> <td style="text-align: center;">On Target</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">16</td> <td style="text-align: center;">On Target</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">18</td> <td style="text-align: center;">Below Target</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">31</td> <td style="text-align: center;">-0.89</td> </tr> <tr> <td style="text-align: center;">11</td> <td style="text-align: center;">14</td> <td style="text-align: center;">-0.57</td> </tr> </tbody> </table>	Year	Number of students	Average Grade	7	23	On Target	8	16	On Target	9	18	Below Target	10	31	-0.89	11	14	-0.57
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					<p>Due to the data of year 9-11, the EAL support will be directed to these under achieving EAL EPP students in the Spring term.</p> <p>EAL remote learning</p> <p>A group of pupils were selected according to ability and need.</p> <p>79% been engaging constantly with remote learning, with 100% of year 9. This is phenomenal given that learning a language remotely is extremely challenging</p> <p>An increase of 30% of students are now support with EAL, this support has meant has shown a 19% improvement in attendance of the cohort receiving support.</p> <p>All GCSE students are meeting or exceeding current targets in English</p>
	Total	£8600			

Wider Strategies					
Intent	Action	Cost	Rationale	Staff	Impacts
To ensure Pupil Premium students are receiving equality of access and the correct package of educational support to allow them to make expected progress.	1) Identify and distribute Chrome Books allocated to us via the Government technology access scheme.	£0 (Donated)	1)As per point 2	IT team/SLT	<p>To reduce the impact of digital exclusion we have ensured all students could access the curriculum we provided resources. We provided 181 laptops. Of the 181 laptops given to our students. 62% have been given to EPP students to access online learning. This is obviously stage one of the process; students were supported with logging and access of technology platforms for remote learning</p> <p>29 more laptops on order Impact so far our current remote learning figure 84.7% compared to whole school 87% (year 7-11). We obviously still have factors of disadvantage to overcome.</p>
	1) Ensure PP students in all year groups have access to technology at home in preparation for blended learning and periods of self-isolation or lockdown.	£10000 (£9999)	2)EEF Guidance states ensuring access to technology is key particularly for disadvantaged pupils. EPP students must have equal access to technology to engage in remote and blended learning	IT team/SLT	
	2) 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.	JWI	<ul style="list-style-type: none"> • Year 10/11 University Subject Mentoring programme 56% of cohort EPP students • Young Medics Programme Year 9/10 80% EPP cohort (need to be on track for achieving 9-7 in Sep Sciences. • Young Business Manager 100% of cohort EPP (Postcode) Guided Choices • Personalised email sent regarding CIAG 40% of cohort EPP

					<ul style="list-style-type: none"> • Virtual Q&A session 53% of attendance EPP • Parental support offered 71% of parents attendance EPP families <p><u>Year 11</u></p> <ul style="list-style-type: none"> • Face to Face guidance 61% of EPP attended. • Parental support 80% of parents who engaged EPP students <p><u>Applications to Sixth Form</u> 2021 EPP applications: 36/63 – 57% 2020 EPP applications: 10/26 – 38%</p>
	3) Brilliant club cohort (Year 9)	£2300	4) Students following The Brilliant Club programme are “significantly more likely to receive an offer and progress to a selective university than similar pupils”	JVI/JCA	74% of assignments submitted achieved a 2:2 or above (10/14) This is a significant improvement on 2019-20 as only 50% gained a 2:2 or above.
	4) School to fund additional FSM vouchers for children isolating and learning remotely during COVID 19	£38,855	6) Supporting our students and families during lockdown. Ensuring students have access to food before lunch time. This will enhance their capacity to learn.	JCA/JVI	
	5) School to fund free breakfast at break, due to COVID 19 hardship	£14,645	Supporting our students and families during lockdown. Ensuring students have access to food before lunch time. This will enhance their capacity to learn.	JCA/JVI	There was an increase in ATL grades 1 (Outstanding) from 2019 to 2020 by 68% and a decrease in ATL 3 (Verbal warning) 35.9%, therefore showing that this intervention in enhancing students capacity to learn.
	8-11) SEMH: - Deploy a programme of bespoke interventions to address attendance and	£2500 (attendance)(£250) £1000 (Rewards)	Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle	PWA/KMA / DRI/MLA	Engagement 84.7% Year 7-13 attended Remote Learning compared to 89.1% Non-PP. 37 referrals made EWO 30 EPP,

	<p>potential barriers to attending school (Year 7-11)</p> <ul style="list-style-type: none"> - 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. 	<p>£12,127 (EWO)</p> <p>£8000 (counsellor) (£150)</p> <p>£2500 (Thrive)</p> <p>£16,000 (£1792)</p>	<p>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)</p>	<p>PWA</p> <p>PWA</p>	<p>showing 73.3% improvement compared to 57% improvement with Non-PP</p> <p>100% of bus passes issued were for EPP student, and 93% of cohort improved in attendance</p> <p>EPP students ATL 1's grade is in line with Non EPP. There has been an increase in the number of EPP students being nominated for student of the month. This has increased from 39.5% to 51.4%. This is important as it is recognising and rewarding quality of work. Encouraging students to want to do well academically. This has continued during lockdown</p> <p>Counselling sessions started October half term 71% cohort EPP, all student states that these sessions are impacting on mental health. 57% of the cohort have improved attendance as a result of these sessions. Counselling service used CORE-YP and all students were happy to complete this. to measure the effectiveness of the service giving an average score of 8.4/10 for the service. We have increased the number students worked from 38 to 44 evidence suggests that counselling service has significantly reduced student distress. On average students reduced their</p>
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					distressed score by 8 points (from 24-16)
	Provide essential equipment for school to ensure all students are ready to learn and high standards are maintained. (stationary/uniform)	£3000	All students are fully prepared for learning before they enter the classroom	JCA	By providing full uniforms for EPP families There has been a significant improvement in attendance in two of these families with one student moving from 89%-94%
	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	This is an annual and growing event, giving students the opportunity to work with external creative agencies, this supports the develop for a passionate of creative arts and offers insight into various careers
	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 (£3200)	Equal opportunities for EPP students	JCA	Bids Blood Brothers workshop Pickers Electronic Formative Assessment. Stonewall Champions membership
	Alternative provision	£10,162	Keeping some of the hardest to help students engaged in education.		86% Alternative provision students are EPP.
	Total	£249,024			
	Bids	£35,000			
	Overall planned cost including bids	£468,624			