



# CHILDWALL SPORTS & SCIENCE ACADEMY

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LYDIATE  
LEARNING TRUST

## **Pupil premium strategy and recovery fund plan 2021-22**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Childwall Sports and Science Academy
Number of pupils in school	988
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	September 2021
Date on which it will be reviewed	October 2021
Statement authorised by	Janette Vincent
Pupil premium lead	Jeni Cassidy
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£450,000
Recovery premium funding allocation this academic year	£69,528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£56,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£575,528

# Part A: Pupil premium strategy plan

## Statement of intent

Childwall Sports and Science Academy has the duty to ensure every child, regardless of ability or background, is given the equal opportunity to progress and achieve their full potential. This duty reflects the Lydiate Learning Trust values of Engage Enable and Empower underpinning every aspect of the education we provide for our students. We intend to use the Pupil Premium funding to further existing provisions and to introduce new strategies for students entitled to this support. These interventions aim to reduce the gap between the attainment made by Pupil Premium students and their peers.

The current strategy is evidence driven using EEF and Research Schools guidance all elements of spend are proven to have impact.

All aspects of spending are directed towards targets groups of pupils

The plan is directed towards improving the quality of teaching therefore impacts on all students, the focus is to develop the individual learner using Adaptive Practices throughout lessons.

Achievement data is always used to ensure that intervention strategies are directed and impact specific cohorts.

The Senior Leader responsible for PP has a clear overview of the allocation of funding and is an ELE in this area. This information is frequently shared with wider Senior Leadership Team and whole staff.

The funding is targeted to improve areas of attendance, SEMH, Behaviour, parental engagement, key groups progress and support, literacy support.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Levels of Literacy and numeracy
2	Parental engagement
3	Social, Emotional and Mental Health
4	Ambition of all students and parents
5	Persistent Absenteeism

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For all PP students to make expected or better progress	To continue for PP students to outperform national in terms of A8 and Progress 8
All aspects of students literacy and numeracy improving	Improvement in AP data Improvement in 5+ Eng and Maths Increased levels of disciplinary literacy Improvement in reading ages/comprehension skills Students performing in line with chronological age
Improvement in support for students with SEMH	Improved attendance of this cohort Improved attitude to learning grades Students are happy in school and feel they supported in all aspects of learning and school

Improved levels of parental engagement	<p>Increased sign up to the parental engagement education programme.</p> <p>Parents feel involved and well informed</p> <p>Increased attendance at parents evening</p>
A more ambitious cohort of students	<p>Attendance at Saturday academy</p> <p>Increased students attending Sixth Form</p> <p>Attendance at co-curriculums</p> <p>Destinations</p>
Reducing persistent absenteeism to be at least in line with national	Closing the gap to at least national average

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 222,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support all School Improvement Priorities, improvement of ambition, quality first teaching and literacy	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."	1, 3, 4, 5
To enhance the current SLAs with OSSME and ADHD foundation, to allow more time for staff training and support for individuals and their parents	EPI report creator Mary Reader, suggests in line with EEF guidance the best impact for EPP students is within the classroom exposing students to high quality Teaching and Learning. Not having a once size fits all approach  Marc Rowlands PP advisor DFE "These (EPP students) are the pupils that need the highest possible education"	1, 3, 4, 5

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £158,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted academic support for EAL the use of Lexonik Leap, Advanced and a	Increase in EAL hours, there has been a 19% increase in the number of students receiving EAL support.	1,2

<p>specialised year 7 literacy catch up teacher to drive improvement in reading and literacy.</p>	<p>19% improvement in attendance of students receiving</p> <p>75% of students following Lexonik programme in year 9 increased PIRA score and 82% of year 10.</p> <p>100% of students having literacy catch up support improved their spelling score, reading speed, reading comprehension and word reading</p> <p>Students are becoming more fluent and confident readers as well as using subject specific vocabulary. This has been evidence in faculty reviews.</p>	
<p>Parental education programmes in key subject areas and literacy</p>	<p>Parents during lockdown wanted support with how schools use technology we offered programmes supporting with this whilst enhancing subject specific knowledge</p>	<p>2</p>
<p>Academic Mentor programme</p>	<p>47 students across all years had support from humanities academic mentor 47% improved there 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.</p>	<p>1,4</p>
<p>NTP</p>	<p>The progress data demonstrates positive progress with an average improvement of 1.5 grades across all three subjects.</p> <p>The progress data demonstrates positive progress with an average improvement of 1.5 grades across all three subjects. In Year 10 the average grade in English moving from 2 to 3, Maths from 1 to 2.7, Separate Sciences 543 to 655 and Trilogy Sciences 11 to 32. In Year 11 students' progress has increased by two thirds of a grade and average grades have moved in English from 3 to 4.2, Maths from 2 to 3 and in science from 22 to 43.</p>	<p>1,4</p>

	In Sixth form 62.5% of the selected cohort increased their initial grade pre tutoring by a minimum of one full grade.	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £98,099

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Full time school-based careers advisor	<p>Careers advisor offered 42 dedicated careers events. Meeting Gatsby benchmarks 1-3 100%.(with a further two hindered by Covid.*Included in these events are specific year group EPP events.</p> <p>Increased PP applications to Sixth form.</p> <p>Examples of projects</p> <p>Year10/11 University Subject Mentoring programme 56% of cohort EPP students</p> <p>Young Medics Programme Year 9/10 80% EPP cohort (need to be on track for achieving 9-7 in Sep Sciences.</p>	2,3,4
Brilliant club programme	<p>Attendance to Brilliant club sessions 95%, all work submitted obtained a 2:2 or above.</p> <p>83% of students who followed the programme felt “university was for people like me”</p> <p>60% of students improved English grades</p>	4

New role of Personal development	The role of personal development in the school have developed due to the increase of provision to develop students	3,4
Continuation of Educational Welfare Office role	<p>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.)</p> <p>Social and emotional interventions can have an overall average impact of 4 months additional progress on attainment. (EEF)</p>	2, 5
Continuation of school councillor role	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 distressed score by 8 points (from 24-16)	2,4,5
Mental health support activities (Thrive, Mental Health Awareness week)	Counselling has impacted on student stating that these sessions are impacting on mental health. 57% of the cohort have improved attendance as a result of these sessions.	3,5
Project Ambition (Saturday morning school, proact projects, World in one City Programme, DoE)	Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.	2,3,4,

**Total budgeted cost: £556,411**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*See additional plan for review*

## Externally provided programmes

Programme	Provider
Brilliant Club	Manchester University

# Further information (optional)

*Please see additional plan for overall detail and rational for plan*