



CHILDWALL SPORTS & SCIENCE ACADEMY

LYDIATE
LEARNING TRUST

Pupil premium strategy review 2021-22

Pupil premium strategy statement

School overview

Metric	Data
School name	Childwall Sports and Science Academy
Pupils in school	988
Proportion of disadvantaged pupils	51%
Pupil premium allocation this academic year	£450,000
Academic year or years covered by statement	2020-23
Publish date	September 2021
Review date	
Statement authorised by	Janette Vincent
Pupil premium lead	Jeni Cassidy
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	0.36
Ebacc entry	15.6%
Attainment 8	38.6
Percentage of Grade 5+ in English and maths	24%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To perform in line or above national (-0.45)	July 22
Attainment 8	To perform in line or above nation (36.7)	July 22
Percentage of Grade 5+ in English and maths	To perform above or in line with national	July 22
Ebacc entry	To continue the upward trajectory of students following and achieving in EBACC	July 22

Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality First Teaching 6% of all teachers' salary is paid from PP funding, the progress of PP in terms of academic, ambition and social is the responsibility of all
Priority 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
Barriers to learning these priorities address	Level of literacy, parental engagement, ambition of parents and students
Projected spending	£222,900

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improvement of all aspects of literacy and numeracy
Priority 2	Development of parental education programme
Barriers to learning these priorities address	Literacy starting starts Parental engagement
Projected spending	£158,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Continued development of careers programme/personal development role/EWO/family support worker
Priority 2	Continued development of SEMH support.
Priority 3	Project Ambition
Barriers to learning these priorities address	Persistent absenteeism High levels of students with SEMH concerns Ambition of students and parents
Projected spending	£98,099

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all teachers adapt learning/lessons for key groups.	Use of CPDL programme Friday morning briefing Regular teaching QA
Targeted support	Students engagement in literacy programmes and support.	Literacy catch-up during school day. Appointment of 3 specific staff for literacy support
Wider strategies	SEMH challenges of students and persistent absenteeism	Appointment of key roles to support both students and families in key areas.

Review: last year's aims and outcomes

Aim	Outcome
Ensuring an effective teacher is in front of all students	Achieved- Developed capacity, more subject specialists within the school. (English/Humanities) Good or better teaching moved by moved by 9% Year 11 attainment for PP students in line with national.(36.7) at 37.26. Year 10 measuring favourably with national currently 34.14 at this stage of the course All KS3 cohorts average grade on target. 72% of students receiving support from ADHD/OSSME improved attendance. An increase of 41 SEND more students supported by external agencies due to increased funding. 77% of parents engaged with the programme.
Improvement of student literacy and progress of key groups	Achieved 75% of students following Lexonik programme in year 9 increased PIRA score and 82% of year 10. Students are becoming more fluent and confident readers as well as using subject specific vocabulary. This has been evidence in faculty reviews.
Development of whole pupil through an SEMH and aspirational support programme	Achieved 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

	<p>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)</p> <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>Increase in EAL hours, there has been a 19% increase in the number of students receiving EAL support.</p> <p>19% improvement in attendance of students receiving 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> <p>A new EAL induction policy has evidenced increased confidence and well-being</p> <p>Increase in numbers of PP applications into Sixth form with three times more applications from PP students</p>
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