

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	Giles Academy
Number of pupils in school	732
Proportion (%) of pupil premium eligible pupils	31.28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	21/10/2021
Date on which it will be reviewed	10/10/2022
Statement authorised by	Mr T Martin
Pupil premium lead	Mrs K Kilby
Governor / Trustee lead	Mr J Stokes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	193865
Recovery premium funding allocation this academic year	£25110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£218975

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Giles Academy is that all students achieve their potential. To this end we employ a range of strategies and interventions aimed at removing barriers which can be caused by either personal circumstance or gaps in knowledge. Our goal is that no child is left behind either socially or academically because of disadvantage.

Our Pupil Premium Strategy is based upon the core principles of the school – to aspire, challenge and achieve. We seek to raise the lifelong aspirations of disadvantaged students, remove barriers to learning and achieve excellent outcomes.

It is a plan which focuses on the whole child, with a range of strategies to improve wellbeing, with high levels of social, emotional and mental health support. It also recognises the importance of attendance, and behaviour in ensuring progress for our disadvantaged students. We are committed to creating opportunities beyond the classroom curriculum, to exposing students to the best in terms of cultural capital and ensuring that disadvantage is not a barrier in accessing these.

Through rigorous tracking, careful planning and targeted support we believe that disadvantaged students at Giles Academy can fulfil their academic potential, have high aspirations and become well rounded members of society.

Challenges

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

Challenge number	Detail of challenge
1	<i>Literacy levels at KS3 – data from CATs assessments, and reading tests show that reading ages are well below what would be expected in a normal year.</i>
2	<i>Maintaining levels of academic achievement – internal Assessment of Learning data has shown that academic gaps have widened during the period of school closures – Pupil premium students are further behind other students than is normally the case at this stage in Year 11</i>
3	<i>Wellbeing – Throughout school closures full pastoral and safeguarding measures were maintained. However, there are more cases of anxiety and mental wellbeing of students is a priority.</i>
4	<i>PSHE – Students missed the opportunity during lockdown to take part in our PSHE days and have the vital input on a range of issues.</i>

5	<i>Home/School communication – As schooling becomes more normal we need to ensure that more face to face communication takes place and that this is future proofed against potential further mitigations.</i>
6	<i>Aspirations – we need to ensure that students are engaged in aspirational activities, particularly through the careers programme.</i>
7	<i>Financial – many families have been under extreme pressure, which itself can lead to anxiety. We need to ensure that disadvantaged students receive all the necessary equipment to succeed in school.</i>
8	<i>Wider Curriculum & Cultural – Pupil premium students often fail to engage as readily with extra-curricular activities. This may be due to financial constraints, or a lack of support. It is important that disadvantaged students are exposed to cultural opportunities that they may not experience at home, both to broaden understanding and also to challenge any prejudice.</i>
9	<i>Attendance – Nationally disadvantaged students are shown to have lower levels of attendance than other students. This impacts upon every other aspect of school life – academic progress, developing aspirations, social and emotional awareness and wellbeing.</i>
10	<i>Behaviour – Disadvantaged students are known to be far more likely to be permanently excluded than other students. At lower levels they are also far more likely to require behavioural interventions.</i>

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
Academic: Progress - To reduce under-achievement of Pupil Premium students through tracking of academic progress, targeted interventions, and increasing academic engagement beyond normal school hours.	<ul style="list-style-type: none"> Students are correctly identified for intervention through tracking. Intervention & Tutoring programme is in place. Data shows improved progress for group
Academic: Curriculum - To ensure that the curriculum promotes progress, and attainment for PP students.	<ul style="list-style-type: none"> Lesson observations and work sampling show a variety of 'disadvantaged first' strategies being employed Tracking of ATL/Achievement leads to appropriate pastoral and academic interventions
Academic: Literacy & Numeracy - To reduce any gaps in the levels of literacy and numeracy that may have an adverse effect on the overall progress made by Pupil Premium students.	<ul style="list-style-type: none"> Reading ages of Pupil Premium students in KS3 who are below age expected levels shows improvement beyond age related norms. Programme of tutoring is in place with identified PP students benefiting.
Academic: Resources - To ensure that Pupil Premium are not disadvantaged due to financial pressures.	<ul style="list-style-type: none"> Students are supported with costs such as uniform and equipment Revision resources are provided for Y11 students
Enrichment & Engagement: Extra-Curricular Opportunities - To ensure that Pupil Premium students have full access to the full range of extra-curricular opportunities available to all, and an increased engagement through promotion of extra learning opportunities.	<ul style="list-style-type: none"> PP students engage with extra-curricular revision sessions PP students level of engagement through SMHW is in line with other students. PP students have full involvement in programme of trips and visits.
Enrichment & Engagement: Attendance - To ensure attendance of Pupil Premium students is in line with all other students.	<ul style="list-style-type: none"> Attendance of PP students is in line or above national average for this cohort of students.
Enrichment & Engagement: Careers & IAG - To ensure the Pupil Premium students are given appropriate advice and guidance and encouraged to make aspirational choices.	<ul style="list-style-type: none"> All PP students receive one-to-one careers interviews Aspirational opportunities are provided for students Students are exposed to full range of career opportunities including apprenticeships, colleges and sixth-forms.
Wellbeing: Behaviour - To promote high standards of behaviour in all students recognising that Pupil Premium students are often more likely to need pastoral support.	<ul style="list-style-type: none"> Students receive pastoral support and tracking where behaviour falls below expectations. PP students are fully represented in school programme of rewards
Wellbeing: Safeguarding - To ensure that all students including Pupil Premium students are safe.	<ul style="list-style-type: none"> PP students feel safe in school and know who to talk to when they have concerns. All safeguarding issues are dealt with in an effective and timely manner.
Wellbeing: Pastoral Support - To ensure that all Pupil Premium students are encouraged and supported in developing all avenues of their lives. They are actively encouraged to take part in the wider events of the school and to embrace all elements of personal development the school offers.	<ul style="list-style-type: none"> PP students are effectively tracked through reporting system. PP students have full engagement with PSHE programme. PP students are supported in completing homework through after school clubs.

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: £ 32050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged First - Teachers to assess work of Pupil Premium students first and ensure that their work is assessed to a high standard. As part of the "reduction in teacher workload" policy some departments use a sample marking strategy, the work of PP students forms part of this sample.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF PP Guidance 2019. Studies conclude that the quality of teaching will have a disproportionate impact on disadvantaged students. Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.	2
Top 10 Teaching Tips - All staff to use Disadvantaged Top 10 Teaching tips		2
Seating Plans - Seating plans need to show that pupil premium students are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place.		2
Love of Reading - <i>Pupil Premium students are often less engaged in reading for pleasure which leads to lower literacy standards. The 'Love of Reading' programme is used in Year 7 & 8 in form time. The aim of the programme is to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes. This is monitored through Heads of House.</i>	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. "Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1, 2
DEAR - DEAR stands for 'Drop Everything And Read' - a new initiative which forms part of the Whole School Literacy Strategy. Pupil Premium students have the opportunity to read and discuss thought provoking articles which go beyond the "set" curriculum which have potential links with real world knowledge.		1, 2
Phonics intervention - For Pupil Premium students with lower literacy levels small group intervention run through pm reg time		1, 2
Accelerated Reader - KS3 reading programme used in Year 7 and 8 tutor time to promote reading for all students where Pupil Premium students are tracked as a priority for support with reading, quizzing and changing/choosing books. Pupil Premium students are prioritised for referral to Reading Revolutions - extra support with their reading progress. Accelerated Reader is being introduced to Giles Academy this academic year – including appropriate books linked to the scheme.		1, 2
Reading Revolutions - A small group intervention run through tutor time for students who need extra support on the Accelerated Reader scheme. Pupil Premium students identified as needing this support are prioritised.		1, 2

<p>Handwriting Club - A small group intervention run through tutor time for students who need support in order to improve their handwriting. Pupil Premium students identified as needing this support are prioritised.</p>	<p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	<p>1,2</p>
<p>Further SEN support - There are many other clubs and interventions offered by SEN which students are invited to attend eg Social Skills etc.</p>		<p>1</p>
<p>Transition year 6-7 - All students (including Pupil Premium) are given a reading book as a gift from the school which is used for the transition project in the first weeks at BA.</p>	<p>"We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." EEF Toolkit</p> <p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>3, 4</p>
<p>Book Fair - All Pupil Premium students in year 7 and 8 are given a voucher to choose one book from the Book Fair.</p>		<p>2</p>

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

Budgeted cost: £ 52605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme – The school will be providing 15 weeks of small group tuition to students in Year 10 & 11 in the Ebacc subjects of Maths, English, Science, Geography, History and MFL. This is a large programme of support for students, 75% of which is funded through the National Tutoring Fund.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	2
<p>National Tutoring Programme – The school will be providing 15 weeks of reading recovery tuition for disadvantaged students who are behind age related expectations. This will be delivered using Pearsons 'Rapid-Plus' programme by Teaching Assistants and Teachers. This is a large programme of support for students, 75% of which is funded through the National Tutoring Fund.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>The Pearson Rapid Plus reading scheme is shown to improve reading ages of students with reading ages significantly below expected levels by 11+ months.</p>	1,2
<p>Tracking Underachievement (subject level) – In addition to the three whole school AOL checks further interim ATL/Achievement checks are carried out for PP students. At KS3 this consists of students being awarded a grade 1-4 in each of their Core/Ebacc subjects and at KS4 students being awarded a grade 1-4 in all GCSE/BTEC subjects. Specific subject Progress Action Plans and/or trackers implemented.</p>	<p>The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.</p> <p>OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.</p>	2
<p>Numeracy - KS3 Tracking and Support Monitor AOL/ATL grades at each data point. Students requiring support invited to lunchtime intervention sessions within the Maths department. During these sessions students have the opportunity to complete homework with support if they have no homework then a variety of intervention/catch up activities are organised. This intervention takes place across all ability ranges including the most able.</p>	<p>The EEF report, Improving Mathematics in KS2 and 3 report recommends that structured intervention support may be required for Year 7 pupils who are struggling to make progress</p>	2
<p>Numeracy – KS4 Tracking & Support - Monitor AOL/ATL grades and PPE grades at each data point. Students requiring further support are seen by a member of the Maths department.</p>		2

<p>Revision Resources - All Pupil Premium students in Year 10 are given revision resources for their GCSE courses, – revision guides, exam materials etc</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	<p>2, 7</p>
<p>Revision Sessions - To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and Half Term revision sessions delivered. An emphasis is placed on ensuring engagement of Pupil Premium students in this programme through the pastoral support teams.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment:</p>	<p>2, 6, 7</p>
<p>Equipment - Families who struggle financially with equipment costs are given support to ensure Pupil Premium students have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium students as it is vital to promote a healthy diet for these students. Pupil Premium students are given a calculator in KS4 Mathematics.</p>	<p>Removing potential barriers to participation increases attendance.</p>	<p>7, 9</p>
<p>Access to Technology – The school is running a laptop loan scheme to ensure that disadvantaged students are able to have devices at home to support their learning.</p>	<p>Access to technology is a huge potential barrier to enabling disadvantaged to keep up with their peers – as evidenced throughout the pandemic and supported by the Technology in Schools programme.</p>	<p>2, 7</p>
<p>SMHW - SMHW has been purchased to enable homework to be set by staff and accessed easily by both parents and students. Weekly monitoring of students engagement is carried out by PP coordinator.</p>	<p>Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p>	<p>2, 5</p>
<p>Study Skills - Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents in their child’s learning. Particular focus is given to the attendance of Pupil Premium students – if any of these students miss the evening sessions then they attend another session during school time.</p>	<p>“Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD’s PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmate’s Dr John Jerrim of the UCL Institute of Education September 7th, 2017</p>	<p>2, 5</p>
<p>After School Working – An area of the school is staffed every day after school until 4:30pm for Pupil Premium students in Year 11 to work – either on revision, or completing homework/coursework. Other students are allowed to attend.</p>		<p>2, 3, 6</p>
<p>PSHE – Due to the pandemic PSHE is being introduced into the KS4 curriculum – this will support disadvantaged students particularly. A specialist teacher will be recruited who can deliver the content with expertise and passion.</p>	<p>Students have missed crucial face to face discussions on key issues due to the disruption of the pandemic. This is at a time when the need is greater than ever – as evidenced the number of anxiety and wellbeing issues.</p>	<p>4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 134320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uniform - Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.	Removing potential barriers to participation increases attendance.	3, 7, 9
Cultural understanding & tolerance - All students are taken on a trip to a mosque and Peterborough cathedral. This allows them to experience other faiths and history and to challenge potential prejudice. The trip is 100% funded and meals are provided for Pupil Premium students.	Pupil Premium students have less access to cultural opportunities which can impact on understanding of the curriculum, contribute to the gap in learning outcomes and can lead to potential prejudice going unchallenged.	4, 8
Trips & Visits - A record of Pupil Premium attendance on school trips is maintained. Students are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
Duke of Edinburgh Award - The Duke of Edinburgh Award is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills. The Award itself is of huge benefit to students in career progression. DoE is being introduced at Giles Academy during this academic year.	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	8
Promoting Good Attendance - One of the Deputy Heads has an annual attendance target related to Pupil Premium students.	The Department for Education (DfE) published research in 2016 which found that:	9
Year 11 Attendance - An attendance tutor group is set up for Year 11 students with low attendance. This is overseen by a senior member of staff.	<ul style="list-style-type: none"> The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	9
Pastoral Checks - The Attendance manager has weekly meetings with the Pastoral Mentor to discuss Pupil Premium students in particular.	EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and	9

<p>Safeguarding and Welfare - All Pupil Premium students are identified by the Attendance tracking system. These logs are then shared with the Safeguarding team, Year Leads and SEN department.</p>	<p>thus interventions, ending in improvement in attendance.</p>	<p>3, 5, 9</p>
<p>Careers - All Pupil Premium students are given one-to-one meetings at the end of Year 10. The Careers Co-ordinator liaises with the Pupil Premium pastoral support to track their progress with applications. Appropriate Pupil Premium students in Year 11 are taken on an extra transition visit Boston College between Jan-March (vital for students who may not be taken on an open evening and ensures they find out about courses, support staff and transport costs)</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p>	<p>6</p>
<p>IAG - The destinations of all Pupil Premium students are monitored through Year 11 – Head of Year 11 and Careers Advisor takes a lead on this. This has ensured that Destination Data for this group was strong with 98% going on to Education or Employment in 2021.</p>		<p>6</p>
<p>Careers Programme through PSHE - A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Pupil Premium students. These are co-ordinated through the PSHE days. Careers guidance is provided in Year 9 & Year 10 to inspire students to achieve higher grades and build aspiration.</p>	<p>“Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.”</p> <p>Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.</p>	<p>6</p>

<p>Behaviour Support - A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.</p> <p>This is done through a variety of means:</p> <ol style="list-style-type: none"> 1. Working with individual students and parents, setting targets for behaviour, and tracking. 2. Supporting teachers in the classroom and around the school. 3. Working with the safeguarding team and the attendance officer. 	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p> <p>Using a range of positive behaviour strategies, early intervention and in-house alternative provision (SRU) and shaping the curriculum to meet their needs will avoid this.</p>	<p>10, 9</p>
<p>Rewards - The behaviour lead through pastoral leads will ensure that Pupil Premium students are well represented in the schools' rewards programme – that they are receiving recognition for work and are represented in rewards 'Super Prize Draw' and Celebration Days.</p>		<p>10, 9</p>
<p>Student referral Unit and On call support - All Pupil Premium students are supported by the pastoral team if they are flagged as activating the On Call System. This system is run by the schools SRU manager. In addition, PP coordinator is made aware of PP students who spend time in the Student Referral Unit and this is recorded and monitored.</p>		<p>10</p>
<p>Strike card system - All Pupil Premium students are allocated a strike card every term so that they can be entered into the termly reward draw.</p>		<p>10</p>
<p>Period 6 support sessions - Pastoral staff run Period 6 sessions to support Pupil Premium students. These are run after school on a weekly basis. This is for all year groups.</p>		<p>10, 2, 3, 6</p>
<p>Focused meeting - Weekly pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus.</p>	<p>Ensures that the pupil premium agenda and range of strategies is constantly at the forefront of all school activities.</p>	<p>1 – 10</p>
<p>Sims Discover system - The school have acquired the Discover system that allows pastoral staff to run reports on Pupil Premium students to allow direct intervention.</p>	<p>OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.</p>	<p>1 – 10</p>
<p>Parental Engagement – the school will be moving parents' evenings to an online system – Schoolcloud.</p>	<p>After two years of disruption due to the pandemic it is imperative that we future proof our face to face communications, particularly for families of disadvantaged students.</p>	<p>5</p>

<p>To ensure that all students feel safe in school. - To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children young people with a mental disorder said that lockdown had made their life worse</p>	3
<p>MyConcern system - The system is used effectively to ensure all students including Pupil Premium students are supported safely and a reporting system exists which is consistent and fit for purpose</p>		3
<p>Staff training - Training for all staff on safeguarding Pupil premium students takes place annually with refreshers throughout the academic year.</p>		3
<p>Safeguarding Training – As there are more issues related to mental wellbeing than pre-covid pastoral leads will be undergoing further specialist safeguarding training.</p>		3
<p>Non-teaching support team - A team of non-teaching year leads support the safeguarding of the Pupil premium students by consistently ensuring that they are checked and monitored.</p>		3, 5, 9, 10

Total budgeted cost: £ 305645

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In 2019 The Giles Academy was not part of the South Lincolnshire Academies Trust and is now a new school with a new URN (Unique Reference Number), hence 2019 data is not appropriate here.

We recognise that due to the school closures gaps that we have worked hard to close in the last few years are in danger of widening again, hence the increased emphasis on tutoring programmes to ensure the academic gaps are reduced.

The review below focuses on the success of individual strategies over the academic year.

Academic Achievement: Academic			Review
Data Analysis	4Matrix has been purchased for 3 years at a cost of £950 per year to assist with this work. This allows a more detailed analysis of PP student performance.	Part funded (50%) by the PP grant	Ongoing - software formed invaluable part of TAGs process, analysing performance of Pupil premium cohort.
Tracking Underachievement (whole school)	The progress of PP students against their target ranges (for KS3 students) or KS4 target is tracked at each AOL point. PP students who are underachieving in 3 academic subjects or more will have an initial meeting with the PP Co-ordinator, who will liaise with their subject teachers, so that short term targets can be set prior to being placed on an academic report tracker. Progress is then closely monitored over a 6 week period by the PP Co-ordinator.	TLR of KS3 Data Tracker part funded by the PP grant (50%)	Following AOL points data is analysed and students placed on a tracker as appropriate. PP students report daily to the PP Coordinator so that progress can be monitored.
	Due to the fact the PP students are often behind before they reach secondary school this may give an unfair representation of the gap between PP and non PP students at assessment points. At KS3 the difference in their targets in Maths and English is calculated and two different measures are used. The number of students required to maintain the gap and the number of students required to close the gap. A list of names of students who are not behind target, but who could potentially improve their progress in order to close both these gaps is then passed to the Head of Maths and the Head of English so they can put department intervention in place where this would be most effective		This work continued. The lack of KS2 results over the last two years will make this way of monitoring relative progress more difficult.
More Able Curriculum Lead	A core part of the job of the More Able Curriculum Lead is to monitor and accelerate the progress of high ability, Pupil Premium students. Prior Attainment indicator and CATS score are included on the PP tracker on SIMS. Regular meetings are held between the More able coordinator and the PP Lead.	TLR for More Able Curriculum Lead – 50% funded by the PP grant.	The more able Pupil Premium students were tracked throughout lockdown, Y11 progress was monitored through the TAGs process.
Academic Achievement: Curriculum			Review
Disadvantaged First	Teachers to assess work of Pupil Premium students first and ensure that their work is assessed to a high standard. As part of the “reduction in teacher workload” policy some departments use a sample marking strategy, the work of PP students forms part of this sample.		Ongoing. Staff have been issued with this guidance at the start of every academic year. Some of the strategies were affected by working practice restrictions due to the pandemic. However school restrictions ease staff are being reminded of the strategies.
Top 10 Teaching Tips	All staff to use Disadvantaged Top 10 Teaching tips – see appendix		
Tracking Underachievement (subject level)	Twice per short term an ATL/Achievement check is carried out for PP students. At KS3 this consists of students being awarded a grade 1-4 in each of their Core/Ebacc subjects and at KS4 students being awarded a grade 1-4 in all GCSE/BTEC subjects. Specific subject Progress Action Plans and/or trackers implemented. (Trial this with year 7 and year 11 this year with a view to rolling out in Sept 2021)		This work has been carried out by the lead for Pupil Premium achievement (ML). Trackers were not issued in Y11 as this conflicted with the TAG process, but is now in place.
Seating Plans	Seating plans need to show that pupil premium students are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place.		Ongoing.

Academic Achievement: Literacy			Review
Love of Reading	Pupil Premium students are often less engaged in reading for pleasure which leads to lower literacy standards. The 'Love of Reading' programme is used in Year 7 & 8 in form time. The aim of the programme is to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes. This is monitored through Heads of House.	Reprographics cost – booklets for recording progress	The love of reading programme continued throughout the year. More literacy support has been identified as a priority after school closures.
DEAR	DEAR stands for 'Drop Everything And Read' - a new initiative which forms part of the Whole School Literacy Strategy. Pupil Premium students have the opportunity to read and discuss thought provoking articles which go beyond the "set" curriculum which have potential links with real world knowledge.	Reprographics costs	DEAR has become embedded in the curriculum - it is too early to measure impact.
Phonics intervention	For Pupil Premium students with lower literacy levels small group intervention run through pm reg time	Member of staff delivering intervention.	These were impacted during school closures but ran when opened.
Reading Revolutions	A small group intervention run through tutor time for students who need extra support on the Accelerated Reader scheme. Pupil Premium students identified as needing this support are prioritised.	Member of SEN staff delivering intervention.	This has taken place, but the impact has not been as great as hoped. The programme will now be supported through the purchase of 'Rapid-Plus'
Handwriting Club	A small group intervention run through tutor time for students who need support in order to improve their handwriting. Pupil Premium students identified as needing this support are prioritised.	Member of SEN staff delivering intervention.	Intervention took place, with students making some good progress.
Success Maker	A small group intervention run through tutor time for students who need support in order to improve their literacy – spelling, vocabulary, reading, comprehension. Pupil Premium students identified as needing this support are prioritised.	Member of SEN staff delivering intervention.	This has now been phased out in favour of more suitable intervention strategies.
Further SEN support	There are many other clubs and interventions offered by SEN which students are invited to attend eg Social Skills etc.	Member of SEN staff delivering intervention.	
Transition year 6-7	All students (including Pupil Premium) are given a reading book as a gift from the school which is used for the transition project in the first weeks at BA.	Cost of books	Books were provided for all year 6 students transferring to BA this year.
Book Fair	All Pupil Premium students in year 7 and 8 are given a voucher to choose one book from the Book Fair.	Cost of books	All PPI students received a book.
Numeracy - KS3 Tracking and Support	Monitor AOL/ATL grades at each data point. Students requiring support invited to one PM reg intervention session with Maths Numeracy Lead. During these sessions students have the opportunity to complete homework with support if they have no homework then Numeracy Lead organises a variety of intervention/catch up activities. This intervention takes place across all ability ranges including the most able.		School Numeracy Coordinator led tracking of data following all AOL points and arranged for students to attend extra intervention sessions during pm registration.
Numeracy – KS4 Tracking & Support	Monitor AOL/ATL grades and PPE grades at each data point. Students requiring further support are seen by a member of the Maths department.	Done as professional development	School Numeracy Coordinator led tracking of data following all AOL points and arranged for students to attend extra intervention sessions during pm registration and during lunchtime intervention sessions.
Academic Achievement: Resources			Review

Uniform	Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.	Uniform	A 50% discount has been applied to all items of uniform bought through the uniform shop for all FSM students
Equipment	Families who struggle financially with equipment costs are given support to ensure Pupil Premium students have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium students as it is vital to promote a healthy diet for these students. Pupil Premium students are given a calculator in KS4 Mathematics.	Equipment	All FSM students studying Food Tech have been provided with their ingredients for their lesson. The Food technician prepares individual trays for each student to collect on arrival to the lesson.
Revision Resources	All Pupil Premium students in Year 10 are given revision resources for their GCSE courses, – revision guides, exam materials etc	Revision materials	Relevant revision materials as requested by Heads of Department have been provided for students.
Enrichment and Engagement: Extra Curricular Opportunities			Review
Revision Sessions	To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and Half Term revision sessions delivered. An emphasis is placed on ensuring engagement of Pupil Premium students in this programme through the pastoral support teams.	Sessions are delivered by a wide range of staff across most departments. 50% funded by PP grant	This could not take place due to the cancellation of exams.
SMHW	SMHW has been purchased to enable homework to be set by staff and accessed easily by both parents and students. Weekly monitoring of students engagement is carried by PP coordinator.	% of cost of SMHW	This proved invaluable in setting remote work and supporting PPI students.
Study Skills	Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents in their child's learning. Particular focus is given to the attendance of Pupil Premium students – if any of these students miss the evening sessions then they attend another session during school time.	% of salary	These continued despite the restrictions - they were delivered to students and parents remotely.
After School Working	The 6 th Form study area is staffed every day after school until 4:30pm for Pupil Premium students in Year 11 to work – either on revision, or completing homework/coursework. Other students are allowed to attend.	50% of student support	After school work continued when students returned as they prepared for TAGs
Cultural understanding & tolerance	All students are taken on a trip to a mosque and Peterborough cathedral. This allows them to experience other faiths and history and to challenge potential prejudice. The trip is 100% funded and meals are provided for Pupil Premium students.		Unfortunately, this year due to Covid restrictions the mosque and Peterborough Cathedral trip was unable to take place.
Trips & Visits	A record of Pupil Premium attendance on school trips is maintained. Students are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.		Unfortunately this year due to Covid restrictions trips and visits have not been able to take place.
Duke of Edinburgh Award	The Duke of Edinburgh Award is of huge benefit to Pupil Premium students, both in terms of increasing engagement in school life through getting involved in extra-curricular activities and also in promoting aspects of life that many Pupil Premium students may not otherwise experience – volunteering, physical activity and developing skills. The Award itself is of huge benefit to students in career progression. The award is heavily discounted for Pupil Premium students. Equipment such as rucksacks are loaned to those who cannot afford the financial outlay and the school is working with the Duke of Edinburgh organisation to extend this further.		We have not been able to offer the Duke of Edinburgh to students this year as it would not have been possible for students to take part in the expedition section. However, funding will remain in place for future years and required equipment can be loaned out as required.

Enrichment and Engagement: Attendance			Review
Promoting Good Attendance	One of the Deputy Heads has an annual attendance target related to Pupil Premium students.		Attendance was affected by Covid, but remains a priority, particularly as we need to re-engage with students affected by the pandemic. A huge number of pastoral checks took place, including weekly phone calls home and home visits. Safeguarding checks continued throughout the year including throughout lockdown.
Pastoral Checks	The Attendance manager has weekly meetings with the Pastoral Mentor to discuss Pupil Premium students in particular.	25% of attendance officer	
Safeguarding and Welfare	All Pupil Premium students are identified by the Attendance tracking system. These logs are then shared with the Safeguarding team, Year Leads and SEN department.		
Year 11 Attendance	An attendance tutor group is set up for Year 11 students with low attendance. This is overseen by a senior member of staff.		
Enrichment and Engagement: Careers and IAG			Review
Careers	All Pupil Premium students are given one-to-one meetings at the end of Year 10. The Careers Co-ordinator liaises with the Pupil Premium pastoral support to track their progress with applications. Appropriate Pupil Premium students in Year 11 are taken on an extra transition visit to New College Stamford between Jan-March (vital for students who may not be taken on an open evening and ensures they find out about courses, support staff and transport costs)	25% of Careers Advisor	Transition visits were unable to take place this year due to Covid restrictions. PP students were prioritised for careers meetings either virtually or face to face. Students were given support to access virtual college interviews and in particular post 16 students were given the option to participate in mock interviews.
IAG	The destinations of all Pupil Premium students are monitored through Year 11 – The Head of Sixth Form, Head of Year 11 and Careers Advisor takes a lead on this. This has ensured that Destination Data for this group was strong with 100% going on to Education or Employment in 2020.		Destination data for 2021 shows that 98% of year 11 students have gone on to Education or Employment in 2021
Careers Programme through PSHE	A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Pupil Premium students. These are co-ordinated through the PSHE days. Careers guidance is provided in Year 9 & Year 10 to inspire students to achieve higher grades and build aspiration.	Cost of sessions – eg Prison, Me No Way	In addition to careers guidance as part of PSHE provision "Job of the Week" is now a standard feature of form time presentations.

Behaviour: Wellbeing			Review
Behaviour Support	<p>A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.</p> <p>This is done through a variety of means:</p> <ol style="list-style-type: none"> 1. Working with individual students and parents, setting targets for behaviour, and tracking. 2. Supporting teachers in the classroom and around the school. 3. Working with the safeguarding team and the attendance officer. 	<p>40% of salary costs of Behaviour lead, SS2 and Year Leads 20% of salary of Deputy (Behaviour & Attendance)</p>	<p>The behaviour in the school is outstanding. This is only made possible due to the pastoral support and the work of the behaviour lead. A significant proportion of their time is spent supporting the most disadvantaged students.</p>
Rewards	<p>The behaviour lead through pastoral leads will ensure that Pupil Premium students are well represented in the schools rewards programme – that they are receiving recognition for work and are represented in rewards 'Super Prize Draw' and Celebration Days.</p>	Rewards	<p>Ongoing - rewards are a key part of the schools behavioural system and are shown to be instrumental in achieving good support - student feedback shows that they are valued.</p>
Focused meeting	<p>Weekly pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus.</p>	1x lesson per week with Year Leads and behaviour manager	Ongoing.
Sims Discover system	<p>The school have acquired the Discover system that allows pastoral staff to run reports on Pupil Premium students to allow direct intervention.</p>	Programme	<p>This has been used effectively by pastoral leads.</p>
Period 6 support sessions	<p>Pastoral staff run Period 6 sessions to support Pupil Premium students. These are run after school on a weekly basis. This is for all year groups.</p>		Ongoing.
Strike card system	<p>All Pupil Premium students are allocated a strike card every term so that they can be entered into the termly reward draw.</p>	Cards and reward vouchers	<p>The strike card system continues to work effectively</p>
Student referral Unit and On call support	<p>All Pupil Premium students are supported by the pastoral team if they are flagged as activating the On Call System. This system is run by the schools SRU manager. In addition PP coordinator is made aware of PP students who spend time in the Student Referral Unit and this is recorded and monitored.</p>	SRU manager	<p>SRU system continues to operate successfully.</p>
Behaviour: Safeguarding			Review
To ensure that all students feel safe in school.	<p>To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.</p>		<p>The safeguarding measures in the school are outstanding. All staff know how to use My Concern, which has been instrumental in keeping students safe. The safeguarding lead and designated support officer have provided invaluable support in a large number of cases linked to PPI students over the last year. Following the pandemic we plan further measures including promoting easily accessible support systems through the website and SMHW.</p>
Designated support officer	<p>All Pupil Premium students have access to the PPI support officer (JCA)</p>	% of Salary of PPI support officer	
MyConcern system	<p>The system is used effectively to ensure all students including Pupil Premium students are supported safely and a reporting system exists which is consistent and fit for purpose</p>	50% of my concern system	
Staff training	<p>Training for all staff on safeguarding Pupil premium students takes place annually with refreshers throughout the academic year.</p>	CPD	
Non-teaching support team	<p>A team of non-teaching year leads support the safeguarding of the Pupil premium students by consistently ensuring that they are checked and monitored.</p>		

Behaviour: Pastoral Support			Review
Pastoral support	The School has a non-teaching pastoral manager who leads a non-teaching team of Year leads ensuring that Pupil Premium students are appropriately supported.	Year Leads and behaviour manager	The year leads provide effective support every day to all pupils, which includes a large proportion of time spent supporting PP students.
Pastoral Reports	All Pupil Premium students are 'open' to enhanced pastoral support via the report system.		
Homework clubs	These clubs are run by Pastoral and SEN staff to support Pupil Premium students on a weekly basis.		A homework/catch up club has been run every evening by one of the year leads to give students the opportunity to use a computer to complete homework or coursework catch up.