

## Pupil Premium Strategy Statement 2021/2022

| 1. Summary information |                    |                                  |          |  |     |
|------------------------|--------------------|----------------------------------|----------|--|-----|
| School                 | The Ramsey Academy |                                  |          |  |     |
| Academic Year          | 2021/2022          | Total PP budget                  | £177 526 | Date of most recent PP Review                  | TBC |
| Total number of pupils | 801                | Number of pupils eligible for PP | 197      | Date for next internal review of this strategy |     |

| 2.   | 3. Current attainment (SATs Results Summer)   |                                       |  |
|--|---|---------------------------------------|--|
|  | Due to the Covid-19 pandemic, pupils were not able to take SAT's examinations, therefore publication of this data is not possible. Pupil progress will be monitored based on internal baseline tests in September 2021. |                                       |  |
|  | <i>Pupils eligible for PP (your school)</i>   | <i>All other Pupils (your school)</i> | <i>All other Pupils (national average)</i> |
| % Meeting ARE in reading, writing and maths (combined) | %   | %                                     | %  |
| % meeting ARE in reading                               | %   | %                                     | %  |
| % meeting ARE in writing                               | %   | %                                     | %  |
| % meeting ARE in maths                                 | %   | %                                     | %  |

| 4. Barriers to future attainment (for pupils eligible for PP, including high ability)                    |   |
|--|---|
| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>          |   |
| A.   | Due to Covid-19 and the required school closures some disadvantaged students have returned to school with larger gaps in knowledge than others. Although support was put in place to reduce this during periods of lock down some students struggled to access remote learning. |
| B.   | There has been an increase in disadvantaged students requiring enhanced emotional and mental health support within school.  |
| C.   | Current and predicted progress has been identified as an issue linked with disadvantaged students.  |
| D.   | Some disadvantaged students are struggling to reengage with learning and their behaviour for learning is of a concern.  |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> |   |
| E.   | Attendance of disadvantaged students have typically been lower than non-disadvantaged students.   |
| F.   | Poor parental engagement. This includes meeting attendance, willingness/ability to support students with homework as well as supporting the school regarding behaviour/engagement.  |
| G.   | Future aspirations. Some disadvantaged students have lower aspirations partly due to their own family members' experiences.   |

| 5. Desired outcomes |  |  |
|---------------------|--|--|
|                     | <i>Desired outcomes and how they will be measured</i>                                | <i>Success criteria</i>  |
| A.                  | There is a reduced gap in the outcomes of disadvantaged students and other students. | The achievement of disadvantaged students continues to increase and are in line/above national data. |

|           |   |   |
|-----------|---|---|
| <b>B.</b> | Disadvantaged students take part in a wide range of trips, clubs and other extracurricular activities.  | Disadvantaged students engage more with culturally rich experiences to broaden their subject knowledge and aspirations.   |
| <b>C.</b> | Disadvantaged students and their families feel fully supported by the school both academically and pastorally.  | Parents have regular contact with the school and are willing to accept help offered. Disadvantaged students seek help when needed and attendance at school is good. |
| <b>D.</b> | Parents are fully informed of their child's progress and any concerns. They are also aware of who the pupil premium lead is and are willing to request support when needed.   | Parents engage with school to ensure their child makes progress and are supported using the pupil premium grant.  |
| <b>E.</b> | Interventions are put in place for disadvantaged students to ensure that behaviour and attendance does not have a negative impact on their progress.                          | Student engagement improves through appropriate interventions being put in place.   |
| <b>F.</b> | All staff are aware of who the disadvantaged students are and put interventions in place for them in class and know who to approach to put additional interventions in place. | Regular data collections and achievement board meetings will show that the interventions have had a positive impact on student progress.                            |
| <b>G.</b> | All disadvantaged students are aspirational and more onto appropriate destinations at the end of Key Stage 4.   | All disadvantaged students have the appropriate careers information and guidance that allows them to apply and secure a college place or an apprenticeship.         |

| 6. Planned expenditure   |  |  |  |            |                                      |
|--|--|--|--|------------|--------------------------------------|
| Academic year  | 2021-2022  |  |  |            |                                      |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |  |  |  |            |                                      |
| i. Quality of teaching for all   |  |  |  |            |                                      |
| Desired outcome  | Chosen action / approach   | What is the evidence and rationale for this choice?                                      | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
| Secure outcomes for disadvantaged students in line with non-disadvantaged students   | 1:1 tutoring and small group mentoring<br><br>Small group teaching/intervention groups<br><br>CPD including Quality first teaching<br><br>SEN support<br><br>Recruitment and retention of staff<br><br>Behaviour and learning hub<br><br>Progress meetings with parents held by RSLs and SLT when needed | This approach has been used for several years and has been refined to be most effective. | Regular monitoring of data by RSL's through line management and achievement board.<br><br>Impact of interventions regularly reviewed through achievement boards. | CS         | On-going                             |

|   |   |  |   |    |          |
|---|---|--|---|----|----------|
| Gaps in knowledge are identified and addressed.   | <p>Through regular assessments/recall activities in class.</p> <p>1:1 tutoring and small group mentoring</p> <p>Small group teaching/intervention groups</p>  | It is key that students and staff are fully aware of the gaps in knowledge so they can be addressed.   | <p>Regular monitoring of data by RSL's through line management and achievement board.</p> <p>Impact of interventions regularly reviewed through achievement boards.</p>   | CS | On-going |
| High levels of engagement and positive learning behaviours.                                     | <p>Staff are aware of barriers to learning and how these can be removed.</p> <p>Barriers removed to attend enrichment activities.</p> <p>Celebration of student effort and achievement.</p> <p>1:1 and small group mentoring</p> <p>Ensure all students have access to ICT.</p> | This approach has been used for several years and has been refined to be most effective.   | <p>Regular monitoring of data by RSL's through line management and achievement board.</p> <p>Impact of interventions regularly reviewed through achievement boards.</p> <p>Parents are contacted at the start of the year to ensure they are aware of available support. In addition to this they are reminded for each trip/activity of the financial support available.</p> | CS | On-going |
| Staff are fully aware of who the disadvantaged students are and have high expectations of them. | Disadvantaged students are targeted to ensure engagement. This may be through questioning, marking/feedback, peer mentoring, interventions etc.   | With the increased gap, it is important that staff are fully aware of who the disadvantaged students are and that they are targeted for interventions and support. | <p>Regular monitoring of data by RSL's through line management and achievement board.</p> <p>Impact of interventions regularly reviewed through achievement boards.</p>   | CS | On-going |

|                            |  |  |   |  |                 |
|----------------------------|--|--|---|--|-----------------|
|                            |  |  | Focus on disadvantaged students when learning walks/observations are completed. |  |                 |
| <b>Total budgeted cost</b> |  |  |   |  | <b>£134 526</b> |

| <b>ii. Targeted support</b>                                   |   |  |  |                   |   |
|---|---|--|--|-------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| All disadvantaged students have access to revision resources. | Revision guides are provided to all disadvantaged students<br><br>Revision packs<br><br>Homework club<br><br>Library access | Students have benefited from having revision guides a general revision pack for the last few years – when GCSE exams/assessments have taken place.<br><br>Some disadvantaged students struggle to find a quiet place to work at home and therefore use of homework club and the library can be vital for them to complete revision and homework. | Regular monitoring of data by RSL's through line management and achievement board.<br><br>Impact of interventions regularly reviewed through achievement boards. | CS                | On-going                                    |

|  |  |  |  |                   |   |
|--|--|--|--|-------------------|---|
| All disadvantaged students have access to appropriate curriculum resources                 | Those needing this will be provided with art materials, sketch books, catering ingredients and other general equipment                                 | Students have benefited from these items and it has allowed them to take part in practical activities at home and in school. | Regular monitoring of data by RSL's through line management and achievement board.<br><br>Impact of interventions regularly reviewed through achievement boards. | CS                | On-going                                    |
| All disadvantaged students are fully aware of the different options for post-16            | Through the PD programme and the CIAG programme.<br><br>Disadvantaged students will be prioritised for careers interviews.<br><br>Assemblies/workshops | This has benefited disadvantaged students over the last few years.   | Regular monitoring of data by RSL's through line management and achievement board.<br><br>Impact of interventions regularly reviewed through achievement boards. | CS                | On-going                                    |
| <b>Total budgeted cost</b>   |  |  |  |                   | <b>£12 000</b>                              |
| <b>iii. Other approaches</b>   |  |  |  |                   |   |
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| Subjects put in place extracurricular activities/projects/clubs for disadvantaged students | Subject areas are able to apply for a grant to ensure that appropriate resources are available for this.   | This has been successful for the past few years and has encouraged students to be more engaged with these subjects.          | Review of subject bid at the end of the academic year to show impact   | CS                | Summer Term 2022                            |

|   |   |   |  |    |                 |
|---|---|---|--|----|-----------------|
| Disadvantaged students are well supported with their emotional and mental health          | <p>Trained mental health first aid mentors in place</p> <p>Pathway provision</p> <p>Kidsinspire</p> <p>CYO mentoring</p> <p>Counselling</p> <p>Wilderness project</p> <p>Peer mentoring</p> | Disadvantaged students are requiring more emotional and mental health support. A range of resources have been put in place to address the various issues. | Continuous monitoring of impact and any changes in student engagement. | CS | On-going.       |
| Disadvantaged students are provided with the opportunity to be creative in their learning | <p>Music tuition and performances</p> <p>Drama productions</p> <p>Activities week etc</p> <p>Extra-curricular clubs</p> <p>Jack Petchey speak out</p> <p>Charity weeks</p>                  | This has benefited disadvantaged students over the last few years.  | Continuous monitoring of impact and any changes in student engagement. | CS | On-going        |
| <b>Total budgeted cost:</b>   |   |   |  |    | <b>£31 000</b>  |
| <b>TOTAL</b>  |   |   |  |    | <b>£177 526</b> |



| 7. Review of expenditure  |  |  |  |      |
|---|--|--|--|------|
| Previous Academic Year  |  |  |  |      |
| i. Quality of teaching for all  |  |  |  |      |
| Desired outcome   | Chosen action/approach   | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Secure outcomes for disadvantaged students in line with non-disadvantaged students. | 1:1 tutoring and small group mentoring<br><br>Small group teaching/intervention groups<br><br>CPD including Quality first teaching<br><br>SEN support<br><br>Recruitment and retention of staff<br><br>Behaviour and learning hub<br><br>Progress meetings with parents held by RSLs and SLT when needed | Results were in line with expectations. These will not be published as agreed with other schools.                  | Positive impact when possible. Will continue with this approach    |      |

|                                      |   |   |   |                |
|--------------------------------------|---|---|---|----------------|
| High quality first teaching for all. | Staff CPD, including metacognitive strategies and CPD relevant to The Ramsey 10 | Results were in line with expectations. These will not be published as agreed with other schools. | Positive impact when possible. Will continue with this approach |                |
|                                      |   |   | <b>Total budgeted cost</b>                                      | <b>£33 000</b> |

## ii. Targeted support

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b><br>(and whether you will continue with this approach) | <b>Cost</b> |
|--|--|---|--|-------------|
| Interventions are put in place to address any gaps in knowledge/skills | <p>1:1 tutoring and small group mentoring, including contribution towards catch up co-ordinator</p> <p>Small group teaching/intervention groups</p> <p>Revision guides provided for students in preparation for their GCSE subjects</p> <p>Sound training</p> <p>SEN support (Co-eds and TA's)</p> <p>Behaviour and learning hub, including linked LSA</p> | Results were in line with expectations. These will not be published as agreed with other schools.                         | Positive impact when possible. Will continue with this approach              |             |

|  |  |   |  |                |
|--|--|---|--|----------------|
| Enrichment activities in place to engage students in their various subjects          | Trips/visits<br>Extra-curricular clubs<br>Music lessons<br>Visiting speakers/workshops | Although trips later in the year were cancelled due to Covid-19. Those who wished to attend were able to when the trip went ahead. This had a positive impact on the student's experience and engagement. | Will continue with this strategy and increase to other subjects. |                |
| Disadvantaged students are provided with resources required to access the curriculum | Art resources<br>General equipment<br>Catering ingredients                             | Students have been able to access all parts of the curriculum and practical activities. This has also not limited students GCSE option choices.   | Will continue with this strategy and increase to other subjects. |                |
|  |  |   | <b>Total budgeted cost</b>                                       | <b>£96 765</b> |

| iii. Other approaches  |                            |  |   |      |
|--|----------------------------|--|---|------|
| Desired outcome  | Chosen action/approach     | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach)          | Cost |
| Subjects are able to bid for resources required to provide students with extracurricular experiences | Subjects put bids in place | See details below for each subject area  | Will continue with this strategy and encourage other subjects to take part. |      |

|   |  |   |  |                 |
|---|--|---|--|-----------------|
| Emotional support for students through use of provision such as the pastoral team and pathway | Pathway and other pastoral support   | Students' self-confidence and motivation has continued to improve.  | Will increase to other resources as needed this academic year  |                 |
| Students are prepared for post 16   | <p>Students are provided with information needed through the PD programme and assemblies.</p> <p>They are also given the opportunity to have careers interviews.</p> | <p>All PP students in years 11 and 10 have had careers interviews.</p> <p>Year 11s were supported with decisions about their future and have started their next step.</p> | <p>Although we were limited by the time out of school this year this strategy will continue and be increased to other year groups.</p> <p>We would also like to reintroduce mock interviews which we had done previously. This was not possible this year due to Covid restrictions.</p> |                 |
|   |  |   | <b>Total budgeted cost:</b>  | <b>£14 000</b>  |
|   |  |   | <b>Total</b>   | <b>£149 965</b> |

# Impact of subject bids

## Subject – Art

### Synopsis

Many students lack confidence when drawing and we wanted a way to support and build confidence in the students. We purchased Light boards and a range of Pen and Pencil sets with an aim so support drawing skills and to encourage students to have a go using special equipment.

### Evidence of impact

The students were keen to use the pen and pencil sets as they felt they were special and not the everyday art materials which we have in school. Respect and care over the sets was evident when the students used them making sure that they were put away carefully. Having the sets made students want to have a go and try them out meaning that it naturally made them experiment and try new media.

Students used the light boards to help them plan out and sketch. This gave them the confidence to have a go at more tricky subject matter than they would normally attempt.

### Student feedback

“The light boards helped me to plan out my drawings. I would not have attempted a drawing like this it without it.”

“I loved using the pen and pencil sets. There is nothing like art materials in sets. I felt like a professional artist using them.”

### Evaluation

The Light boards and materials meant success for some students who struggle with confidence and drawing. Students may not have access to this type of equipment at home and subject budgets limit the amount we can purchase. This has worked well at supporting students eligible for PP and many others as well. We would like to build on the success of the equipment this year.



## **Subject – Food prep and nutrition**

### **Synopsis**

Purchase of specialist colour coded chopping boards

### **Evidence of impact**

Students are able to demonstrate and apply knowledge of how to prevent cross contamination with the use of the coded colours for different food items. In busy preparation areas such as a class kitchen, this supports a safer environment. Students gain a greater awareness of high risk food such as for example raw meat and can easily identify where it has been prepared. It aides self-monitoring learning and embedding knowledge of high risk food.

### **Student feedback**

‘It helps make me think which board I should use’ It reminds me of the hazards of food poisoning’.

### **Evaluation**

The purchase of the boards serves to support students to be more independent, with student self- monitor learning and assists knowledge memory & embedment of food poisoning & cross contamination.



## **Subject: Design & Technology – Product Design**

### **Synopsis:**

Enable catch-up of topics missed during year 9 for GCSE students by reducing time needed for practical skills by using a laser engraver rather than hand-graving as previous years. Also allowing GCSE DT students to understand and use CAD/CAM as part of their studies as recommended in the National Curriculum for DT.

### **Evidence of impact**

Students were able to design and manufacture their designs easier and quicker using CAD and CAM. The practical results were of a much higher standard compared to previous years. This also allowed more lesson time to be spent on theory for the topics linked to the project and materials as well as spend time looking at previous years' exam questions in order for students to evaluate their learning in real context.

Below are photographs of selection of students' work (both with lights on and off).

### **Student feedback:**

'My work was amazing! I could have never done it without the laser engraver.'

'I was really impressed with the detail on my lamp and I did really well in the exam questions because learning a lot about electronics and polymers by being able to put the theory learnt into practise in the workshop.'

'My work was so detailed and realistic! Being able to use this machine has given me ideas how I might use it for other projects, and especially for my final piece. I would have never been able to learn how to use it if Miss didn't get one for the school.'

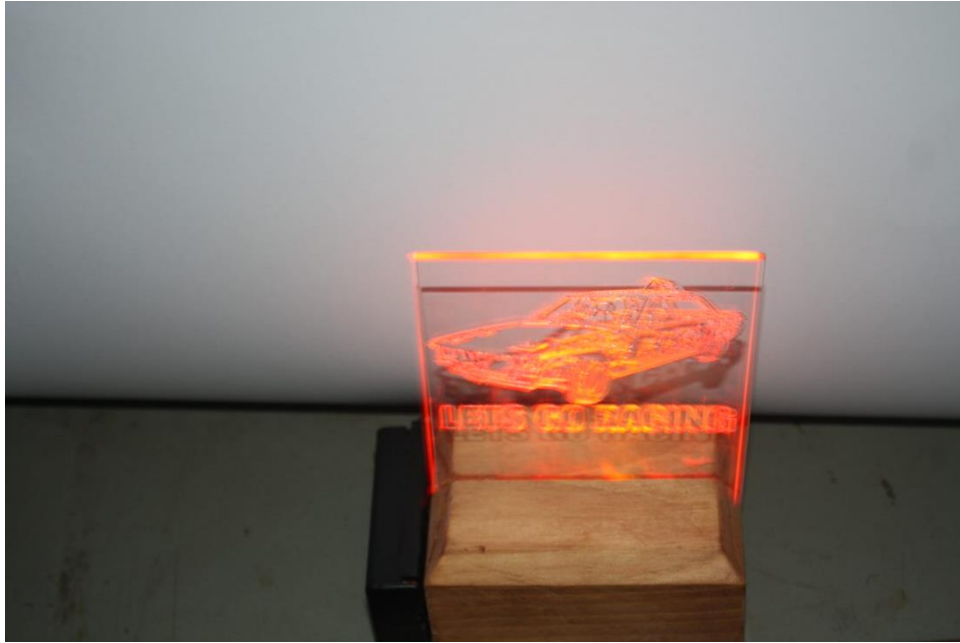
### **Evaluation:**

After successful outcome with the selected year group the intention is to introduce this to further students in the school. The plan is to allow year 9 students to utilise the laser engraver in a lunchtime club before opening the opportunity for wider groups.

The laser engraver has opened up opportunities for variety of projects and outcomes which previously were not available as well as allowing students to develop skills, knowledge and provide opportunities for modern manufacturing techniques which they are unlikely to have opportunity outside the school environment.

Due to the disruption of the Covid-19 the selected year group did not have their usual mock exams but evidence of their answers (both verbal and written) for previous years' exam questions and exam style questions from exam board approved resource were of a higher standard; often above the students' target grade or at least on their target grade.





**Subject: Textiles****Synopsis**

Resources were purchased to ensure students could still experience some form of practical activities during the covid pandemic and restrictions. Resources purchased to support PP students in years 7-10.

**Resources:** Fabric markers, Scola di stix, Self adhesive felt, rhinestones, 3d fabric paint.

**Evidence of impact**

All of the equipment and materials enabled PP students and some of their peers to continue with aspects of practical work at different covid restrictive stages through the pandemic. Initially students were working in non specialist rooms, having enough equipment we were able to put together kits for bubbles and year groups. Having enough resources so that sharing and teacher student contact / proximity was minimal. Using these materials reduced the need for sewing machines, embroidery thread and sewing. (some of the more challenging aspects to teach students without getting close to them) All y7-9 PP students studying textiles during the pandemic could still take home a quality practical outcome by the end of the year.

**Student feedback**

Y7 'I really liked using the stick on felt, it meant we could draw a design on first and then stick it securely onto our pugglies. I struggled with sewing so this really helped.'

Y8 'The transfer crayons (di stix) were easy to use and not messy, miss transferred our design and then we were allowed to add detail with stick on felt, gems and fabric pens.'

**Evaluation**

One of our most successful and worthwhile PP project we have had, extremely beneficial and enjoyable for students to use and celebrate practical outcomes. Building and keeping their practical confidence and skills alive.



## **Subject: Religious Education**

### **Synopsis**

The project was to re-engage GCSE students with the learning of key subject material and understanding of key concepts. This is to help year 11 students address the gaps in their knowledge through lockdown, and to help year 10 students with concise and helpful summaries of knowledge needed.

### **Evidence of impact**

The resources which were purchased and deployed had a huge impact on both student confidence and performance in year 11. Whilst the results were obviously teacher assessed, this project did engage students in RE during their return to school, with 80.65% achieving 4 or above, which is much higher than at predictions at the end of year 10 after a long lockdown. This mean that students achieved in line (or slightly higher) than previous years where exams took place, which would not have been the case with the disruption students had to their learning. This also helped to achieve higher grades at the top, with 25.81% achieving a grade 7 or above. This also gave RE an average point score of 5.03, which is higher than any other non selective subject.

There are also some examples of PP case studies who reached or exceeded their target grade.

### **Student feedback**

Students were very pleased with the teaching and attainment in RE. During results day, many students were very happy, and noted that in many cases RE was their top grade.

### **Evaluation**

I am pleased with the impact of such resources and will definitely consider purchasing more zigzag resources when appropriate. The department obviously has these resources to use for future year groups, to continue making the impact.

## **Subject: Science**

### **Synopsis:**

The aim of the project was to improve the provision of GCSE exam revision through access to exam questions. With the GCSE exams being cancelled the impact has been measured through TAGs.

Of the 26 students in the focus group 4 were non-attenders in lessons and would not have been impacted. Of the remaining 22, 12 achieved their target grade or above and 4 exceeded. All students in the remaining 22 received a grade at GCSE. The average grade of the remaining students was a 4-3.

### **Triple Science**

The impact for PP students taking triple Science was less positive. Going forward it is important that the Science faculty select students carefully to ensure that students do not achieve 3 lower grades when they could have taken combined Science and achieved 2 higher grades.

### **Student feedback**

Student feedback was positive about the exam preparation booklets. Most students asked for the end of unit assessments to use the same style of questions. Most said they struggle with the Pearson end of unit assessments and find them very different to the Edexcel past exam questions. Since the project began the Science faculty have been re writing all end of unit assessments to bring them in line with Edexcel and to ensure PP students can be tracked more closely and interventions more targeted.

### **Evaluation**

The project will continue with the year 9 and 10 students identified (current year 10 and 11) and the end of unit tests are being updated to follow the same format as the exam style booklets. This will continue to prepare students for their end of year 11 GCSE exams effectively. The exam booklets were key to preparing students for the TAG assessments which informed their GCSE grades.