

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Attleborough Academy Norfolk
Pupils in school	693
Proportion of disadvantaged pupils	16% (111 Students) *
Pupil premium allocation this academic year	£85,000*
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Chris Barns
Pupil premium leads	Chris Barns/Michala Parks
Governor lead	Frances Harrod
	*(estimated – will be confirmed January 2020).

## Disadvantaged pupil performance overview for last academic year (Sept tables checking)

Progress 8	0.0
Ebacc entry	13.33%
Attainment 8	39.13
Percentage of Grade 5+ in English and Maths	13%
Percentage of Grade 4+ in English and Maths	40%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Record a positive Progress 8 score	September 2021
Attainment 8	Achieve A8 score in line with National average for all pupils (was 45.5 in 2018)	September 2021
Percentage of Grade 5+ in English and Maths	Be above national for Disadvantaged students (was 24.9 in 2018)	September 2021
Percentage of Grade 4+ in English and Maths	Be above national for Disadvantaged students (was 44.5 in 2018)	September 2021
Ebacc entry	Increased to 25%	September 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Continue to develop curriculum intent and implementation, including the increased use of Rosenshine's principles, metacognition and cognitive load theory as part of a Quality Teaching First programme and the refining of the curriculum to be focused on "powerful knowledge" (Meta cognition is second highest impact according to EEF toolkit).
Priority 2	Continue to refine the use of feedback, particularly through the Progress Review system (feedback is the highest impact according to the EEF toolkit).
Priority 3	LT member with responsibility for PP takes part in a long-term training programme run by a PP-focused organisation (Ambition Institute) to understand best practice and how to implement improvement.
Barriers to learning these priorities address	Disadvantaged students often lack "cultural capital" when compared to the non-Disadvantaged peers. Disadvantaged students often lack an understanding of how to improve the quality of their learning.
Projected spending	£10,000 pa

## Targeted academic support for current academic year

Measure	Activity
Priority 1	The Progress Leader role continues to develop with an increased focus on progress for Disadvantaged students, including building relationships with home and following up on issues around Attitude to Learning scores. Ensure all Disadvantaged students are personally monitored and supported by a Progress Leader and that this is centrally recorded and monitored.
Priority 2	Small group work with English specialist teachers for Disadvantaged students we feel would benefit. Develop an equivalent for Maths and trial with some Ebacc subjects.
Barriers to learning these priorities address	Many parents of Disadvantaged students lack knowledge of how best to support students in academic life. Disadvantaged students, on average, join the school with lower reading and writing ages and lower maths scores than their non-disadvantaged peers. This makes it harder for them to progress in all subjects.
Projected spending	£20,000 pa

## Wider strategies for current academic year

Measure	Activity
Priority 1	Trips and materials – to increase cultural capital and enable Disadvantaged students to take part.
Priority 2	Attendance, behaviour, social, emotional and wellbeing support, primarily from the Student Support Team.
Barriers to learning these priorities address	Attendance is generally lower for Disadvantaged students than non-Disadvantaged Disadvantaged students often require emotional support and are more likely to have complex home lives. Disadvantaged students are statistically more likely to have behaviour issues.
Projected spending	£50,000 pa

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	The curriculum redevelopment is wide ranging and impacts on PP might become buried.	Give as much time as possible to curriculum, including a priority in weekly subject development meetings and INSET days. Constantly remind staff of the impact of powerful knowledge on those who lack cultural capital.
Targeted support	A small number of students with severe issues may distract Progress Leaders and Student Support Team from supporting all Disadvantaged students.	Employ Behaviour Manager. Use regular tracking to ensure Disadvantaged students are a focus.