

# CITY OF DERBY ACADEMY

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Headteacher: Mr P Smith



**Pupil Premium Strategy Statement – Improving the life chances of our eligible pupils.**

**2019/2020**

**Impact to be reviewed termly**

**Next review June 2020**

## What is the Pupil Premium?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The rates for eligible pupils are as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

## How will parents know if it is working?

We track all students' progress so we can see if the intervention we are putting in place is working. We report to parents about the progress of their child regularly throughout the year.

## Where can I get more information?

For more information about our support and intervention for students receiving the pupil premium grant, please contact your child's Head of Year:  
Y7 – Mr Bult      Y8 – Mr Mumtaz      Y9 - Mr Day      Y10 – Mr Cholerton      Y11 – Mrs Bruce

## I'm not sure if my child could have free school meals or qualify for the Pupil Premium grant - where can I get more information?

Please contact Mrs Rimmer in the school office who will be happy to help with any enquiries – 01332 270450  
Email: [admin@cityofderbyacademy.org](mailto:admin@cityofderbyacademy.org)

Children from 'non-disadvantaged' families...	Children from 'disadvantaged' families...	CODA Response
Know 1100 words at 3	Know 400 words at 3	All teachers are the teachers of language
Engage in 487 verbal interaction per hour	Engage in 167 verbal interactions per hour	Oracy Culture across the school
Enjoy 500000 encouragements	Only enjoy 20000 encouragements	System of meaningful relationships and rewards
Given 15000 discouragements	Given 300000 discouragements	Tackle the behaviour and NOT the child
Have more than 100 books	Have fewer than 20 books	The library and literacy is in every classroom

# Pupil premium strategy

1. Summary information					
School	City of Derby Academy				
Academic Year	2019-20	Total PP budget	£356,000	Date of most recent PP Review	June 2018
Total number of pupils	903	Number of pupils eligible for PP	375 (42%)	Date for next internal review of this strategy	Sept 2019

2. Current attainment				
	Eligible Pupils Nationally	Non-Eligible Pupils Nationally	Pupils eligible for PP (CoDA) (2018 in blue)	Pupils not eligible for PP (CoDA) (2018 in blue)
% achieving 9-4 in English and Maths	tbc	tbc	(19.2%) 28.8%	(41.5%) 47.9%
EBACC APS	tbc	tbc	2.27 2.7	3.06 3.8
Progress 8 score average	tbc	tbc	-0.96 -0.86	-0.38 - 0.33
Attainment 8 score average:	tbc	tbc	26.09 28.26	34.03 34.72
- HAPs	tbc	tbc	39.20 42.89	53.57 55.76
- MAPS	tbc	tbc	33.21 29.9	39.49 35.62
- LAPS	tbc	tbc	21.08 16.86	24.78 17.33

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A.	There is an achievement gap between disadvantaged and non-disadvantaged students across all subjects
B.	Levels of literacy are very low in the school. An example of this is that 61% of pupils have a reading age below their actual age in years 7-9, rising to 66% for eligible students. This is an improvement on the 83% from 2017, but is still a significant barrier to progress.
C.	Low aspirations/little understanding of the value of education. Motivation levels and attitudes to learning are low in school. Pupil emotional health and well-being is also a persistent barrier, although our eligible pupils report a high level of satisfaction with their

	school experience. The discrepancy, using the school 3Rs behaviour monitoring, is an average of 1.6 for non-disadvantaged and 1.1 for disadvantaged pupils (2018-19 data).	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	There are higher absence rates for eligible pupils than for non-eligible pupils – As of June 2019 the absence rate of non Ever6 FSM is 5.5. For Ever 6 FSM it is 7.0. The persistent absence rate for disadvantaged students across the school is 22.3, compared to 8.9 for non-disadvantaged.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	To close the attainment gap between eligible and non-eligible pupils with effective learning strategies across the school and more targeted interventions.	The residual flightpath gap between eligible and non-eligible pupils will reduce.
<b>B.</b>	To improve the reading levels of through a targeted and specific range of interventions by specialist teachers.	The gap between PP pupils and non PP will reduce. Reading ages of all pupils will improve.
<b>C. (i)</b>	To increase our offer of learning opportunities through lunch time clubs, after school clubs, peripatetic teaching, rewards events and extra-curricular activities to help engage pupils in a wider range of learning opportunities.	Extra-curricular activities and events will be attended by as many PP pupils as non PP.
<b>C. (ii)</b>	To raise the aspirations of our pupils through activities that demonstrate the value of success and rewarding them for positive behaviour for learning and effort in school. To reduce the number of those classed at NEET (which was 4 in 2018, better than the Derby City average) even further.	PP pupils will have increased their aspirations, behaviour in school will improve and they will receive rewards as often as non PP pupils.
<b>D.</b>	To improve the absence rates by targeting PP pupils with low attendance and addressing individual barriers to attending school. The focus on persistent absentees will increase in 2019-20.	Close the gap in the absence rates between PP pupils and non PP Pupils.

## 5. Planned expenditure

Academic year

2019/20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Teachers to use Classcharts and Go4Schools to identify PP pupils in their classes.</p> <p>Passports to be developed for eligible pupils who will benefit from one. These will be available to staff to use to differentiate and support individual pupils.</p> <p>Passports will start with Y11 pupils below flightpath.</p>	<p>All teachers and support staff are aware of the PP pupils that they teach and are identifying strategies for key individuals, in particular more able PP students</p>	<p>All teaching staff are responsible for the success, development and progress of PP pupils, and the whole school focus on the improvement of quality first teaching will benefit all pupils, including those who qualify for PPG.</p>	<p>Monitor through lesson observations and climate walks. Staff development opportunities will be provided throughout the year. RM will lead on climate walks to ensure all teachers know who their disadvantaged pupils are and use strategies to accelerate their progress.</p>	<p>CR/MH/RM</p>	<p>In line with quality assurance calendar.</p>
<p>Teachers will be given a checklist of teaching strategies and expectations. The CODA lesson philosophy will reflect the teaching and learning priorities for 2019-20, namely accessibility to learning.</p>	<p>Improve the consistency in the quality of lessons on a daily basis. This will increase focus on low stakes testing and key vocabulary</p>	<p>Quality of teaching matters most to disadvantaged students, according to the Sutton Trust</p>	<p>Monitored during observations and climate walks.</p>	<p>RM/MH/SLT</p>	<p>In line with quality assurance calendar.</p>

<p>All teachers set homework in line with the CODA home learning policy.</p> <p>We will provide homework club after school in the library, advertise this widely and offer encouragement and support to attend, as well as drinks and snacks.</p>	<p>All PP pupils receive regular homework, they complete the work on time and to the best of their ability.</p>	<p>EEF toolkit suggests that regular, meaningful homework can add 5 months of learning per year</p>	<p>Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on homework setting and completion. Classcharts can track this being done consistently in departments – RM to monitor this.</p>	<p>HoD for each faculty, monitored by RM.</p>	<p>This will be reflected in the number of pupils qualifying for rewards trips, so can be reviewed after the cut off point for this each term.</p> <p>High numbers attending homework club.</p>
<p>Teachers to provide all students (including eligible pupils) with detailed feedback about their learning from each of their teachers. Disadvantaged students will be a focus on the training provided as the whole school review and implementation of the feedback and assessment policy.</p>	<p>PP pupils know their current level of performance in each subject and know how to improve</p>	<p>EEF toolkit suggests that quality feedback can add 8 months of learning per year</p>	<p>Teacher observations (3 per year), PP Climate Walks and Faculty Quality Reviews will include a focus on quality of feedback</p>	<p>RM/AH (flightpaths)</p>	<p>Reviewed during book looks by SLT each term. RM to collate data.</p>
<p>Staff training on making the learning accessible to all pupils in their lessons (CoDA T&amp;L priority 2019-10).</p>	<p>Teachers improve the accessibility of their lessons to ensure all learners make progress.</p>	<p>Too many lessons are task driven and are not given a learning focus accessible for all. Providing training on this over the coming weeks will improve outcomes for all pupils, but according to the EEF this is especially valuable to PP pupils.</p>	<p>Effective learning opportunities provided the school will be evident in lesson observations and climate walks.</p>	<p>MH/RM/CR</p>	<p>Jun 2020</p>
<p><b>Total budgeted cost</b></p>					<p>£180,000</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Eligible pupils receive mentoring.	Targeted mentoring by DHoYs. A 2 <sup>nd</sup> wave of mentoring using strategies appropriate to the individual will also be used, including Boxall Profile, CISS test, Level Best and character development opportunities.	Disadvantaged students will receive individualised pastoral and behavioural support, including helping them maximise the learning opportunities outside of school.	Behaviour, assessment and absence data will be analysed to ensure targeted pupils are making expected progress. Mentors will keep a record of their sessions using a pro forma created by RM.	RM/ES/AB	Jan 2020
Purchase licences for whole school to complete the PASS survey.	Reduce absence rates, raise aspirations, learning resilience and self-esteem of PPG pupils. Following the initial use of the PASS survey to identify barriers, the <b>Pupil Well Being Lead</b> teacher will analyse the outcomes of the survey and plan strategies to overcome the barriers for students.	According to the DfE Research Report: The impact of Behaviour and Wellbeing on Educational Outcomes "Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school."	RM/ Well Being Lead teacher will analyse PASS data across KS3 - RM will analyse this data specifically for PP pupils to ensure monitor impact of strategies.	RM/WBL teacher	Initial review of PASS survey findings will be review and shared with staff in Sept. 19.  Second PASS survey will be completed in Jun 2020 and results reviewed then.



Continued contribution to the salary of the Family Support Worker.	Reduce the rates of persistent absenteeism among disadvantaged pupils in the school.	The 2018/19 absence rate of non Ever6 FSM is 5.5. For Ever 6 FSM it is 7.0. This is an improvement on 9.3% from Sept – Jan 19, since the appointment of a family support worker. The family support worker will continue to work closely with DHOYS in order to work with pupils and families to reduce absence rates.	Measured by absence data.  There will be clear monitoring and tracking of the absence data across all year groups.	AB/RM	Ongoing.
Continued contribution to the salary of the librarian/reading lead and the strategies identified to improve the reading culture.	Improve literacy levels of eligible pupils. Introduce a range of targeted interventions introduced by the reading lead in order to raise whole-school literacy levels.  Specific focus on reading in 2019-20, in response to Academic Barrier 'B'.	According to the EEF targeting reading comprehension is a high impact, high value strategy.	Classroom teachers will monitor. MH/reading lead will analyse data across KS3 - RM will analyse this data specifically for PP pupils to ensure expected progress is being made.	RM/MH/RL	Termly, following reading tests.
To become affiliated to Repton School's Combined Cadet Force Unit.	In year 1, 15 eligible pupils will commit time to become regular members of the CCF. Cohort 2 will be 30 and Cohort 3, in 2012-22, will grow further as then we will become an independent CCF Unit, based at CoDA.	According to research published by the University of Northampton, the gap was reduced in non-cognitive skills (such as leadership, resilience, self-discipline and teamwork) and self-efficacy among eligible pupils (v. non-eligible) who participated in the CCF compared to eligible pupils who had not.	Two members of staff have been trained as Cadet Forces Adult Volunteers, who will assist in the delivery, monitoring and evaluation of the programme.	RM/RT/ZW	June 2020

Continued contribution to the salary of the Ignite teacher for Year 7/8/9.	PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy.  Pupils in year 8 and 9 who have not yet caught up with expected national standards continue to receive support through an adapted	Small group work targeted at Literacy and Numeracy skills to accelerate their progress. A specialist teacher teaching small groups of pupils who are underachieving in a specific aspect of English or maths. The pupils will attend regular intensive sessions for a short period with a specialist teacher before quickly returning to	Assessment data will be analysed to ensure targeted pupils are making expected progress. Ignite teacher will keep records of pupil data.	RM/'Ignite' teacher/PB	Progress tracked at every data collection point.
Make a 'curriculum commitment' to all CoDA students.	To provide opportunities through the curriculum to enrich the lives of all students with access to activities that broaden their experiences. PP students to experience the CODA additional curriculum promises.	Through broadening their life experience and giving pupils ownership of this through their pledge passport, their motivation to succeed in school will increase also. Pupil voice will be used to gain evidence of the impact of this strategy.	Data from pupil voice and the PASS survey.	SLT	June 2020
<b>Total budgeted cost</b>					£137,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Three times a year we will hold a CoDA parents' event in Normanton.	Increase engagement with parents who live in Normanton.	Attendance at parents' evenings is traditionally below 50% at CoDA. We plan to regularly hold event for parents that are more convenient for them to get to,	Parent surveys. Evaluations following every event with the NCAT manager.	RM	Following each parents' evening.

		using family support workers employed by the NCAT.			
Tablets used for breakfast club.  Contribution to the subsidy of breakfasts for pupils down to 20p Per pupil per day.	Increase the number of pupils attending the breakfast club and homework club.	Breakfast club is well attended, but to improve the educational impact we need to make it easier for pupils to access the resources they need to study out of school hours.  Homework club is a new initiative starting in Sept 2019.	Breakfast club volunteer will award Classcharts point to all those who attend breakfast club – this data can then be used to track those pupils in terms of their academic progress, attendance and punctuality.	RM	Termly
Provide a venue for the 'Talk English' programme on the Adult Learning Scheme to deliver free ESOL lessons for CoDA parents with EAL who want to improve their spoken English .	Increase parental engagement of parents in need of EAL support.	Encouraging parents to come into school for reasons other than to discuss their children will allow them to become more comfortable in an educational setting. We can also tailor the content of the course to increase parental understanding of the British education system. After school supervision will be provided for children of the parents who attend at the homework club.	Parent surveys. Evaluations with the NCAT manager	RM	June 2020
1. Funding 24 Y7 eligible pupils to go on an Outward Bounds course. 2. Subsidy of Y8 and Y9 eligible pupils on the Bushcraft residential trip to Cholmondeley Castle.	Improving the life chances of eligible pupils by providing learning opportunities outside of school. Reduce absence rates, raise aspirations, learning resilience and self-esteem of eligible pupils.	Pupils will work on improving their self-esteem, raising their aspirations and increasing their engagement in learning.	PASS survey will measure their attitudes to self and school before and after the residential.	RM/AB/DC/ABu	Student voice to be taken to measure the impact before and after the residential trips.

Improve access to careers information to Students in KS3.	To raise the aspirations of our disadvantaged students and increase the numbers who stay in education post 16. Aim to narrow the gap in the Ofsted analysis.	In 2017 78% of disadvantaged school-leavers were recorded as 'in education', as opposed to 92% of non-disadvantaged. We need to raise the aspirations of our disadvantaged students to close this gap. 2018 data is unavailable.	Survey of students.  Tracking of destination data.	RM/PSm	Termly.
Individual support made available for PP pupils on a case by case basis.	Funds made available throughout the year in order to support PP pupils as support needs arise.	Examples could include purchasing reader pens, e-readers, trips and visits or experience days provided by external agencies when particular learning needs are identified.	RM will monitor and evaluate the impact of every individual strategy implemented.	RM	Jun 2019
<b>Total budgeted cost</b>					<b>£39,000</b>

6. Review of expenditure			
Previous Academic Year	2018/19		
Action	Intended outcome	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)
Teachers to use Classcharts and Go4Schools to identify PP pupils in their classes.	All teachers and support staff are aware of the PP pupils that they teach and are identifying strategies for key individuals, in particular more able PP students.	Climate walk data suggests that all teachers are aware of who their eligible students are and their departmental strategies used to narrow the attainment gap.	Continue with strategy, but further climate walks need to ensure the strategies identified by heads of department in the PP review are in place in classrooms.
Teachers will be given a checklist of teaching strategies and expectations. CODA lesson philosophy	Improve the consistency in the quality of lessons on a daily basis. This will increase focus on low stakes testing and key vocabulary	The outcomes for Y11 improved in 2019, and the gap between eligible and non-eligible pupils narrowed, which suggests the quality of teaching is improving across the school and that eligible pupils are benefitting most from this.	Continue with strategy, but with an increased focus on improving the accessibility of lessons for all learners. Eligible students will benefit from improved accessibility in lessons.
All teachers set weekly homework in line with their department's homework policy.	All PP pupils receive weekly homework from every subject, they complete the work on time and to the best of their ability. We will provide a safe place to complete homework, with the library being available at lunchtimes and between 3-4pm everyday.	The new CoDA home learning policy encourages teachers to set homework appropriately, in line with their departmental plans.  Homework clubs both before and after school are well attended, more than 50% of the attendees are eligible students.	Continue with strategy, using 3Rs data to monitor that homework is being done and enhancing the promotion of homework clubs around the school, as well as providing snacks and drinks in the library.

<p>Teachers to provide all students including PP pupils with detailed feedback about their learning from each of their teachers.</p> <p>Disadvantaged students will be a focus on the training provided as the whole school review and implementation of the feedback and assessment policy. All students have target stickers on books.</p>	<p>PP pupils know their current level of performance in each subject and know how to improve.</p>	<p>The outcomes for Y11 improved in 2019, and the gap between eligible and non-eligible pupils narrowed, which suggests the quality of the feedback is improving across the school and that eligible pupils are benefitting most from this.</p>	<p>Continue to ensure quality feedback is provided in line with the new school marking and feedback policy.</p>
<p>Individual support made available for PP pupils on a case by case basis.</p>	<p>Funds made available throughout the year in order to support PP pupils as support needs arise.</p>	<p>The need for Support for eligible pupils repeatedly occurred throughout the year, with need ranging from revision materials to uniform. This strategy is successful as it means those pupils do not lose out as a result of being eligible for the PP grant.</p>	<p>Continue with the strategy in 2019-20, as needs for support will continue to occur.</p>
<p>PP receive mentoring. Targeted mentoring by DHoYs. ES to target group of PPG boys at risk of exclusion - cost is time TFTF to work with identified groups in years 7, 8 and 9</p>	<p>Disadvantaged students will receive individualised pastoral and behavioural support, including helping them maximise the learning opportunities outside of school. PP student attendance and behaviour improves. Evidenced by reduced exclusions, Class Charts data, Absence data</p>	<p>Some data from TFTF showed improved behaviour in eligible students, but not conclusively as a result of the input from TFTF.</p> <p>ES no longer works at CoDA.</p>	<p>TFTF will not continue as a behaviour strategy at CoDA, but the mentoring will be replaced by strategies appropriate to the individual, including Boxall Profile, CISS test, Level Best, Franklyn Scholars and character development opportunities.</p> <p>Data from the PASS survey will allow DHoYs to be smarter in targeting pupils who need increased support to get the most out of their experience at CoDA.</p>

<p>Purchase licences for whole school to complete the PASS survey.</p>	<p>Reduce absence rates, raise aspirations, learning resilience and self-esteem of PPG pupils. Following the initial use of the PASS survey to identify barriers, the Pupil Well Being Lead teacher will analyse the outcomes of the survey and plan strategies to overcome the barriers</p>	<p>PASS survey shows pupils are overwhelmingly satisfied with their experience at CoDA. Areas for concern include their feeling about school, (especially in Y7), their self-regard as learners and their response to curriculum demands (Y9 and girls)</p>	<p>Continue to purchase PASS licences in 2019-20 and target those who are completely dissatisfied with their school experience. DHoYs to discuss what support we can offer them to improve the way they feel about themselves and school.</p>
<p>Appointment of an Attendance officer. Improve the process/flow of absence management.</p>	<p>Reduce the rates of persistent absenteeism among disadvantaged pupils in the school. Appropriate staff given, timely, accurate data to intervene</p>	<p>Attendance remains a focus for 2019-20, but improved absence rates for all pupils and a reduction in the gap between eligible and non-eligible pupils shows this strategy to be a success. This goes along with improving learning experiences and behaviour in the school that have also made pupils want to attend.</p> <p>CODA attendance is now above national average for similar schools and the attendance for eligible students is down to 7%.</p>	<p>Continue with strategy, with increased focus on eligible pupils who are persistent absentees.</p>
<p>Staff training on making the learning the focus of their lesson.</p>	<p>Teachers focus their lessons on the learning that they intend to take place.</p>	<p>The outcomes for Y11 improved in 2019, and the gap between eligible and non-eligible pupils narrowed, which suggests the quality of teaching is improving across the school and that eligible pupils are benefitting most from this.</p>	<p>Continue with strategy, but the training focus for 2019-12 will be on improving the accessibility of lessons for all learners. Eligible students will disproportionately benefit from improved accessibility in lessons.</p>

<p>Appoint a Literacy co-ordinator.</p>	<p>Improve literacy levels of PPG pupils. Introduce a range of targeted interventions introduced by the literacy coordinator in order to raise whole-school literacy levels. TLR 2.2</p>	<p>Due to an extended period of staff absence, this strategy have not had any impact on improving literacy levels in the school.</p>	<p>The focus on reading, and the development of a reading culture, is an important part of improving the life chances of our eligible pupils. In 2019-20 we will shift to a new reading strategy, Reciprocal reader, with staff receiving training in the Autumn term on how to use this strategy to improve reading across the curriculum. The appointment of a librarian to take a lead on reading interventions will further enhance the impact of this strategy.</p>
<p>Targeted catch up sessions following every data entry point in core subjects. Linked to the DTT philosophy Narrow the attainment gap between disadvantaged and non-disadvantaged pupils. RM will meet with CTLs after every data collection point to identify underachieving students and agree on additional intervention strategies.</p>	<p>Targeted catch up sessions following every data entry point in core subjects. Linked to the DTT philosophy Narrow the attainment gap between disadvantaged and non-disadvantaged pupils. RM will meet with CTLs after every data collection point to identify underachieving students and agree on additional intervention strategies.</p>	<p>Meetings with heads of English and maths lead to an increased focus on eligible students being in intervention sessions. The attainment gap in these subjects has narrowed, suggesting the strategy was successful.</p>	<p>Interventions will continue in 2019-20, with the maths department adopting the more targeted intervention strategies used so successfully by the English department. A new period 6, which gives all subject areas the opportunity to run revision sessions after school for Y11 will also be trialled.</p>
<p>Appoint 'Ignite' teacher for Year 7/8/9/10. PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy. Pupils in year 8 and 9 who have not yet caught up with expected national standards continue to receive support through an adapted curriculum.</p>	<p>Appoint 'Ignite' teacher for Year 7/8/9/10. PP pupils who joined our school who qualify for Catch Up funding make accelerated progress on Literacy and numeracy. Pupils in year 8 and 9 who have not yet caught up with expected national standards continue to receive support through an adapted curriculum.</p>	<p>All Ignite pupils made progress in their literacy and numeracy, but all were still below flightpath in the summer 2019 data trawl.</p>	<p>Continue to offer an Ignite curriculum to those pupils who cannot access the mainstream. In 2019-20 we will widen this offer to more pupils for whom this is appropriate.</p>



<p>Make a 'curriculum commitment' to all CoDA students. PP student involvement will be part funded.</p>	<p>To provide opportunities through the curriculum to enrich the lives of all students with access to activities that broaden their experiences.</p>	<p>No students missed out on life-improving opportunities as a result of being eligible for the PP grant. Subsidised trips were offered to the theatre, careers opportunities, STEM trips, a science excursion (Autonomy) and various others enrichment opportunities, including cooking ingredients and rewards trips.</p>	<p>Continue to make this commitment to students, who should never miss out on an opportunity to improve their life chances.</p>
<p>Three times a year we will hold a CoDA parents' event in Normanton. Increase engagement with parents who live in Normanton.</p>	<p>Increase engagement with parents who live in Normanton.</p>	<p>The strategy was a success as an increasing number of parents are now willing to engage with the school, thanks to a more targeted approach by HoYs inviting certain parents. Numbers of eligible children attending the events were consistent with the whole school figure – approx. 40% each time.</p>	<p>Continue to offer this event to parents in 2019-20, who now expect this event to take place and know what to expect. Continue to use the NCAT to support the event and to translate for parents who require it.</p>
<p>Purchasing 50 tablets that pupils can use for homework/support/interventions during breakfast club.</p>	<p>Increase the number of pupils attending the breakfast club. Increase access for PP and all students to access to online literacy techniques.</p>	<p>Tablets used widely across the school, including in breakfast club for homework and revision.</p>	<p>No need to purchase further tablets, but may need to replace broken/damaged hardware in 2020-21.</p>

<p>Using family support workers from the NCAT to deliver basic English lessons to parents of CoDA pupils who would like to improve their English.</p>	<p>Increase parental engagement of parents in need of EAL support.</p>	<p>A lack of resources meant that the NCAT were unable to provide this opportunity for parents. This was replaced by the 'Talk English' programme, where volunteers are offering ESOL lessons once a week to CoDA parents using the school as a venue.</p>	<p>Continue to offer the school as a venue for the service to provide this opportunity for parents. In 2019-20 we hope to expand the numbers benefitting from the ESOL lessons by including the wider community.</p>
<p>Funding 24 PPG pupils to go on an Outward Bounds course.</p>	<p>Reduce absence rates, raise aspirations, learning resilience and self-esteem of PPG pupils</p>	<p>The pupils who went on the OB trip in year 8 were surveyed before and after the trip on each of the following areas:</p> <ol style="list-style-type: none"> <li>1. Overcome new challenges</li> <li>2. Achieve personal goals</li> <li>3. Personal responsibility</li> <li>4. Awareness of other people</li> <li>5. Working with others</li> <li>6. Communicating with others</li> <li>7. Awareness of natural environment</li> <li>8. Enjoy real adventures</li> </ol> <p>In all areas the pupils said that the trip had improved their confidence.</p>	<p>The OB trip was overwhelmingly successful for the pupils who attended, but it is only available to a small number. We will continue to subsidise the trip for eligible students as part of the curriculum commitment offered to improve life chances.</p>
<p>Improve access to careers information to Students in KS3.</p>	<p>To raise the aspirations of our disadvantaged students and increase the numbers who stay in education post 16. Aim to narrow the gap in the IDSR analysis.</p>	<p>The strategy was successful as more KS3 pupils were able to access careers information and opportunities to subsidise trips to careers events continued throughout the year.</p>	<p>Continue to seek opportunities to build on the careers information we provide. The PP grant received by the school will continue to be used to ensure that no eligible pupils miss out on any of these opportunities.</p>