

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
School name	Sirius Academy West
Pupils in school	1397
Proportion of disadvantaged pupils	37%
Pupil premium allocation this academic year	£540,878
Academic year or years covered by statement	2021/22 to 2023/24
Publish date	September 2021
Review date	December 2021
Statement authorised by	Gemma Ransom
Pupil premium lead	Andy Kay

Disadvantaged pupil performance overview for last academic year

Progress 8	n/a
EBACC entry	9%
Attainment 8	37.09
% Grade 5+ in English and maths	18%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	n/a	August 2022
Attainment 8	47.00	August 2022
% Grade 5+ in English and maths	45%	August 2022
Other	n/a	August 2022
EBACC entry	4%	August 2022

Teaching priorities for current academic year

Measure	Activity
Ensure high-quality Teaching and Learning	<ul style="list-style-type: none"> • High quality CPD programme including independent research tasks into current evidence-based teaching strategies to support higher-quality T & L across the Academy. • Staff recruitment and responsibility levels to ensure consistent Teaching and Learning practices across the Academy. • MER process to monitor provision for PP students and reflect on practice through feedback. Provision to include: PP First through seating plan identification, questioning techniques and reward / sanction interventions. • All internal data-inputs to review PP figures and identify any issues with intervention planned and delivered for cohorts or the individuals concerned.
Continue to develop a broad and balanced Curriculum offer across the Academy for all students	<ul style="list-style-type: none"> • Continued development of the Curriculum, to offer a balance across KS3 to ensure an effective transition into KS4 options by ensuring the building blocks to success are established. • Continued development of the Curriculum to offer a broad offer to KS4 students to allow pathways into KS5 or educational offers to be effective for all.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Improvement in teaching practice through recent evidence-based techniques. <i>High-quality Teaching and Learning is the most effective method of improving student attainment (EEF Toolkit).</i> - CPD is the most important factor in ensuring a positive continuation of teaching practice. <i>Effective CPD helps to improve standards, upskill staff and instil confidence in staff and leaders (The National College).</i> - <i>Sirius Academy West OFSTED report (2018)</i> identified further work required to ensure the building blocks of learning are established through an effective, embedded Curriculum.
Projected spending	£227,616

Targeted academic support for current academic year

Measure	Activity
Develop Literacy and Numeracy for all students in the Academy	<ul style="list-style-type: none"> • Specific staff responsibility for developing literacy and numeracy initiatives around the Academy to ensure a high-profile amongst all staff and students. • Targeted PP academic intervention for identified students to access additional support through specific staff.

Hold high-expectations of all students, in-line with our Academy RESPECT values	<ul style="list-style-type: none"> • Equipment, uniform and food / drink made available for identified students to remove barriers and prevent behaviour logs or non-attendance. • Reward system to recognise student performance in terms of meeting our RESPECT values. • PP students who have attendance as a barrier to success are engaged with key staff in the Academy, including the Attendance Team, Home-Support Officer and Educational Welfare Officer. This engagement to include interventions to support re-engagement of students in the Academy. • Attendance to be high-profile through recognition and competitions, with at-risk PP students targeted for additional support through the Pastoral system. • Effective use of internal systems of The Hub and Diamond Pathway to offer support for identified students to re-engage and remove behavioural barriers to academic success.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Oracy is crucial for success in many Curriculum areas. <i>Research has shown that engagement in Oracy practices can improve a student's Oracy progress by up to five months over the course of a year (EFF Toolkit).</i> - The language known by student differs depending on socioeconomic factors. Research has shown a 27% difference in the type and depth of language used between the children lowest and highest paid quintiles (<i>Addressing Educational Disadvantage</i>). - Identifying the correct students for small-group tuition work. Research is clear that students learning in a small-group situation are more likely to make progress than in a large group (<i>Addressing Educational Disadvantage</i>). - Reduction in challenging behaviour will benefit all students within classroom environments. <i>Research is clear that challenging or problematic student behaviour has a direct impact on student attainment (EFF toolkit).</i>
Projected spending	£214,602

Wider strategies for current academic year

Measure	Activity
Development of home-support and parental engagement channels	<ul style="list-style-type: none"> • Effective use of the MyEd Iris home-school communication tool. • Return of face to face Parents Evenings and other parental engagement opportunities, with targeted support for PP students and families. • All Year 11 students to be equipped with a laptop to support home learning. • Bespoke events set in KS3 and 4 to encourage PP students and their families to engage in effective revision techniques.
Focus on personal development opportunities to support each students journey with us	<ul style="list-style-type: none"> • Targeted intervention support for students facing specific SEMH issues, through engagement with external agencies. • Development of our bespoke Character Education curriculum to support PP student's wider personal development, including key traits such as resilience, self-esteem and aspirations. • All students to engage with free of cost, Personal Development Pathway opportunities to give experiences away from a classroom environment. • Enrichment club offer to be varied and advertised through all communication methods to encourage PP attendance. • All PP students in Years 10 and 11 to receive personalised careers support including 1-1 interviews and job / college application support. • Higher-ability PP students to access aspirations support through University visits and taster sessions with a KS5 focus. • Careers focus for all PP students throughout the academic year to develop aspirations relevant to the student.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Engaging parents and carers is crucial to establishing an effective working relationship to support the student in their journey. <i>Home support is an effective strategy in improving student outcomes (EEF Toolkit).</i> - Developing behaviour teaching through Character Education lessons. <i>An effective way of improving poor behaviour is to effectively teach students key behaviour traits (EEF Toolkit).</i> - Early identification of those students at risk of SEMH issues. <i>Research has shown that early identification and intervention is crucial for successful reduction of SEMH issues (Addressing Educational Disadvantage).</i> - If not addressed, social and emotional issues are known to have a direct negative impact on academic

Measure	Activity
	<p>attainment. <i>Participation in enrichment activities are proven to support a students social and emotional skills through interaction with others (EEF Toolkit).</i></p> <ul style="list-style-type: none"> - Lack of knowledge from students on how to achieve aspirations. <i>Research suggests that students often do not lack aspiration, but the knowledge in how to access their future aspirations (EEF Toolkit).</i>
Projected spending	£131,787

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Accessing quality time to complete research into evidence based techniques to improve teaching practice.	Use of structured Curriculum area meeting time to share sources of research and findings amongst the wider team.
Targeted support	All staff with responsibility within the attendance team to have time to meet.	Attendance panel meetings and office move to support increased communication amongst key staff.
Wider strategies	Providing additional professional support for identified students to cover SEMH needs.	Engagement with external agencies to offer bespoke support for identified students.