

Pupil premium spending 2020/21

SUMMARY INFORMATION

| | | | |
|--|------|---|----------|
| Total number of pupils: | 1282 | Total pupil premium budget: | £370,260 |
| Number of pupils eligible for pupil premium: | 396 | Amount of pupil premium received per child: | £935 |

STRATEGY STATEMENT

Our strategy for supporting the achievement and progress of disadvantaged pupils is based on the NFER research project, “Supporting the attainment of disadvantaged pupils” (2015) and the “EEF Guide to Pupil Premium” (2019)

This has resulted in a tiered approach:

- 1) High quality teaching for all – ensuring that all teachers are highly effective and are supported to continually improve their practice is our top priority.
- 2) Targeted academic support – robust tracking systems enable us to identify where intervention is required and provide targeted academic support, both within and outside of the regular classroom teaching.
- 3) Wider strategies – these relate to strategies which address the non-academic barriers to success such as attendance, behaviour and social and emotional support.

The strategies implemented have proved extremely successful. Progress of disadvantaged pupils at the end of KS4 is consistently significantly above the national average for disadvantaged pupils. Although there is a small gap in progress between disadvantaged pupils and non-disadvantaged pupils this is consistently much smaller than the national average gap. Our target is to close this gap entirely.

Assessment information

| END OF KS4 2020 | | |
|-----------------------------------|------------------------|----------------------------|
| | Pupils eligible for PP | Pupils not eligible for PP |
| Attainment 8 | 5.1 | 5.4 |
| % achieving 9-4 English and maths | 69% | 79% |
| % achieving 9-5 English and maths | 46% | 59% |

Barriers to Learning

| BARRIERS TO FUTURE ATTAINMENT | |
|-------------------------------|---|
| Academic barriers: | |
| A | Lower than average reading age identified through NGRT assessments – indicative of lower levels of literacy with limited models of language at home and often limited value placed on reading. |
| B | Vocabulary gap - research evidence suggests children from less fortunate backgrounds hear fewer words compared with their more fortunate peers. This is supported by baseline assessments on entry. |
| C | XH data suggests that PP pupils do not complete their homework as frequently as non-PP pupils |

ADDITIONAL BARRIERS

External barriers

| | |
|---|--|
| D | The lack of an appropriate environment for learning outside of the standard school hours for a significant number of students. |
| E | Limited family experience of higher education |
| F | Disproportionate impact of Covid enforced school closures on PP pupils due to less access to technology and the lack of an appropriate environment for learning. |

INTENDED OUTCOMES

| Specific outcomes | | Success criteria |
|-------------------|--|--|
| A | Improve the attainment and progress of disadvantaged students through high quality teaching and learning. | The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning in all instances. The attainment and progress gap will be reduced. |
| B | Improve the attainment and progress of disadvantaged students through targeted interventions. Interventions to be specific, timely and impactful. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions | Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured and progress tracked. The attainment and progress gap will be reduced. |
| C | Attendance for disadvantaged pupils remains above the national average. | No more than a 1% gap in the attendance of PP and other pupils |
| D | Behaviour data indicates a reduction in the number of XH's issued to PP pupils compared to non PP peers. | Decreased number of XHs issued compared to previous years. Increased quality of homework evident in work scrutiny. |

Planned expenditure for current academic year

| ACADEMIC YEAR | | | |
|---|--|---|---|
| Quality of teaching for all | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? |
| <p>Study skills seminars for Year 10 and Year 11.</p> <p>Curriculum and study skills sessions for parents of all year groups in September</p> | <p>High attendance (>80%) at virtual parents curriculum evenings.</p> <p>Reduced number of XH's for PP pupils.</p> <p>Improved quality of independent work.</p> | <p>Some of PP pupils lack organisational skills and motivation.</p> <p>EEF Toolkit "metacognition and self-regulation: + 8 months, high impact"</p> <p>EEF guidance on parental engagement +3 months, high impact</p> | <p>Samples of PP work and interviews to evaluate note-taking and revision techniques</p> <p>Termly report on the completion of homework of PP pupils compared with non-PP pupils.</p> |
| <p>Nurture groups in Year 7</p> | <p>Accelerated progress in reading age and literacy skills.</p> <p>Reduced number of XO's given to this group.</p> | <p>Nurture groups smaller than average provide time for support in organisation and social skills as well as increased curriculum time for literacy development.</p> | <p>Observations by heads of department and Head of Year.</p> <p>Analysis of progress data</p> |

| | | | |
|--|---|--|---|
| <p>Coaching and mentoring for all new teaching staff (or staff identified in need of support) in place. Coaches will be a mixture of external consultants and internal T&L leads</p> | <p>Improve the progress of disadvantaged students through high quality teaching and learning.</p> | <p>EEF toolkit has shown effective teaching has a huge impact on the progress of PP students and poor teaching has a disproportionately negative impact on PP students.</p> | <p>Analysis of progress in individual classes by HOD and survey the teachers for the effectiveness of the coaching.</p> |
| <p>Weekly after school CPD sessions provided for new and inexperienced staff, with an ongoing reference to PP strategies. One of the half termly focuses on PP</p> | <p>Improve the progress of disadvantaged students through high quality teaching and learning.</p> | <p>Inexperienced teachers benefit significantly from the experience of experienced teachers who are aware of the most recent findings on improving teaching and learning.</p> | <p>Lesson observations targeted to specific learning objectives from CPD sessions. Survey of teachers on the effectiveness of their training.</p> |
| <p>Extended school day for KS4 students – Period 6 (3.10 – 4.10) 4 days a week.</p> | <p>Additional tuition time leading to improved outcomes for pupils and reduced attainment and progress gap.</p> | <p>Additional academic support is being provided by students' regular class teachers. EEF evidence suggests that disadvantaged students benefit from this disproportionately more than non-disadvantaged students.</p> | <p>Learning walks to take place during P6 to review quality of provision.</p> |
| <p>Saturday tuition for KS4 students</p> | <p>Additional tuition time leading to improved outcomes for pupils and reduced attainment and progress gap.</p> | <p>Additional academic support is being provided by students' regular class teachers. EEF evidence suggests that disadvantaged students benefit from this disproportionately more than non-disadvantaged students.</p> | <p>Attendance monitored on a weekly basis, calls home made to any pupils missing on the day. Subjects on a rota to ensure that all have a timeslot available.</p> |

| | | | |
|---|--|---|--|
| <p>Resource provision for remote learning – all Year 11, 12 and 13 students provided with textbooks for all of their subjects. All students surveyed to provide appropriate devices to those who need them in the event of a future school closure. Remote learning plans in place for all subjects via MS Teams.</p> | <p>Remote learning provided immediately for any pupil not in school to mitigate the impact of any time missed from school.</p> | <p>Hard copies of the resources have been provided to Year 11, 12 and 13 so that they are able to study independently and can reduce screen time. Remote learning plans on MS Teams should enable any pupils missing from school to access the same curriculum content as covered in school. Intelligence regarding pupil access to technology was difficult to gather through parent survey so an additional pupil survey to take place.</p> | <p>Ongoing monitoring through HoDs and HoYs</p> |
| <p>Raise profile of the importance of literacy across the curriculum for all teachers – a focus on disciplinary literacy. CPD in explicit vocabulary instruction. Development of reading for pleasure initiatives.</p> | <p>All pupils provided with a challenging text to read during Drop Everything and Read and during lesson transitions. Tier 2/Tier3 vocabulary to be referenced in all Schemes of Work and lesson plans</p> | <p>Literacy is not solely the preserve of English teachers, or literacy coordinators. Every teacher communicates their subject through academic language and must be skilled enough to teach it explicitly. Choosing texts which are of appropriate challenge is important for pupils to develop their vocabulary and reading fluency.</p> | <p>Review of schemes of work by SLT and line managers for literacy and vocabulary. Cross referenced with learning walks. Monitored by literacy co-ordinator.</p> |
| <p>Total budgeted cost:</p> | | | <p>£110,500</p> |

| Targeted support | | | |
|---|---|--|---|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? |
| Targeted careers support, through weekly adviser visits and visits/activities through the year | Bespoke careers support to raise PP pupils' self-esteem and sense of purpose. | A significant barrier to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier | Reviewed by Careers Lead through pupil 'happy sheets' and destinations data. |
| Range of Higher Education visits targeted at those eligible for Pupil Premium funding. Support and mentoring targeted through IntoUniversity | Increased proportion of PP pupils successfully applying to university. Decreased drop-out rate when there | Research shows that young people from the UK's most disadvantaged postcode districts are nearly five times less likely to go to university than those in the most advantaged areas. The transition from school to university is challenging without support and the drop out rate among disadvantaged students is significantly higher than non-disadvantaged. | Into University programme evaluated by careers lead and Head of 6 th form. |
| Summer school for Year 7 and 8 pupils | Reduction in knowledge gaps following school closure. Reengagement with school environment for pupils who have been out of school for a long time in a smaller group environment | Clear academic focus to support catch up for our pupils. EEF evidence suggests that greater impacts (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. | Parent and pupil evaluation to take place. |

| | | | |
|---|--|--|--|
| <p>Targeted literacy and numeracy classes for KS3 pupils to take place on a Saturday and before school.</p> | <p>Improve the reading ages in KS3 so that students at least meet national average for reading age. Improved numeracy skills evident in end of year assessments.</p> | <p>Lower level of literacy and numeracy is a barrier for many of our pupils under normal circumstances. This has been amplified by the Covid enforced school closure. EEF guidance indicates that small group, specialist tuition is the most effective way to accelerate progress.</p> | <p>Target group data reviewed at each data point Regular reading age review for identified students. GL Progress Tests conducted for target students to track progress against national expectations</p> |
| <p>Guided Reading Programme</p> | <p>Improve the reading ages in KS3 so that students at least meet national average for reading age.</p> | <p>Reading comprehension and oral language strategies are identified by the EEF as having a +5/+6 month impact on pupil progress. TAs who support within class are used for these interventions so that they are related to current content being studied in class.</p> | <p>Regular reading age review for identified students.</p> |
| <p>EAL sessions – Saturday</p> | <p>Improved language acquisition evident in tracking data.</p> | <p>Rapid improvement in language is key to accessing learning in the classroom. Small group tuition on Saturday, focusing on academic language, understanding of grammar, core vocabulary, and spoken language enables pupils to make progress in this area without being removed from mainstream lessons.</p> | <p>Informal drop ins by SLT. Termly tracking data to monitor impact. Regular reading assessments.</p> |

| <p>Access Project - The Access Project targeted at Years 10-13 pupils to support them in one of their academic subjects – move to online model for 2020-21</p> | <p>Increased number of PP students going to Russell Group universities.</p> | <p>The combination of one to one academic tutoring and in school mentoring has a track record of success. A young person who has participated in The Access Project's programme is more than twice as likely to go to a top university than another student with the same academic track record and background.</p> | <p>Reports by Access Project Coordinator. Analysis of progress of pupils supported by mentors.</p> |
|--|---|---|--|
| <p>Total budgeted cost:</p> | | | <p>£128,000</p> |
| <p>Wider Strategies</p> | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? |
| <p>PREP Club – 4 evening's a week until 7pm (Mon-Thurs) and for 1 hour on Fridays</p> | <p>High uptake of offer. Improved quantity and quality of homework.</p> | <p>Space for students to complete work at home is a significant barrier. PREP enables students to complete their homework in a quiet atmosphere with staff supporting and including access to ICT facilities. A light supper is also provided at no extra cost to students</p> | <p>Attendance reported to PP co-ordinator for analysis. Cross referenced with analysis of XH and scrutiny of pupil homework.</p> |
| <p>Breakfast provided for PP pupils at no cost (if arrive before 8.30) and dinner provided for those attending prep.</p> | <p>High uptake of offer. High level of attendance and punctuality</p> | <p>Food provides an incentive and ensures that PP pupils are sufficiently nourished and can concentrate on their work.</p> | <p>Attendance reported to PP co-ordinator for analysis.</p> |

| | | | |
|--|--|--|---|
| <p>Mentoring and counselling – both in school professional mentoring and peer mentoring provided to identified students</p> | <p>Pupils build confidence, develop resilience and character, and raise aspirations</p> | <p>Many PP pupils need role models who can provide advice about their work</p> <p>Some PP pupils have limited conversations at home about the completion and quality of work.</p> <p>Mentors can provide role models and build aspirations</p> | <p>PP pupil surveys to check how much they value the extra support</p> <p>Report by form tutors on impact of peer mentors in form time, especially for nurture groups</p> |
| <p>Dedicated Learning support staff to support vulnerable pupils who struggle in a classroom environment.</p> | <p>Reduction in persistent X's and reduced exclusions.</p> <p>High quality of provision provided to pupils who are placed in LSC through subject specialists working with small groups to accelerate progress.</p> | <p>EEF Toolkit 'behaviour interventions: +4 months, moderate impact' EEF toolkit 'social and emotional learning: +4 months, moderate impact'</p> | <p>Termly analysis of behaviour records and follows up with individuals who could be moving towards exclusion.</p> <p>Impact of LSU evaluated in internal and external reviews.</p> |
| <p>After school and lunch time clubs – provision has been revised to be Covid-secure but is still extensive</p> | <p>Wide range of extra curricular provision to provide opportunities that pupils may not otherwise have access to e.g DofE</p> | <p>As well as providing a more rounded education there is evidence to suggest that engagement in sports or arts for example can lead to more positive attitudes to learning and increased well-being.</p> | <p>Half termly attendance reports to monitor who is attending.</p> |
| <p>Monitor and track attendance across the school, supporting families to improve attendance and punctuality. Build links with the families of vulnerable students to establish positive school relationships, to include encouraging parents to have the same high aspirations at home as we do at school</p> | <p>Improve attendance of PP students – no gap between PP and non PP pupils</p> | <p>EEF Toolkit 'parental involvement +3 months, moderate impact' Progress is sustained Attendance below 93% has a significant impact upon progress and academic attainment.</p> | <p>Weekly analysis of attendance records to identify patterns and follow up individuals.</p> |

| | | | | |
|--|---|--|--|-----------------|
| <p>Ensure that money is not a barrier for participation in out of school activities by close monitoring of attendance on school trips.</p> | <p>Limited initially by reduction in school trips as a result of Covid risk assessment.</p> | <p>EEF toolkit Arts and Sports participation +2 months.</p> | <p>Termly analysis of PP take-up of school trips sent to PP Coordinator.</p> | |
| <p>Parents' English classes – some lessons with a focus on language to support their child's education</p> | <p>Improved parental engagement and knowledge of the school systems</p> | <p>Classes enable parents to liaise with their children and monitor their work more effectively.</p> | <p>Informal drop ins by SLT. Parents' survey</p> | |
| | | | <p>Total budgeted cost:</p> | <p>£132,000</p> |

Review of expenditure from previous academic year

Actions focused on learning in the curriculum:

- PREP Club is now running 4 evening's a week until 7pm (Mon-Thurs) and for 1 hour on Fridays, providing an opportunity to students to complete their homework in a quiet atmosphere with staff supporting and including access to ICT facilities. A light supper is also provided at no extra cost. There are separate KS3, KS4 and KS5 rooms.
- Using robust reporting and monitoring systems such as GO4Schools, Testing4Schools etc. to identify need and determine the necessary interventions.
- Extra tuition after school, lunchtimes and on Saturdays as well as during School Holidays – subject specific and exam syllabus – including small groups and 1-1 sessions.
- English Classes after school, on Saturdays and during school Holidays for those identified with little or no English
- Cross curricular Literacy and Numeracy Programmes.
- Working with universities to provide the school with students to work in class with the pupils to mentor, support and inspire them.
- Pupil mentoring from the Access Project.

Actions focused on social, emotional and behavioural needs:

- Mentoring and counselling.
- Dedicated Learning support staff to allow disruptive pupils to learn in a supported environment until they are ready to reintegrate.
- E-Praise reward system to encourage effort and attainment.

- Free breakfast for students arriving early to ensure that they are sufficiently nourished to aid concentration during lessons.

Actions focused on enrichment beyond the curriculum:

- The range of after school and lunchtime clubs which students can attend at no cost has been extended.
- Pupils are being offered more opportunities to participate in offsite educational visits.
- Weekly after school Youth Club with various sporting and other activities.
- Daily Homework Club to allow students to complete their homework in a quiet environment with staff on hand to support.
- University visits (including English booster sessions during Easter Holidays) and taster days including Oxford and Cambridge.
- To expand the range of Higher Education visits targeted at those eligible for Pupil Premium funding.

Impact of Funding

By March 2020 it was too early to assess the progress of students in Year 7-10, the end of year summative assessments did not take place so there is no objective data on which to base an analysis. Consequently the analysis below focuses only on Year 11 data. For the Year 11 data there is no national dataset available on which to base Progress 8 judgements. We have therefore used the dataset amassed by FFT (from participating schools) which gives an indicative 2020 baseline. This indicates that the national average for all schools was around 0.4 higher in 2020 than 2019, comparisons between 2020 progress and previous progress figures are therefore not reliable.

In the 2019/20 Year 11 cohort 36% of the pupils were disadvantaged. 41% of the pupils in the Progress 8 cohort were disadvantaged.

The progress of disadvantaged pupils was outstanding; the score of 0.38 was significantly above national. The progress score of all pupils was 0.52. The attainment 8 score of all pupils was 54 compared to 51 for disadvantaged pupils.

For the English element the progress score was 0.34 for all pupils and 0.21 for disadvantaged pupils. The average point score was 5.2 for all pupils and 5.1 for disadvantaged pupils.

The progress in the Maths element was 0.84 for all pupils 0.56 for disadvantaged pupils. The average point score was 5.5 for all pupils and 5.1 for disadvantaged pupils.

The progress in the Ebacc element was 0.33 for all pupils and 0.14 for disadvantaged pupils. The average point score was 4.9 for all pupils and 4.7 for disadvantaged pupils.

The progress in the open element was 0.62 for all pupils and 0.59 for disadvantaged pupils. The average point score was 5.5 for all pupils and 5.5 for disadvantaged pupils.

The percentage of pupils achieving a strong pass (5+) in English and Maths was 54% for all pupils and 46% for disadvantaged pupils.