

Pupil Premium Grant Expenditure Report

Our plans for 2020 - 2021

Our priority is to maintain our focus on the attendance, progress and attainment of students from low income families.

We believe that the best way to 'close the gaps' is to focus on whole school improvement. Better teaching, better leadership, better support, better assessment etc. for all learners will enable every student to thrive regardless of starting point or background. The PP expenditure plan is there inextricably linked to whole school plans and ambitions.

In 2017 the school established a new 'Vulnerable Students Leadership Team' comprising key senior and middle leaders, tasked with improving all aspects of the school experience in order to raise attendance and outcomes for all disadvantaged students. The structure of this group was reviewed in February 2020 as academic and pastoral outcomes for disadvantaged learners were not improving rapidly enough. A new strategy was created which can be seen on page 2 of this document.

The government allocated grant for 2020 – 2021 is £262,830, based on 276 eligible students and distributed at £955 per FSM (Free School Meal) student, £2,345LAC (Looked after Child), and £310 per Service Children (parent in Armed Forces) student. Our plans include:

Item	Year Group	Expenditure
Pastoral Support - 6 x pastoral managers £34,784 x 6 = £208,704 – 70% of time. Through COVID lockdown focus was on PP families	Y7 - 11	£146,092
HLTA's to work with students - 3 x HLTA's @ £27,149	Y7 - 11	£81,447
Inclusion and resources to enable students to access the curriculum	Y7 – Y11	£7,500
Attendance officer to work with Pupil Premium students to improve attendance (50% of their time)	Y7 - 11	£10,750
School Counselling	Y7 - 11	£32,144
Inclusion and resources to enable students to access the curriculum (art kits, food ingredients).	Y7 - 11	£1,770
Art therapy interventions	Y7 - 11	£1,620
Laptop computers to support PP students	Y7 - 11	£5276
Tuition for PP students (Maths)	Y7 - 11	£425
Direct PPG funding to individual students following requests from parents/carers, departments and staff	Y7 - 11	£800
Incentive Rewards	Y7 - 11	£6,000
Total		£293,824

Pupil Premium Strategy Planning Feb 2020

What do we know?

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| <p>1) The VSLT model has not worked. Too many leaders, too much talking, not enough account taken of the actual experience of learners.</p> <p>2) Future actions need to be limited in range but deep ie 'do a few things well'</p> <p>3) All staff have a part to play in the PP strategy, but specific responsibilities will change over time. Eg class teachers are used to focussing their efforts on KS4 PP.</p> | <p>4) The main barriers to overcome are:</p> <p style="padding-left: 20px;">A) Aspiration</p> <p style="padding-left: 20px;">B) Literacy</p> <p style="padding-left: 20px;">C) Attendance</p> <p>5) We need to prioritise KS3. Last minute quick fixes in Years 10 and 11 do not work.</p> |
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Any future plan will be closely connected to the TLR Structure review, any increases in funding and the development of the curriculum

Proposal

<p>NEW ROLE: Pupil Premium Champion</p> <p>TLR 2c (Ec.7,000) with 10 additional lessons non-contact</p> <p>Core function</p> <ol style="list-style-type: none"> 1) To ensure that 'the school' has a comprehensive understanding of the barriers that face every individual KS3 PP student, starting in Year 6. 2) To lead the work on raising the attendance of all PP learners 3) To ensure every KS3 PP learner has a named person who seeks to address these barriers, ranging from very light touch through to specific and wide ranging interventions. The Champion will ensure the right level of support is in place at the right time for each PP learner 4) To lead and manage a one-term mentoring scheme for all Year 7 PP learners, to be extended for some Year 7 students and for specific Year 8/9 students where needed. 5) To monitor existing school data (attendance, effort, sanctions etc) and ensure the right colleagues have the right information to hand 6) To evaluate progress and report to SLT and Governors as required 	<p>Existing Role: DHT Curriculum</p> <ol style="list-style-type: none"> 1) To ensure that the school curriculum meets the needs of all learners 2) To ensure that all learners, especially PP students, have access to high quality careers education
<p>Existing Role: DTLs and CLs of each faculty/subject area</p> <ol style="list-style-type: none"> 1) To ensure the curriculum meets the needs of all learners and that all teachers enable all learners to access it 2) FOR KS4 - to ensure teachers assume a greater responsibility for the progress of KS4 learners 	<p>Existing Role: DHT Quality of Education</p> <ol style="list-style-type: none"> 1) To ensure that the school's CPD and Quality assurance programme address the issue of non-engagement/non-completion of work for PP learners 2) To ensure that feedback in lessons is effective for all learners
<p>Existing Role: Senior Assistant Headteacher</p> <p>Change the remit of this role to enable a much greater focus on whole school literacy development, working with...</p>	<p>Existing Role: DHT Character education</p> <ol style="list-style-type: none"> 1) To ensure that the school's ethos, rewards and sanction system meets the needs of all learners 2) To ensure that the PSHEE curriculum and the work of form tutors supports the needs of all learners 3) To ensure that the pastoral team deliver on the support for PP learners needed as identified by the PP Champion
<p>Existing Role: HOY and PM</p> <p>Work closely with the PP Champion to deliver the support needed for PP learners. HOY/PM Year 10/11 to assume greater responsibility for the progress and attendance of PP learners.</p>	<p>NEW ROLE: Literacy Lead, TLR 2B (c.£4,500) with 4-6 lessons additional non contact</p> <p>Core function - to co-create and deliver the literacy action plan</p>

Review of Impact - KS4 Data as of September 2019

Grade 4+ English and Maths	2017	2018	2019
Other	81%	81%	84%
Disadvantaged	56%	61%	50%
National Disadvantaged	43%	45%	45%

Grade 5+ English and Maths	2017	2018	2019
Other	59%	59%	63%
Disadvantaged	34%	29%	32%
National Disadvantaged	24%	25%	25%

Attainment 8	2017	2018	2019
Other	53.8	52.1	53.8
Disadvantaged	42.1	39.5	37.9
National Disadvantaged	41.1	38.5	36.7

Progress 8	2017	2018	2019
Disadvantaged	-0.33	-0.60	-0.71
National Disadvantaged	-0.38	-0.38	-0.45

The drive for improving outcomes for disadvantaged students has been given a very high profile across the school. Although over time the attainment of disadvantaged students has been consistently above the corresponding national average, it is clear to see that progress of this group of students is still not good enough compared to their non-disadvantaged peers.

Our most important, most heavily funded and, we would argue, the most effective intervention is *improving teaching*. We need to implement suggested approaches from the EEF Toolkit and concentrate on some of the most effective strategies for improving learning, such as focusing on feedback as part of quality first teaching and developing students' metacognition and self-regulation. We will also be focusing upon *improving the attendance* of our disadvantaged students as well as offering a more *bespoke curriculum* in order to meet more exactly their learning needs.

Prior to Covid lockdowns, progress of our co2020 Year 11 students was promising, with the most recent data following formal examinations suggesting the disadvantaged cohort's Progress 8 score has improved by approximately +0.50 compared to the corresponding figure for the co2019. We had fewer disengaged students within the Pupil Premium cohort resulting in less risk of extreme negative outliers. A focus of covid work was to ensure students across the year groups remained engaged and attended live lessons regularly. Data proved that PP learners had a similar engagement rate to non PP learners, and in one year group exceeded their peers in terms of attendance to online or hybrid lessons.