



Pupil Premium - Allocation, Spend and Impact Executive Summary 2020

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Staffing Costs	£11742	Green
1:1 Online Tutoring	£8992.56	Orange
Provision of Revision Guides	£406.13	Green

Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
Academic year	2020-2021		Total PP budget	£25885		Date of most recent PP Review	September 2019
Total number of pupils	240		Number and %age of pupils eligible for PP	10 13.1%	31 19.2%	Date for next internal review of this strategy	September 2021
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	10	29	Budget split by key stage	£10940	£14945		
Allocation of PP funding	Ever 6		£9550	LAC	£2345	Service Children	£620

Trend in Pupil Premium data 2016-2020	
Year	Progress Score
2016/17	-0.61
2017/18	Numbers too small to quote
2018/19	+0.11
2019/20	Data not being published

2. Planned expenditure 2019 - 2021(including how you will spend the 2020 Catch-Up premium)		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
Investment in TLAC and Rosenshine Principals training	In school variation of quality of teaching and learning for PP students is reduced PP student's attainment and progress in line with non-PP students	Neutral- included in staffing costs
Regular QA	Monitor the teaching throughout the school, and use the evidence to drive whole school CPL to ensure high outcomes and expectations for all students, but especially PP	Neutral- included in staffing costs
Introduction of Seneca Premium	Promote learning across all year groups, giving them access to enhanced resources that enable them to prepare for exams effectively.	Neutral- paid for with another budget
Development of using Hegarty Maths	To enable students to become independent learners in Maths and take control of their learning outside of lessons.	Paid for by UL
Introduction of Reading Programme in tutor time	Improved literacy levels for all students, and better outcomes in all subjects.	Catch-up fund used
Total budgeted cost		£0



ii. Targeted support and intervention		
Action	Intended outcome	Cost
MyTutor Maths/English 1:1 tutoring programme	Improvement in attainment and progress at KS4 of PP students to bring in line with national average	£5000
Counsellor	To continue to be able to offer an in-house counselling programme and reduce the waiting time for external agency support.	£2500
Staff to deliver Motivational Mapping	To help students identify their motivations, in order to help them achieve highly and understand their own drives, as well as understanding what areas in their life are lacking in order to make changes and become more successful in school. This includes subsequent input including Neuro Linguistic Programming.	£5000 staffing cost offset
Pupil Premium Conference	Learn strategies that work well for PP students in order to influence PP spending in a more effective way	£426.60
Revision Guides	There will be no gap between the number of PP and non-PP students achieving a 4+ in English and Maths. The gap between the number of PP and non-PP students achieving a 5+ in English and Maths will be reduced	£400



CEIAG advisor - Year 10 PP students will be supported to secure a suitable and aspirational WEX placement. Year 11 PP will be supported to choose and apply for a suitable and aspirational post-16 course or apprenticeship. PP students will be prioritised for appointments. All PP students will be seen at least once in year 10 and year 11.	100% of year 10 PP students will engage with a suitable and aspirational WEX placement. 100% of year 11 PP students will have applied to a suitable and aspirational post-16 course or apprenticeship	£2500 staffing cost offset
PASS data collection	PASS survey will be utilised to assess student attitudes to themselves and school. This will be used to identify students for early pastoral intervention and motivational mapping.	No cost
Total budgeted cost		15826.60



iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Head of Pastoral Care	Fewer isolations recorded for pupils, without compromising the whole school behaviour policy.	£7500 – staffing costs offset
Attendance tracking, Educational Welfare and Pastoral support	Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to nonattendance.	Neutral- included in staffing costs
Assistance with uniform costs	To enable those students whose parents are unable to pay for uniform to attend school	£200
Total budgeted cost		£7700
iv. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Cost
Use Teams in all subjects	Enable students to find subject related content more easily, in a more organised way to support those who find lack of structure difficult. This also provides students with a means to catch up if they miss any time off of school so they feel more confident returning to school.	£0
Sixth form mentoring	Use of sixth form to intervene with KS3/4 students to support with reading and other interventions to improve the outcomes of those who are PP, but especially those with low literacy levels.	£0
Total budgeted cost		£0



3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Whole school CPL	High quality teaching across the whole school	This needs to be more frequent and more targeted, as such a professional tutor role was reintroduced to lead on whole school CPL plan for future years as well as supporting NQT's	£0
Introduction of Hegarty Maths	Improved outcomes in Maths	Develop the use of Hegarty Maths and integrate it more into lessons, and use for Private Study to get the most out of it, and normalise the use of it for students from the start to ensure high levels of engagement.	£0
<ul style="list-style-type: none"> • How was high-quality teaching sustained during lockdown? • How successful was the remote offer and how do you know? • What lessons did you learn? 			



- Weekly meetings were held with line managers to discuss what was being taught and how so SLT could have an overview of how well remote learning was going. Teachers also completed a tracking sheet so that there was an overview of which students were working, and in which subjects so that changes could be made where necessary, as well as conversations with the students. A survey also went out to students to ask for their feedback about what they felt was working and what wasn't, as well as getting feedback on the volume of work set to ensure there was not a disproportionate amount being set by some subjects to avoid students not completing work for all subjects.
- We had assessments for each year group at the end of term to determine what the students had learnt during their time in lockdown. Generally, these tests went well, and most students were about where they should have been in terms of their expected grades.
- One of the big lessons learnt was that we needed to streamline and only use one online platform as it was confusing the students, especially SEND students, about how and where to access work for each subject, and also where to submit it. As a result, we decided to streamline and use Microsoft Teams for all subjects. Conference day training on the use of Teams to train all staff in how to best use it to get the most out of and for students.

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Online one to one tuition	Students reaching and surpassing target levels. To sustain high progress for students through KS4.	The outcomes for PP students accessing this programme were improved, so we will continue using this method	£8992.56



Provision of revision guides	Students had materials to use to enable them to revise effectively for each of their subjects	Students found these invaluable, so we will continue to provide them.	£406. 13
CEIAG Advisor – supporting year 10 with WEX and year 11 with post-16 applications.	Year 10 Work experience was cancelled. 100% of year 11 PP progressed onto post-16 education or apprenticeship	Year 11 student meetings need to happen earlier to support with the post 16 application process.	£2000
<ul style="list-style-type: none"> How did you target the needs of PP pupils during lockdown? How successful were you and how do you know? What lessons did you learn? 			
<ul style="list-style-type: none"> PP students were regularly contacted by Head of Key Stage, Student Services or Head of Pastoral Care to ensure they knew what they should be doing, and were able to access the work. Home visits were also conducted for those who live locally to check in with family and to invite students in to work at school when that became possible. During lockdown the average engagement with work was 47% for PP students. The engagement ranged from 6% to 94% across the 21 students during the period of remote learning. Of the students who were below 20%, there were significant pastoral issues surrounding these children even prior to lockdown, which were exacerbated by the situation. There were also students who refused to engage the constant efforts of the Pastoral team. These people are being supported upon their return to school, and have generally settled back in well. Besides the handful of people whose engagement was very low, the majority of students had over 50% engagement in their work. The levels of engagement with the end of year assessment was very high, with very close to 100% of assessments completed. It was very important to keep the families engaged to ensure that they felt supported and not vilified by the fact their children were struggling. All of the students with low engagement were invited to come in and work in school, in future tis is something we will do sooner to ensure that the amount of work missed is minimised. 			



iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Monitor attendance regularly and follow up with letters and/or meetings	Attendance issues were highlighted earlier, and intervention such as contact with parents could happen earlier.	We are continuing with this approach, and are monitoring attendance much more regularly (every 2 weeks)	£0
Head of Pastoral Care	Personalised monitoring of students who required alternative provision and/or engagement with outside agencies	This role needed to be more streamlined to enable the person to carry out their job effectively, so the job description was changed and some services were allocated to other member of staff	£7242
<ul style="list-style-type: none"> How did you support PP pupils to participate in remote learning during lockdown? How successful were you? What lessons did you learn? 			



<ul style="list-style-type: none"> Weekly contact from Form Tutor then follow up by Student Services. This ensured most students felt that school was in touch with them, and concerned about their welfare. For the first two half terms we did this, but it became time consuming following up with staff, so it was streamlined and managed by Student Services for the remaining time which worked much better. If there were another lockdown we would follow this process from the start. Students who were not completing work were followed up by a member of SLT or Head of Key Stage. We contacted families and often spoke to the students too in the presence of their parents, this meant that students knew we were tracking their work output and parents felt supported in getting their students to work at home. We also arranged ICT equipment for those who had no access at home. After May half term, we invited in students who were not completing work to work in school to enable them to be supported by staff, and also to be in a more conducive environment for learning. For many of them it helped them to get more work completed, for some it offered them an opportunity to socialise so did not work for everyone. In future we need a more rigorous way of determining access to appropriate ICT equipment to ensure that all are able to access the work, and if not that we can provide suitable equipment for them to use. 			
iv. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Allocation of laptops for students	SEND PP students eligible for a laptop in their assessments can use a device provided by the School, helping them to work more effectively in all of their lessons and at home.	Students needed more training on how to store their work to enable staff to review what they have been doing. The introduction of Teams will help with this. Training for use of Teams will take place during Challenge.	£0



Staff to deliver Motivational mapping	Helped SEND students to identify why they are struggling with motivation, and to identify ways to change moving forward particularly focusing on how the issues raised may link to their strategy sheets/ adaptation of their strategy sheet to improve their outcomes.	This is an effective tool to support students in achieving high outcome sand developing their own self-awareness and confidence in themselves.	£2500
<ul style="list-style-type: none"> • How did you support pupils with SEND to access remote learning? • How successful were you? • What lessons did you learn? 			
<ul style="list-style-type: none"> • Students with SEND who particularly struggled with remote learning were encouraged to come into school. Prior to and in addition to this, meetings were held with the SEND team via Teams to support parents with helping their child access the learning. • Some students were provided with ICT equipment to enable them to access learning from home. • The engagement of students with SEND improved over time, especially for those who started to attend school after May half term and were able to be supported with their learning, and were monitored by teachers rather than parents. • Intervening with these students could have been done earlier, and possibly could have been more effective. • Some teachers also held one to one lessons with students who were struggling which worked really well, and ensure these students could stay on track. 			
4. Additional detail			
<p>It is our aim to provide excellent support for students from the outset in year 9, rather than focussing interventions in year 11, which can often be too late to support effective change in attitudes and outcomes. The fact that we are a small setting, along with our outstanding pastoral support means that students are developed holistically with the hope that once they leave us they are ready for the real world, whether that is further education or work, and have the skills both academically and emotionally to cope with whatever comes their way.</p>			

