The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from better teaching, curriculum and pastoral support, and more opportunities for cultural capital. The approaches chosen are research informed.

**Glossary of Terms**

**Dis.** Disadvantaged students, those who qualify for pupil premium funding because they have been: -Eligible for FSM in the last 6 years. -In a family with a member serving in the armed forces. -In care. **PP** Pupil Premium, interchangeable with disadvantaged. **NPP** Non Pupil Premium, those students who do not qualify as disadvantaged. **HPA, MPA, LPA**. Prior attainment groups based on primary school outcomes: High, Middle and Lower**. HOY** Head of Year **HOD** Head of Department **FSM** Free School Meals, students who are not only in receipt of PP funding but also still qualify for free school meals.  **SEN** Special Educational Needs, those students who have additional learning needs. **CPD** Continuing Professional Development **LAC** Looked after children. **SLT** Senior Leadership team **AP** Assistant Principal **PPC** Pupil Premium champion

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| **1.Summary information** | | | | | | | | |
| **Academic Year** | | | | 2020/21 | **Total PP budget** | £136,770 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | | | | 716 | **Number of pupils eligible for PP** | 158 September 2020  172 May 2021 up 9% | **Date for next internal review of this strategy** | May 2021 |
| **2. In school barriers to future attainment** | | | | | | | | |
| **2.1** | | Progress across disadvantaged students is less than non-disadvantaged students. There is a legacy of underachievement among disadvantaged students which predates the current Trust.    “As in 2020, we will not publish institution level data based on 2021 key stage 1 and 2 assessments, tests, GCSEs, AS levels, A levels, other regulated general qualifications, or vocational and technical qualifications. QARs for 2020 to 2021 will also not be published at institution level. This data will not be available for others, such as Ofsted, Regional Schools Commissioners (RSCs) or local authorities, to use to hold schools and colleges to account. Qualification grades achieved using alternative assessment arrangements in 2020 and 2021 will not be used to produce the normal suite of institution level performance measures (for example Attainment 8, or level 3 value added) and Qualification Achievement Rates (QARs).” <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-2020-to-2021> And <https://www.gov.uk/government/publications/coronavirus-covid-19-school-and-college-performance-measures/coronavirus-covid-19-school-and-college-accountability-2020-to-2021> | | | | | | |
| **2.2** | | Disadvantaged students begin school with less access to cultural capital, having taken fewer off site visits and participated in fewer extra-curricular activities than non PP students.  “There was a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extra-curricular activity, but particularly music and sport.” <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf> | | | | | | |
| **2.3** | | Disadvantaged students have a lower average attendance (92.3) than non-disadvantaged students (95.2).  Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf> | | | | | | |
| **2.4** | | PP students are likely to have increased gaps in knowledge and skills as a result of the school closure period.  School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap.  <https://post.parliament.uk/covid-19-and-the-disadvantage-gap/> | | | | | | |
| **3. External barriers to future attainment** | | | | | | | | |
| **3.1** | Disadvantaged students begin school with less information and capacity to access, future career and study paths.  Disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school. <https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf> | | | | | | | |
| **3.2** | A higher proportion of disadvantaged students begin school with poor attendance patterns and routines.  The results from the study show significant relationships between school absences and neighbourhood attributes such as poverty, family structure, homeownership status, and race.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/787314/Guide_to_absence_statistics_21032019.pdf> | | | | | | | |
| **3.3** | The Sutton Trust survey during the school closure period shows less than half of parents without higher education qualifications feel uncomfortable in directing school work at home and therefore some disadvantaged students will have had less support at home and will have made less progress during the closure period. <https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/> | | | | | | | |
| **4. Desired outcomes and success criteria** | | | | | | | | |
| **4.1** | Disadvantaged students make accelerated progress. There is no difference in progress between these students and the non-disadvantaged cohort.   * Dis. students will be engaged in lessons with teachers providing high quality questioning, scaffolding and ‘in the moment’ knowledge gap fill opportunities in lesson * Dis. students will be offered first placements on funded tuition places for catch up lessons. * Dis. students will be issued with funded technology to support (remote) learning. * Data for disadvantaged students demonstrates progress is equal to or better than non-dis students by Sep 2021 * P8 scores for disadvantaged students are equivalent to our whole school P8 score or higher by Sep 2021 | | | | | | | |
| **4.2** | All disadvantaged students participate every year in a minimum of three off site or virtual visits (Covid permitting).  Participation rates for disadvantaged students in our extra-curricular programme are as high as those for non dis. students.  All barriers to extra-curriculum clubs (equipment, transport, cost) are removed by PP Champion.   * At least 50% of disadvantaged students regularly participate in an extracurricular club across the academic year. * At least 75% of disadvantaged students have participated in at least one of the culturally enriching activities funded by the bursary scheme. | | | | | | | |
| **4.3** | Rates of attendance for disadvantaged students are above the school’s ambitious benchmark and disadvantaged students do not attend less school than non dis. students.   * The attendance of disadvantaged students is above 96% on average. * Barriers to attendance are removed by PP Champion | | | | | | | |
| **4.4** | Disadvantaged students will be given CIAG interviews in Year 8, 10 and 11.  Year 10/11 students will be provided with one to one support with further education applications, including financing visits to open days, virtual or otherwise, in Year 11.   * 100% attendance at CIAG * 0% dis. NEET | | | | | | | |

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| **5.1 Planned expenditure for raising the profile of and improving the quality of teaching and curriculum for disadvantaged students: £35,000** | | | | | | | | | | | | | |  |
| **Desired outcome** | | | | **Chosen action / actions implemented** | **What is the evidence and rationale for this choice?** | | | | **How?** | | **Impact** | | |
| Teachers know their dis. students and plan explicitly for them.  Challenging curriculum with breadth to develop cultural capital and active learning.  Feedback will be high quality and ensure rapid progress.  Dis. data used to inform decision making.  Data for disadvantaged students demonstrates progress is equal to or better than non-dis students by Sep  2021. | | | | AP for PP lead on raising profile, data analysis and regular cohort specific CPD following PP interviews and questionnaires. Arising academic barriers removed based on individual interventions.  WVC outstanding curriculum implemented to engage PP students.  Weekly faculty time dedicated to PP student profiles across all year groups.  SLT time dedicated to PP trends with actions to address them reviewed via SLT learning walks and work scrutinies.  Patterns (such as questioning in lessons, career aspirations, likelihood about asking for help etc) analysed and disseminated amongst teaching staff to improve questioning, rapport and knowledge of PP cohort nuances. New PP folder created and promoted to whole staff. New TRS Appraisal system launched which focuses on performance of PP for all teaching staff.  New SEN Director and AP for PP appointed to improve links between PP and SEN.  Lexonix used to address legacy PP literacy underperformance.  Ipads scheme is free to dis. students. | “Staff in more successful schools were routinely finding out about the barriers to learning for each individual and discussing them with the pupils and their families. The staff commonly worked as a team to pinpoint where exactly the barriers to learning lay and identify what might help each pupil to make progress. Once pupils’ learning needs were identified, staff in more successful schools selected interventions which were most appropriate to address these needs.” <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf>  Teachers will identify the content knowledge and skills dis. students might struggle with at their current grade level, and will fill those potential gaps “just in time,” when the material occurs in the school year within their curriculum planning this year. <https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf>  “In March 2015, Northumbria University carried out a piece of research which confirmed that the average reading age gain, across all abilities, after 6 hours of Sound Training was 27 months with Lexonix.”  <https://lexonik.co.uk/blog-2/4-reasons-why-lexonik-is-the-solution-for-closing-reading-and-vocabulary-gaps-for-all-students/>  “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf>  The technology goes some way to reducing the digital inequality barriers that our PP face. <https://www.cam.ac.uk/stories/digitaldivide> | | | | Line management and SLT meetings.  PP data review points  By: LJW, SLT, HOFs PPC All teaching staff Data manager  When:  Weekly | |  | | |
| **5.2 Planned expenditure for targeted support to improve the academic outcomes of disadvantaged students: £76,000** | | | | | | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action / actions implemented** | | | | **What is the evidence and rationale for this choice?** | | **How?** | | **Impact / outcome** | | | | | | |
| Teachers know their dis. students and plan explicitly for them using data.  WVC curriculum creates opportunities to extend dis. students’ learning and challenge.  Feedback will be high quality and ensure rapid and personalised progress.  Dis. data used to inform decision making.  Data for disadvantaged students demonstrates progress is equal to or better than non-dis students by Sep  2021. | | New weekly report data focuses on dis. groups: 1. Use of weekly **attendance** figures to create bespoke academic plans. 2. Use of weekly **behavioural** information to create support plans for increased class engagement, increased home contact and mentoring. 3. Use of **engagement** points to reward whilst identifying and planning for those at risk of underperforming.  Increased use of student surveys. Increased student voice means transparency of need which is then used to inform appropriate interventions / raise profile of students as a diverse cohort and remove any barriers.  English, Maths and Science teachers provide morning tutoring for dis. Yr 11 students, focused on exam  skills. NTP funding used to secure additional tuition for PP students in English and/or Maths (content and exam skills).  Technology and internet data issued to all dis. students to ensure equality of access for remote learning and homeworking. Additional Teams training in the autumn term to ensure access during lockdown.  Dis. and Non dis. work scrutinites. Focus SLT learning walk on dis. students. New appraisal focus includes dis. performance.  Persistent absentee focus and individual plans produced to ensure those who were a concern were working on site. Reviewed and shared with governors, RP/LS. HOY and PP Champion plans linked for continuity. Welfare sheet introduced to ensure transparency, clarity and accountability across whole staff body with daily/weekly contact and support. | | | | Student engagement has been linked to improved achievement, persistence and retention (Finn, [2006](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0176-8#ref-CR58); Kuh, Cruce, Shoup, Kinzie, & Gonyea, [2008](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0176-8#ref-CR103)), with disengagement having a profound effect on student learning outcomes and cognitive development (Ma, Han, Yang, & Cheng, [2015](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0176-8#ref-CR113)), and being a predictor of student dropout in both secondary school and higher education (Finn & Zimmer, [2012](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0176-8#ref-CR59)). <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-019-0176-8>  “Evidence from EEF suggests small interventions and tutoring can have a significant impact: delivering approximately five additional months’ progress on average.”  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/>  “More successful schools tended to have more extensive social and emotional support strategies in place, including developing close links with mental health services, creating a ‘social care’ hub within the school, providing counselling services and parent liaison staff”  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf>  “Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours).”  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf> | | SLT and ML line management meetings.  PP data review points  By: LJW, SLT, HOFs PPC All teaching staff Data manager  When:  Weekly | |  | | | | | | |  |
| **5.3 Planned expenditure for Improving Attendance, Behaviour and Attitudes and Welfare: £4,000** | | | | | | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action / actions implemented** | | | | | | **What is the evidence and rationale for this choice?** | **How?** | **Impact / outcome** | | | | | | |
| The attendance of disadvantaged students is above 96% on average.  Disadvantaged students have similarly high levels of conduct and behaviour for learning as non-dis.    Disadvantaged students are not excluded disproportionately from school.    LAC students have dedicated support and realise their academic potential. | | New curriculum, supported by learning walks, ensures lessons are engaging; the environment is welcoming and high standards for dis. attendance are upheld.  New website launched to improve communication between staff and PP parents with dedicated AP for PP. New LAC and Pastoral SLT Lead appointed. HOY and PP Champion plans are held centrally and linked for continuity / improved communication between teams (YC, HOY, PP etc). Detailed Welfare Tracker used during lockdown to inform trends, initiatives and interventions.  Data led meetings and subsequent SLT actions. Data tracking on attendance conducted daily using the welfare tracker sheet during lockdown. Weekly interventions support trends to ensure attendance improves.    Whole staff training on behaviour system. Dedicated pastoral intervention with PP Champion to target dis. students who are regularly over represented in the behaviour data. New PSHE lead, Behaviour Hub lead and Pastoral Team appointed to support interventions. Trauma training attended by new pastoral team.  Rewards for those who have high engagement points and interventions (mentoring – academic and social, reports, home contact/visits) for those who don’t meet thresholds.    New process for challenging both absence and persistent absentee families via appropriate sanctions and records. Rapid contact home in the morning for unauthorised absences. SLT, HOY and PP Champion will monitor attendance and celebrate those who improve their attendance and target support for those in KS3 who fall below the threshold of 95%. Dis. students with low attendance during lockdown receive support to catch up with missed work from PP champion via Teams and Year 10s also receive academic mentoring from SLT.  Tutors support initiatives to encourage improved attendance including weekly contact during lockdown.  Students host lunches as ambassadors to improve confidence/oracy skills.  All barriers to attendance removed as technology, uniform, revision guides and extra-curricular is fully funded for dis. students. FSM meals and vouchers provided throughout both holidays and during the term time. | | | | | | “More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance.” <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf>  “National statistics reveals exclusion rates are higher among Free school meal (FSM) eligible pupils.” <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england> | SLT  Whole staff  PP Champion  Attendance officer  When: daily |  | | | | | | |
| **5.4 Planned expenditure for Improving Cultural Capital & Information/Access to Careers/Further Study: £25,000** | | | | | | | | | | | | |
| **Desired outcome** | | | **Chosen action / approach** | | | | **What is the evidence and rationale for this choice?** | | **How?** | | | **Impact / outcome** |
| At least 50% of disadvantaged students regularly participate in an extracurricular club    100% of disadvantaged Ks3 students receive external guidance and careers support when making option choices.  100% of disadvantaged Y11 receive external guidance and careers support when making Post 16 applications. | | | Whole staff training conducted of ‘Cultural Capital’ funds for running extra-curricular activities that engage dis. students.  Fully funded remote provision of instrumental lessons continues during lockdown.    SLT appointed to improve communication including promotion of activities to parents by outreach-e.g invites, sway and surveys.  Sways promote evidence of extra-curricular outcomes of dis. students including art production.  Time out Tuesday (last lesson away from the computer during lockdown) directed students to complete a culturally rich activity and then reflect on this during the following form time. Images of completed activities were shared on fortnightly sways to parents.  New social media accounts launched to further engage parents of dis. students.  Students encouraged to document exercise through the use of their ‘healthy selfies’ after completing sporting activities.  Increased focus on reading for pleasure with English department producing podcast book recommendations, competitions and voucher rewards.  Head of careers, SLT and HOY’s ensure interview support for Ks4 dis. students is in place. Extensive promotion of virtual college visits during form time to allow dis. students to make informed choices post 16.  Careers week promoted to all students. Careers week focused on using labour market information to allow dis. students to make informed choices at college, apprenticeship and sixth form level to ensure they achieve their potential post WVC.  SLT Options evening interviews for Year 9 dis. students.  Head of careers prioritises dis. students in interviews and applications. | | | | “The overall impact of sports participation on academic achievement tends to be positive … (about two additional months’ progress).”<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/>  “Arts-based approaches may offer a route to re-engage older pupils in learning,” <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/>    “All pupils should receive a guaranteed level of careers advice from professional impartial advisers. For those facing disadvantage – or who are at risk of not reaching their potential – there should be further support available.”  <https://www.suttontrust.com/wp-content/uploads/2019/12/Parent-Power-2018.pdf>  “Therefore, FSM-eligible pupils were 23% less likely to be in sustained employment aged 27 when compared to their peers who were not eligible for FSM.”  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730977/FSM_and_SEND_outcomes-statistics.pdf> | | All staff  Annually  Head of careers – JM  PP Champion – PS  AP for PP – LJW  AP for Comms - NDC | | |  |

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