

St Peters School Huntingdon



Pupil Premium Improvement Plan

September 2021

Summary

The effectiveness of strategies from 2020/21 have been reviewed and the most effective will be carried forward and further developed within this plan, alongside new strategies founded in current research. It is noted that implementation and impact of some strategies were not fully realised due to the COVID-19 lockdown and therefore may be carried forward/reviewed in light of the emerging situation.

Additional strategies that are targeted to support students to overcome the identified barriers to learning have been put in place:

Barriers to learning

1. **82%** of PP students have a Child Protection file which indicates the complexity of these students needs which goes beyond academic learning.
2. **9%** of students are vulnerable (nationally 4%)
3. Students arrive at St Peter's School with significant gaps between KS2 attainment between disadvantaged and other students.
4. Parents of disadvantaged student's engagement with their child's education.
5. Student mindset, motivation and resilience.
6. A significant proportion of our disadvantaged students are vulnerable and/or young carers which adds an additional burden on these young people.

The staffing time dedicated to safeguarding is being maintained and continues to be the highest priority.

Teaching and Learning expectations.

- Every Disadvantaged student to be asked a question in every lesson
- Student Profiles to be written for identified students in years 7-11
- **Strategies for success are written for PP students in years 7-9**
- Disadvantaged students will be prioritised for intervention sessions during tutor time/ period 6 (*this is currently not running due to COVID adjustments to the school day)
- SLT structure includes an Assistant Head Teacher with responsibility for Disadvantaged students
- TLR holders in English/Science/Maths will include a focus upon the progress of Disadvantaged students as part of the responsibilities within the role.
- Additional associate staff time directed to support students:
 - Attendance
 - Behaviour
 - Participation in extracurricular events
 - **Growth minds sets, resilience, collaborative and independent learning and behaviour for learning**
- Broadening of the intervention sessions run during tutor time in English and Maths into more year groups/subjects (*this is currently not running due to COVID adjustments to the school day)

- We are working towards identifying Year 8 disadvantaged boys and 11 disadvantaged students for additional support and assigning them a mentor to support progress
- Years 7-10 Aspire students will be identified for a pastoral aspiring support plan to promote greater progress.
- Newly appointed HPA lead to support disadvantaged HPA students.
- Introduction of the Thrive curriculum to support students

Data monitoring – adjust one assessment calendar has been created

Further evaluations will be conducted:

- December 2021 (Post internal year 11 assessments)
- June 2022 (Post internal year 7-9 end of year assessments)
- July 2022 (Post internal year 10 end of year assessments)
- September 2022 (Post external examinations)

Culture

Overall creating a positive relationship between staff and students is imperative to support students to make greater progress. Our ongoing mission is for every student to learn, aspire and exceed.

Student population (September 2021):

| | Disadvantaged | LAC | Service (PP but not dis.) |
|---------------|---------------|-----|---------------------------|
| Year 7 (211) | 66 PP | 0 | x |
| Year 8 (243) | 71 | 0 | 8 |
| Year 9 (239) | 69 | 1 | 5 |
| Year 10 (209) | 71 | 0 | 4 |
| Year 11 (174) | 51 | 0 | 1 |
| Total (1076) | 328 | 1 | 18 |

Total pupil premium: **346 (32%)**

Equality objectives monitoring

- To narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged pupils nationally.
The estimated Progress 8 score for Disadvantaged Year 11 boys in 2019 was -0.9. The data for 2020 and 2021 has been impacted by the COVID closures and is therefore not included here.

- To narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged pupils nationally.

In 2019 the attendance for disadvantaged boys was 87 %. This figure is slightly below the average attendance for all Pupil Premium students 89.5%, and is lower than attendance for all students 92.5 % and therefore narrowing the gap with the attendance of other students nationally has not yet happened. Data for 2020 and 2021 has been impacted by the COVID closures and is therefore not included here.

- To narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged pupils nationally.

Fixed term exclusions in 2019 were 17 (days) compared to 23 (days) during the previous year, thereby we continue to work towards narrowing the gap with other students nationally. Behaviour is improving for our disadvantaged boys and therefore time in lessons is increased and this is supporting progress in all areas of the curriculum. The data for 2020 and 2021 is not included due to the impact of COVID and the school closures.

Pupil Premium Improvement Plan 2021/22

Effectiveness of Leadership and Management

| Target | Actions | Monitoring Point | | | | Monitoring Notes | When | Who | Cost £ | Outcomes |
|---|---|----------------------|--------|-----------------------|--------|---|--------|-----|------------------------|---|
| | | 20 th Dec | | 3 rd April | | | | | | |
| | | Actual | Target | Actual | Target | Actual | Target | | | |
| E2 Increased parental engagement in general and attendance of consultation evenings by 10% | Participation at parents evening to increase. SSMS, HOY and to support communication. Employment of Family Worker who supports writing EHAs and working with primary schools Pastoral worker deployed to liaise with primary schools Teaching staff deployed to work in primary schools. | | | | | | | MG | £33000 (family worker) | Good attendance at consultation evenings which improves communication to support better outcomes. Where parents are unable to attend staff are asked to contact home either via email or telephone. |
| | Year 7 All (Disadvantaged) | | | 85 (75) | | Consultation evening March 2022 Long reports April 2022 | | | | |
| | Year 8 | | | 85 (75) | | Consultation evening March 2022 Long reports April 2022 | | | | |
| | Year 9 | 85 (75) | | | | Option Evening November 2021 Consultation evening November 2021 Long reports February 2022 | | | | |
| | Year 10 | | | 85 (75) | | Consultation evening January 2022 Long reports March 2022 | | | | |

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| | Year 11 | | 85 (75) | | | | | Consultation evening October 2021 Post 16 consultation evening November 21 Long reports January 22 | | | |
| | All year groups | | | | | | | Tutor evening September 2021 | | | |
| L3 Disadvantaged boys in year 8 and in 11 will be identified for a mentor and support strategy. Year team to identify students to have an Aspiring support plan (ASP) EEF Attainment Gap Report: Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment DfE (Supporting attainment of dis. Pupils): Have an individualised approach to addressing barriers to learning and emotional support at an early stage (rather than providing generic support and at a later stage) | Pastoral support plans in place as required. PSPs for students flagged for behaviour ASP – Aspiring support plan for students not making expected progress but with good attendance/behaviour. Mentors assigned to year 8 and 11 disadvantaged boys for fortnightly meetings. Implementation of Thrive curriculum in September 2022 by LAE lead | | | | ✓ | | | Mentoring will commence once the timetable has been complete and staff with capacity have been identified. SEND mentors are in place and support student needs. Aspiring Support Plans ran through the lockdown period and were on the third cycle of implementation. We are working towards setting them up for 2021_22. | Line managers & HoY AF (ASP) | | Greater monitoring and support to identify gaps/barriers to progress and put in place strategies to overcome these. Students will feel supported and therefore more confident. Improved behaviour for learning which will lead to improved outcomes. |
| E8 Ensure the website meets all the statutory requirements for reporting spend and its impact | Evaluation for 2020/21 to be written with external review | | | | | | | Updated webpage Autumn term. | AD | | Meeting statutory requirements. |

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| <p>L2/L3/L5/E3 Ensure that, for all Pupil Premium funded staff, performance measures are accountable and measurable in terms of Pupil Premium progress and impact EEF Attainment Gap Report: What happens in the classroom makes the biggest difference DfE (Supporting attainment of dis. Pupils): Promote an ethos of attainment for all pupils, rather than stereotyping dis. pupils as a group with less potential to succeed.</p> | <p>Performance Management focusing on engaging disadvantaged students</p> <p>Attendance – PP tutor group Parental engagement / support plans / Student targets Closing The Gap in all measures Keep it at the forefront of teachers' minds (briefings, bulletins etc) Home visits</p> | | ✓ | | | | | <p>Performance management cycle Raised awareness through bulletin and line management. Staff briefings Departmental time Tutor training</p> | | MG/AD/EB/AM | | <p>Department and HOY team improvement plans written to incorporate targets to support progress of disadvantaged students, and in particular disadvantaged boys. All staff have an increase focus and awareness of the pupil premium students and support progress through quality first teaching, interventions and high quality and regular communication.</p> |
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| <p>L4 To implement a carefully planned programme of intervention which alters as students become older enhancing the identified effective strategies</p> <p>EEF Attainment Gap Report: PP funding is a valuable to support senior leaders in raising the attainment of disadvantaged young people</p> <p>Essential life skills (or character) are important in determining life changes and can be measured in a robust and comparable way.</p> <p>DfE (Supporting attainment of dis. Pupils): More successful secondary schools were more likely to be using metacognitive / independent and peer learning strategies.</p> <p>Metacognitive and peer learning strategies have independent evidence of effectiveness (Sutton Trust / EEF)</p> | <p>National tutoring programme (£150 for 15 lessons for one group of 3 students)</p> <p>Nurture curriculum created (7/8/9)</p> <p>Improved transition between nurture and mainstream and vice versa</p> <p>Alternative curriculum (Year 10/11)</p> <p>Thrive curriculum run by Active Learn Lead</p> <p>Exceed pathway for HPA year 7</p> <p>Social skills</p> <p>Behaviour interventions</p> <p>Pastoral Support Plans (A PSP is a co-ordinated intervention to help individual students to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and / or improve their attendance)</p> <p>Aspire support plans (mentoring programme for aspire students; aspire students are the ones who work hard in lesson and are well behaved but are consistently underachieving; students progress is monitored and impact reviewed)</p> <p>Parental engagement</p> <p>Paired reading</p> <p>Tutor time intervention KS3-4</p> <p>After school intervention</p> <p>Homework club</p> <p>Revision strategies</p> <p>Teaching & learning expectations</p> <p>Strategies for success booklet</p> <p>KS3 growth mind sets/resilience/behaviour for learning/social skills/vocabulary/independent learning programme</p> <p>Metacognition (tutor time activities and targeted mentoring)</p> <p>Data analysis shared with Hod to inform intervention</p> | | | | ✓ | | | <p>Nurture provision and the KS4 options include time to meet the needs of our EHCP students. KS3 growth mindset schemes reviewed and updated.</p> <p>Tutor time resources developed as planned.</p> <p>Data will be shared to highlight students in year 10 and 11 who are not yet making good progress.</p> <p>Students in year 9 have been identified and we are arranging NTP intervention through the summer term 2021. Engagement wasn't very good. Option to organise tutoring within school to be looked into.</p> | | AD/AM/MG/JK | <p>£24000 (support within nurture)</p> <p>3x 2500 TLR in core subjects</p> <p>£2500 (Aspire)</p> <p>£20000 (NTP)</p> | <p>Nurture curriculum delivered under the SEND department led by J Knibbs. Catch-up funding used to close the gap in literacy and numeracy.</p> <p>A curriculum is in place at KS4 to provide an appropriate pathway and where appropriate strive alternative provision.</p> <p>Growth mind set programme has been expanded to work on social skills, resilience, independent learning and behaviour for learning. This will support students in gaining confidence, resilience and the skills to make the most progress in their lessons and independent study time.</p> <p>Tutor time to develop metacognition and revision strategies promote improved student outcomes.</p> <p>Tutor time intervention supported by HOFs and HOY. PPs in place for students through Edukey, with updated CPD from J Knibbs for how to access and update information which enables staff to meet the needs of individual students.</p> |
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| | <p>HoY proactively use data for disadvantaged students (progress, attendance, behaviour)</p> <p>Disadvantaged students are part of the TIP for all departments and the SIP</p> | | | | | | | | | | |
| <p>A broad and engaging curriculum that meets the needs of our students and offers a range of enrichment opportunities</p> <p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference</p> <p>DfE (Supporting attainment of dis. Pupils): Promote an ethos of attainment for all pupils, rather than stereotyping dis. pupils as a group with less potential to succeed.</p> | <p>LAE (learn, aspire, exceed) activities embedded into y7 curriculum on Fridays p5. Students to learn a new skill on a 5 week cycle that is not usually offered within our provision (ie Spanish).</p> <p>St Peter's Pathway (summary of extra-curricular activities for all year groups). Broader range of after school clubs.</p> <p>TLR holder for promoting learning outside the classroom activities focuses on engaging disadvantaged students.</p> <p>TLR holder to focus on disadvantaged HPAs.</p> <p>Exceed group in y10 containing the 30 most able students across the year group, including some of our disadvantaged HPA students. They are being taught in the same group for English, maths and science.</p> <p>Stretch and challenge clubs run after school for y7, y8 and y9.</p> <p>High performing centre (PA3) to stretch and challenge the most able students.</p> <p>Break and lunchtime activities run by the PE and music department to support students' behaviour and broaden our provision.</p> <p>Thrive curriculum run by the Active Learn Lead. This is for students who find mainstream lessons challenging but do not fit into Strive or Nurture.</p> <p>Students attend Thrive on a half termly cycle.</p> | | | | | | | | | £11000 (L3 TLRs) | |

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| <p>A recovery curriculum that meets the needs of our students and spend catchup funding in an impactful way</p> <p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference</p> <p>DfE (Supporting attainment of dis. Pupils): Promote an ethos of attainment for all pupils, rather than stereotyping dis. pupils as a group with less potential to succeed.</p> | <p>All departments have created and are following their specific recovery curriculum</p> <p>Students are being lent devices to enable them to access online learning when in lockdown or self-isolating</p> <p>National tutoring programme on site</p> | | | | | | | | | | | |
| <p>E8</p> <p>For the Pupil Premium Governor(s) and staff to visit other secondary schools to see best practice in action.</p> <p>EEF Attainment Gap Report: Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap</p> | <p>To build network of PP governors with support from the trust</p> | | | ✓ | | | | <p>Meeting with governor in the summer term 2021. Further meetings planned for autumn 2021 to discuss the PP strategy.</p> | | PS | | <p>Awareness of best practice in place at other schools that can be incorporated where appropriate.</p> |

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| <p>A1 All HOYs and HoFs to be proactively using the tracking data for disadvantaged students (progress, attendance and behaviour)</p> <p>DfE (Supporting attainment of dis. Pupils): Focus on outcomes for individual pupils rather than on providing strategies. Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p> | <p>Tracking model distributed Interventions for all students noted Strategies for success communicated PSPs communicated Mentoring of individual students Data analysis and intervention at departmental level. Intervention can be delivered in class during lesson, after school or during tutor time. Aspire mentoring scheme Mentoring scheme for disadvantaged HPA boys in year 11 and 8. Assessments and data analysis. Focus in line management meetings.</p> | | ✓ | | ✓ | | | <p>Data broken down into slices for each department to closely track each demographic. Attendance tracked and communication with guardians as appropriate. Analysis provided by EB and students identified by AD shared with HOY/HODs.</p> | | line managers | 1000 | <p>Data entered onto G4S, tracking discussed through line management with HOY. Identification of students for ASP to ensure students are making at least expected progress.</p> |
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Pupil Premium Improvement Plan 2021/22

Quality of Teaching, Learning and Assessment

| Target | Actions | Monitoring Point | | | | | | Monitoring Notes | When | Who | Cost £ | Outcomes |
|--|---|----------------------|--------|-----------------------|--------|----------------------|--------|--|------|-----|--|---|
| | | 20 th Dec | | 3 rd April | | 17 th Jul | | | | | | |
| | | Actual | Target | Actual | Target | Actual | Target | | | | | |
| L5 Focus on quality first teaching supported by evidence informed CPD for teachers and support staff. The quality of teaching to disadvantaged students to be 90% good or better. Shared teaching and learning expectations for consistency across lessons. High expectations for all students. EEF Attainment Gap Report: What happens in the classroom makes the biggest difference DfE (Supporting attainment of dis. Pupils): Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours | Overall quality of teaching and learning supports students making at least expected progress. Teachers RAG their subject knowledge Targeted CPD for all teaching and associate staff; use RAG of subject knowledge or performance management process Curriculum visits and curriculum reviews carried out by teaching and learning team across all departments. Learning visits and departmental learning walks. Work scrutinies and student voice. Continue to employ an additional English and Maths teacher. Staff know who their disadvantaged students are. Every disadvantaged student asked a question in every lesson. Ensure appropriate staff are teaching identified groups. Strategies embedded in monitoring calendars, TIPs for all departments and the SIP. Recruitment of additional staff and TLRs in core subjects to allow additional curriculum time and reduced class sizes. Additional curriculum resources identified by HoFs. | | 80 | | 85 | | 90 | Term 1 data will be lower due to new staff and trainee staff assessed as developing. | | EB | 100'000 (1 Eng and Maths teacher) Resources £5000 | Quality first teaching has the greatest impact on the progress of disadvantaged students. |

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| <p>L1 Narrow the achievement gap between disadvantaged and other students</p> <ul style="list-style-type: none"> - whole school - specifically, in English, maths and science for all year groups <p>EEF Attainment Gap Report: What happens in the classroom makes the biggest difference. Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment</p> | <p>External pupil premium review conducted to support the evaluation of the school's approach to instigating changes to the provision for disadvantaged students</p> <p>Interventions delivered in</p> <ul style="list-style-type: none"> - Lesson time - Tutor time - After school <p>Tracking via</p> <ul style="list-style-type: none"> - Rigorous assessments (including external verification) - Learning walks <p>Monitoring by:</p> <ul style="list-style-type: none"> - Learning walks, work scrutiny, student voice, assessments - Focus of all line management meetings - Additional resources deployed <ul style="list-style-type: none"> o PP tutor group o PP specific parents evening o More depth CEIAG <p>Focus on middle ability disadvantaged boys: All staff informed of student names Subject specific targets written Gap in progress 8 to be broadly in line with the national (2018 St Peter's School results compared to 2018 other national)</p> <p>year 11:</p> <p>Overall English Maths EBacc Open</p> | | | | | | | <p>We are in process of setting up interventions across all subjects as we are no longer limited by the COVID restrictions. Catch-up funding will be allocated to support this process and students will be identified through data tracking.</p> <p>Monitoring calendars in place in all departments.</p> <p>External review completed by Paul Lawrence and available via the website.</p> <p>Year 10 interventions to commence in the summer term, year 9 NTP interventions being arranged in the summer term. Summer term 2 there will be additional capacity for intervention in years 7 and 8, and additional lessons for year 11 in the summer term following completion of assessments.</p> <p>National 2019 -0.45 for disadvantaged</p> | | | | <p>Disadvantaged students achieved in line with national and other students.</p> |
| <p>L3 (c) Increase the use of a High Performance Learning Centre. L6</p> | <p>Promote and support the use and teaching styles in PA3 learning space to encourage creative, collaborative, engaging and independent lessons.</p> | | | | | | | <p>Raise awareness in Autumn term and encourage staff to use PA3 once more.</p> | | | | <p>Engage, stretch and challenge the most able.</p> |

Pupil Premium Improvement Plan 2021/22

Personal Development, Behaviour and Welfare

| Target | Actions | Monitoring Point | | | | | | Monitoring Notes | When | Who | Cost £ | Outcomes |
|--|---|----------------------|--------|------------------------|--------|----------------------|--------|------------------|------|-----|--|----------|
| | | 16 th Dec | | 24 st March | | 14 th Jul | | | | | | |
| | | Actual | Target | Actual | Target | Actual | Target | | | | | |
| E3 Improve the quality of behaviour so it is consistently outstanding, by supporting students to develop consistently good attitudes to learning to promote better progress DfE (Supporting attainment of dis. Pupils): Addressing behaviour and attendance. Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies. | Disadvantaged Isolations | | 200 | | 350 | | 500 | | | MG | £22'000 (PP mentor) - Improved behaviour ensures students spend more time in lessons experiencing quality first teaching and therefore are more likely to make greater progress. | |
| | Disadvantaged boys isolations | | | | | | | | | | | |
| | Fixed term exclusions | | 10 | | 20 | | 30 | | | MG | | |
| | PP funding supports additional pastoral staff time | | | | | | | | | MG | | |
| | Disadvantaged (% of the cohort) student attending Trips | | 30 | | 30 | | 30 | | | | | |
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| | Club – participation (%) | | 30 | | 30 | | 30 | | | | | |
| | Disadvantaged behaviour scores | | | | | | | | | | | |
| | Year 11 positive Ebehaves (%) Year 11 dis. % of year group | | | | | | | | | | | |

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| | Year 11 negative Ebehaves (%) Year 11 dis. % of year group | | | | | | | | | | |
| | Year 10 positive Ebehaves (%) Year 10 dis % of year group | | | | | | | | | | |
| | Year 10 negative Ebehaves (%) Year 10 dis % of year group | | | | | | | | | | |
| A7 Homework and independent learning opportunities to be supported to overcome barriers to learning. | Homework club. Teams 365 to support greater access and organisation. KS4 mentors to support revision planning. Tutor time support for revision strategies. Remote learning access – Students are able to borrow devices from the school during lockdown, self-isolation or when a device is required for more independent learning (ie KS5) | | | | | | Teams parent access being discussed Mentors providing support. Mentoring and tutor time support will commence when we are no longer under the COVID restrictions. Homework club is open to year 7 and 8 once a week since the second half of the autumn term. | | | | Promoting independent learning |
| E4 Attendance to be 94% for Y7 -11 PP students DfE (Supporting attainment of dis. Pupils): Schools with higher levels of pupil absence had lower performance amongst dis. pupils. More successful schools set up rapid response | Weekly scrutiny of attendance vs target and historical trend data (%) By HoY, SSM and attendance team <ul style="list-style-type: none"> Attendance report Closer home/school contact PP tutor group (HT) Counsellor employed to support students well being | | 94.0 | | 94.0 | | 94.0 | | MG | £8000 (Counsellor) | Attendance to be in line with national. |

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| systems to address poor attendance. | | | | | | | | | | | | |
| | Persistent absence LAC attendance | | 85 | | 85 | | 85 | | | | | |
| E5 All students have known destinations (Yr 11-13) 1% NEET in 2019 0% NEET in 2021 EEF Attainment Gap Report: The transition between phases of education is a risk-point for vulnerable learners | More time given for CEIAG for disadvantaged students in y7 to y13 due to added capacity to the CEIAG team. Individual guidance interviews. Most at risk supported through the RONI. Commence guidance with year 6-8. Students move on to appropriate courses and training. Activities run by the Anglian Rusking University to support specific Aspire students in y10 and y12. | | 1% | | 1% | | 1% | 2021: 67% of students applied to university 78% of disadvantaged students in higher education | | AM | | Students move on to appropriate courses and training. |
| Ensure pastoral and safeguarding support is readily available to support students EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented. | Reinstating of tutor time. Tutor training delivered. Tutor professional development. Implementation of Thrive in September 2021 to support students who find mainstream lessons challenging but are not suited to Strive or Nurture provision. In house counsellor and dedicated staff to support students with mental health issues. Size of safeguarding team has been increased. | | | | | | | | | | | |

Pupil Premium Improvement Plan 2020/21

Outcomes for students

| Target | Actions | | Monitoring Point | | | | | | | | Monitoring Notes | When | Who | Cost £ | Outcomes | | | | | | |
|---|---------------------------------|---|----------------------|-----------------------|----------------------|---------------|--------|------------|----------|---------------|------------------|----------|---------------|------------|----------|--|--|--|--|--|--|
| | | | 20 th Dec | 3 rd April | 17 th Jul | | Actual | | | | | | | | | | | | | | |
| L2 Disadvantaged students to more rapidly increase their progress compared to 'other' students | | | Dis-Boys | HPA-Dis | ' other' | Dis-Projected | | Dis-Target | ' other' | Dis-Projected | Dis-Target | ' other' | Dis-Projected | Dis-Target | | Data reviewed and students identified for support. (intervention and Aspiring support programme). This will be implemented once we are no longer under COVID restrictions. | | | | | |
| DfE (Supporting attainment of dis. Pupils): More successful schools use data to identify pupils' learning needs at every opportunity – when pupils join the school, during regular reviews of progress and during day-to-day teaching. They review progress every few weeks, spot any signs of underperformance and address them quickly. Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. More successful schools have a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers. More successful schools also monitor the success of their support strategies and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced | Year 11 | P8 English Maths EBacc Open Attainment 8 | | | | | | | | | | | | | | | | | | | |
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| Year 10 | P8 English Maths EBacc | | Dis | other | target | Dis | other | target | Dis | other | target | | | | | | | | | | |
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| Year 9 | Open Attainment 8 | | | | | | | | | | | | | | | | | | | | |
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| <p>Reading age % Making expected progress Reading Writing Maths</p> <p>EEF Attainment Gap Report: The earlier students receive additional support the more likely an increase in the attainment gap is prevented.</p> <p>EEF Improving Literacy in Secondary Schools Report: Literacy is fundamental for success in school and later life. Students who cannot read, write and communicate effectively are highly unlikely to access the challenging academic curriculum in secondary school and are more likely to have poor educational outcomes across all subjects.</p> | | | | | | | | | | | | | <p>monitored to track progress. Assessments will be completed through the summer term to review impact. Additional reading intervention incorporated into the nurture curriculum as part of the recovery strategy.</p> | | | | |
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Impact of current strategies (Review of last year's outcomes)

The budget for 2020/21 was £262000

| Strategy (Aim) | Cost (£) | Impact / Outcome | Evaluation |
|---|----------|---|------------|
| English teacher (Teaching) | 46,936 | After school intervention commenced autumn term. P8 for disadvantaged students is -0.1 compared to national (-0.44). | Effective |
| Maths teacher (Teaching) | 46,936 | After school intervention commenced autumn term. P8 for disadvantaged students is +0.2 compared to national (-0.44). | Effective |
| Teachers for nurture groups (Teaching) | 44,222 | <p>End of autumn term 4 students from year 7 nurture transitioned out to mainstream lessons.</p> <p>Identification of additional student requiring additional support moved into the nurture bubble for additional support. Base line testing completed.</p> <p>Over the course of the year x students moved from nurture into mainstream.</p> <p>End of 2020_21:</p> <p>Y7: 58% have transitioned into mainstream</p> <p>Y8: 43% have transitioned into mainstream</p> <p>Y9: 100% have transitioned into mainstream</p> | Effective |
| Literacy teacher (Year 7 Catch up fund replaced through COVID catchup premium) (Teaching) | 36,113 | <p>End of autumn term 4 students from year 7 nurture transitioned out to mainstream lessons.</p> <p>Identification of additional student requiring additional support moved into the nurture bubble for additional support. Baseline testing completed.</p> <p>Average improvement in months for Reading Age:</p> <p>Y7: 17, Y8: 8, Y9: -4.5, Y10: , Y11:</p> <p>Average improvement in months for Comprehension:</p> <p>Y7: 16.5, Y8: 13, Y9: -10, Y10: , Y11:</p> | Effective |
| Pupil Premium Mentor (Targeted academic support) | 21,606 | Additional pastoral support in nurture to create additional capacity due to high demands on this wider support during COVID measures. Member of staff was acting as Student Support Coordinator, supported safeguarding and attendance, organised for the nurture students to gain a D of E qualification and delivered some additional lessons. | Effective |

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| Family Worker/LAC support (Wider strategies) | 32,773 | LAC students being supported in collaboration with outside agencies. Strategies emerging to further strengthen collaboration with the primary feeder schools to aid with future transitions. | Effective |
| Pupil Premium behaviour support (Wider strategies) | 1,000 | The after school homework club running for years 7 and 8 and the KS3 breakfast club were significantly disrupted due to Covid restrictions. The Pupil premium tutor group was not able to run for the same reason. Attendance: Homework club Y7 PP - 5 Y7 Non PP - 4 Y8 PP - 2 Y8 Non PP - 2 Breakfast Club Y7 PP - 3 Y7 Non PP – 2 It would be useful to be able to offer both clubs to all disadvantaged KS3 students. Both schemes need re-launching in September. | Clubs were not able to run all year. Restrictions as to who was allowed to attend were in place, which reduced attendance. |
| Counsellor (Wider strategies) | 7,113 | Referrals ongoing as required. The hours our counsellor is in school have been extended due to the additional challenges on mental health students are facing due to lockdown. As a result, more students are able to access support. | Effective |
| TLR disadvantaged – English (Targeted academic support) | 2,267 | Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged students is -0.1 compared to national (-0.44). | Effective |
| TLR disadvantaged – Maths (targeted academic support) | 2,267 | Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged students is +0.2 compared to national (-0.44). | Effective |
| TLR disadvantaged – Science | 2,267 | Tracking and intervention both after school and within the curriculum time. P8 for disadvantaged students is +0.0 compared to national (-0.44). | Effective |

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| (targeted academic support) | | | |
| Additional curriculum resources (targeted academic support) | 5000 | Revision guides, books, calculators, stationary, school uniform as required. Invited requests from all staff to identify any resources that can support progress. Cookery ingredients provided. Home-learning support provided by making equipment available for students to access online work and lessons. Students received additional revision guides to use during lockdown as well as paper resources. | Effective |
| Cultural capital and social skills support TLR holder focusing outdoor learning (Wider strategies) | 10,000 | Long term development of learning outside the classroom being invested in to promote a broad curriculum. Currently guidelines limit the opportunities for trips and offsite activities. This has not been spent during this academic year due to Covid restrictions and needs carrying forward. The intention is to develop an enriched curriculum to increase student engagement. Trips to the school allotment have already started and a trip for the nurture student is planned for the last week of term. | On hold for most of the year |
| Progress support (targeted academic support) | 2,500 | Aspire support plans in place for the most able disadvantaged students. Term 1: 100% of students made progress and improved their progress 8 score Term 3: 62% of students made progress and improved their progress 8 score | Effective |
| Student support profiles (targeted academic support) | 1,000 | In place through the pastoral team as required. Student support managers to work with students to enable them to remain in school rather than being excluded. | |

