



Pupil Premium Strategy 2020-2021

Summary Information					
Academic Year	2020-2021	Total Estimated PP budget	£160,000	Date of Most recent review	Jan 2021
Total number of pupils	1023	Total number of pupils eligible for PP	150	Date of next internal review	Oct 2021

KS2 Attainment 2019-20 (no national averages due to cancellation of SATs tests)		
KS2	Pupils eligible for PP 2019-2020	Pupils not eligible for PP 2019-2020
% achieving EXPECTED+ in reading, writing and maths	78%	78%
% achieving EXPECTED+ in reading	88%	88%
% achieving EXPECTED+ in writing	88%	85%
% achieving EXPECTED+ in maths	78%	83%
% achieving AT GREATER DEPTH in reading	0%	30%
% achieving AT GREATER DEPTH in writing	0%	15%
% achieving AT GREATER DEPTH in maths	0%	9%

KS4 Attainment 2019-20 (no national averages due to cancellation of GCSE exams)		
KS4	Pupils eligible for PP 2019-2020	Pupils not eligible for PP 2019-2020
% achieving Pass in English and Maths	40%	71.8%
Progress 8 score average	-0.08	+0.27
Attainment 8 score average	35.43	46.54

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers: (issues addressed in school such as low levels of literacy/maths)	
A	Higher levels of challenge for all pupils particularly high ability disadvantaged pupils.
B	Consistently good teaching to promote the progress of PP pupils.
C	Low attendance and persistent absenteeism of PP/disadvantaged pupils.

ADDITIONAL BARRIERS	
External barriers (issues which require action outside school such as home learning environment and low attendance)	
A	Absence due to corona virus pandemic
B	Lack of engagement with online learning
C	Low levels of ambition
D	Some disadvantaged pupils do not have the space, correct environment or attitude to work at home.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure all pupils are given the opportunity to consolidate basic skills.</p>	<p>All disadvantaged pupils make expected progress (eg. Expected to expected or greater depth to greater depth) from previous Justice 2 and from previous key stage results. Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. LSAs and class teachers support learning effectively – addressing misconceptions ASAP in preparation for lessons.</p>
B	<p>Improve the progress of disadvantaged pupils through high quality teaching and learning.</p>	<p>The quality assurance of lessons involving disadvantaged pupils will show a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged pupils will result in progress throughout the year. A highly effective curriculum will drive progress in disadvantaged pupils ensuring they develop the core knowledge and skills they need to be successful</p>
C	<p>Effectively use of data tracking points based on high quality assessment to identify disadvantaged pupils for interventions.</p>	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged pupils that need it the most. Intervention sessions will be quality assured and progress tracked. This will result in the accelerated progress of disadvantaged pupils. Behaviour and attendance data will also be tracked to ensure interventions are put in place so pupils are not missing the high quality teaching and learning happening in lessons.</p>
D	<p>Ensure all PP pupils have a wide range of extra-curricular activities available to them to support progress and enrich their education.</p>	<p>Enrichment activities will result in better pupil wellbeing as well as developing key social skills and inclusion in the wider community.</p>

E	Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Pastoral staff and SENCos identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, counselling, pastoral support and well-being interventions.
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PLANNED EXPENDITURE

Academic Year 2020-2021

Quality of teaching for all

Desired Outcome	Chosen Action/ Approach	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Every child receives teaching which is good and frequently outstanding in every classroom/ every day.	<p>Regular monitoring of subjects by Principal, Head of Primary ,Deputy Principal, SLT, HODs and Subject leaders to ensure that teaching is good or better and that good/outstanding practice is being shared regularly across school. Snapshots and learning walks focus on feedback to improve. CPD/ coaching provided in any areas where this is identified as useful.</p> <p>Relevant training is provided to ensure the provision for our disadvantaged pupils is of high priority and we are up to date with the current programmes.</p> <p>Training/Support programme for NQT teachers to ensure that they develop into good/outstanding inspirational teachers.</p>	<p>Snapshots/book looks/learning walks by SLT and HODs show increasing %s of outstanding practices seen.</p> <p>PPA staff to cover teachers to lead their subject area in primary and time allocated to HODs in secondary.</p> <p>Principal, Deputy Principals, SLT and HODs to provide constructive feedback to staff and pair up teachers for coaching programme based on individual needs.</p> <p>Cover supervisors and PPA staff to cover staff when attending courses: including NQT course.</p>	BPS SLT HODs	Half termly monitoring schedule to be devised by SLT in Temperance 1.

	<p>Reading, Writing and Maths: quality resources/initiatives/website subscriptions to enable good/outstanding teaching.</p> <p>Accelerated reading programme: training for all staff re diagnostic use of accelerated reader. TAs to read with children and support on AR.</p>	<p>Staff to regularly use STAR reading tests to monitor growth and progress.</p> <p>Interventions in place that are good quality and demonstrate progress of PP pupils.</p>		
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p>	<p>Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. Staff given training and made aware of 'fallen behind' children and who they need to target.</p> <p>Provision of interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up.</p> <p>Increase pupil to adult ratios to support PP children by deploying more LSAs in the classrooms in the morning.</p>	<p>Book looks, Snapshots, learning walks and termly assessment data analysis by Principal, Deputy Principal, SLT and Assistant Heads for data and Pupil progress. Termly staff meetings for staff to analyse progress of fallen behind children.</p> <p>Release time for key stage leaders and HODs to drive and monitor interventions in their teams. HLTAs to analyse progress of interventions; SLT to monitor interventions and ensure good quality delivery and progress (including higher achievers).</p> <p>LSAs to work with PP children to support them in the classrooms and provide short/concise interventions. Pre learning support and post learning reinforcements from LSAs and teachers.</p>	<p>Principal SLT HODs Subject Leads</p>	<p>Termly</p>

	<p>Accelerated Reader scheme, Lexia, Touch Type Read and Spell and Maths No problem all introduced to raise attainment in Literacy and Maths.</p> <p>Books and equipment to support the delivery of interventions and individualised learning. TT Rockstars/Maths No Problem materials to be purchased to increase interaction and enthusiasm in maths.</p>	<p>Subject Coordinators and HODs to continually research and check for new available initiatives/programmes which will support PP and other children with their attainment and support LSAs with their interventions.</p>		
<p>Raise levels of challenge for all disadvantaged students.</p>	<p>Ensure high expectations for PP pupils and aspirational target grades set.</p> <p>All staff have CPD on strategies to raise challenge.</p> <p>Ensure all staff have access to Trackers to effectively plan lessons</p>	<p>Quality assurance of lessons. Analysis if data.</p> <p>Good quality CPD delivered to staff with effective strategies.</p> <p>All staff to access and understand data on trackers.</p>	<p>SLT RCR</p> <p>SPL</p>	<p>Termly</p>
<p>Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils during CPD</p>	<p>Teaching and learning snapshots/ learning walks and new ideas to be used during CPD</p> <p>QA the strategies to see their effectiveness in lesson and hold staff to account</p>	<p>Analysis of appropriate snapshot/ learning walk</p> <p>QA of CPD sessions</p> <p>QA of strategies in lessons.</p> <p>Staff voice based on CPD sessions</p>	<p>BPS/ LHA</p>	<p>Annually</p>
<p>The development of a curriculum that challenges all pupils.</p>	<p>Curriculum roadmaps and implementation in place.</p>	<p>A knowledge rich curriculum that also develops skills with result in the progress of disadvantaged pupils.</p>	<p>BPS/LHA</p>	<p>Termly</p>
<p>Teaching and Learning budgeted cost: £90,000</p>				

Targeted Support				
Desired Outcome	Chosen Action/ Approach	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated	Provision of SENCO/Family Support Worker in school to address specific needs for pupils and work with social care as needed. Release time to enhance and support provision for high need PP pupils, including liaising with outside agencies and parents, completing paper work and organising finance.	SENCOs/Pastoral team to offer a variety of family support workshops so they confidentially feedback that they feel well supported during social care issues. Encourage vulnerable families to actively seek support from school to reduce need for social care agency involvement.	CHN/ PFR/ JPL/ LHK	Termly
	Delivery of specific programmes for vulnerable pupils, such as the SEED toolkit (an Eating Disorder Education Toolkit). Partnership working with health, educational psychologist, social care for targeted pupils.	SENCOs/Pastoral team to liaise with various agencies to provide targeted support for vulnerable children and.		
	Provision of nurture, counselling, Early Help and Pastoral team support for vulnerable children.	Nurture, Anger management, social skills and Lego therapy sessions running daily (morning and afternoon) to support vulnerable and high need children. JPL and PFR to monitor and observe sessions. JPL and PFR to decide on PP children who need most support and allocate to LSAs and intervention program.	CHN/ PFR/ JPL/ LHK/VCK/ JCS	

<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p>	<p>A range of curriculum enrichment activities provided beyond the classroom Visits to or out of school to enhance/support topic learning, including residential. Focus on ensuring our delivered curriculum is done through real-life, engaging activities and strategies. All year groups have funding to enable events and activities to take place to enhance and broaden the curriculum and learning experiences for all pupils. Forest Schools training and weekly provision.</p> <p>Alternative Provision for Vulnerable PP pupils considered as appropriate</p>	<p>Database of participation in activities beyond the classroom e.g. after school clubs, competitive sports activities, shows PP participation at least equal to school % PP pupils take part in all trips and residential with subsidies as required. Lesson observations will show high levels of engagement with learning by PP pupils which results in embedded learning seen in summative assessments. Forest school teacher to deliver programme to KS1 pupils weekly.</p> <p>Most vulnerable PP engaging in alternative provision having a positive impact on engagement in school.</p>	<p>RAL/SMN</p> <p>CHN/PFR/JPL</p>	<p>Termly</p>
<p>Absence & persistent absentee rates are at least in line with national.</p>	<p>Parents are made aware of expected attendance levels when they fall below 90%. Increased rewards for improving and good attendance.</p>	<p>Weekly tracking by RGR reported to PP leads. Termly attendance (including persistent absentee of PP pupils) report to governors with year group totals.</p>		<p>Weekly</p>
<p>Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions.</p>	<p>Ensure all Key Stages and departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils.</p>	<p>RAG meetings Assessment audits Data capture discussions with line managers QA of intervention sessions</p>	<p>SLT/ SPL</p>	<p>Termly</p>
<p>Targeted Support budgeted cost: £40,000</p>				

Other Approaches				
Action	Intended Outcome	How will we make sure this will be implemented well?	Staff Lead	When will this be reviewed?
Pupils with identified financial needs are supported by school staff so that the needs are removed or alleviated	Uniform, FSM and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.	Business manager and office staff to ensure appropriate families receive financial support they are offered.	GGD	Half termly
Other approaches budgeted cost: £30,000				