PUPIL PREMIUM
STRATEGY 2019-2020
END OF YEAR IMPACT REPORT

"If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others"

(Sir John Dunford National Pupil Premium Champion,
September 2013 to August 2015)

5. Planned expenditure

Academic year	2019/20

The three headings below enable schools to demonstrate how they are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support to support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP students make better progress by receiving quality first teaching and learning. **B**. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers **C.** Increase the % of 4+ in Maths & English for disadvantaged students **D**. HAP disadvantaged students make good or better progress by the end of Key Stage 4	Professional Learning Community established to support first quality teaching Focus Friday to share best practice Implementation of Leadership training to develop all teachers how to effectively track and implement effective strategies to address under-rperformance and further develop student's performance High quality training and CPD for all staff to develop effective pedagogy, effective AFL strategies, useful and challenging, marking and feedback Google classroom to support	We want to offer high quality teaching to all pupils to improve student's progress and improve school overall results. Teacher leadership training and CPD sessions help with the improvement in teacher's best practice. An improvement in teacher's best practice will contribute to the continuous improvement in student's progress High quality feedback is a way to improve attainment and this an effective approach that needs to be embedded across the school. Evaluating the effectiveness of	Lesson observation and learning walk Regular work scrutinies carried out both within the learning communities and whole school Progress data collection and thorough and detailed analysis of data HoD's to review homework policy, the quality and quantity of homework given.	SWI DDU CMC KWI	Termly

	students in taking responsibility for their learning inside and outside of the classroom	homework to ensure it helps pupils to make good or better progress			

PIXL	£5000
CPD & other training	£15000
Kerboodle & Hegarty maths	£3000
Total budgeted cost	**£23,000**

ii.   Targeted support

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP students make better progress by receiving quality first teaching and learning. **B**. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers **C.** Increase the % of 4+ in Maths & English for disadvantaged students	First story creative writing club to support 20 HAP students in English Literacy - 1-1 (toe by toe) and small group work for students with difficulties in reading for understanding, delivered by LSA and SEND support Targeted Year 11 period 7 for all subjects Secure the improvement in the learning of maths to ensure students make progress using Hegarty maths as a resource for intervention and homework.	KS4 initiative to build confidence in creative writing through poetry and Oracy amongst specifically PP students to create growth in their self-esteem, confidence and communication skills Extended reading has been proven on numerous occasions that it makes a substantial impact and pupil's reading and attitude Some pupils need targeted literacy support to catch up. Targeted interventions, ensuring the right	Evaluation of the sessions Monitoring and tracking of student's progress 1-1 student interviews Termly progress data collection and analysis Hegarty maths training and dissemination to staff Improve the quality of numeracy across the school	RKO SAS IBA LSI AHU CMC SPO DBA PL EMO	September 2020

| **D**. HAP disadvantaged students make good or better progress by the end of Key Stage 4 | Targeted Year 11 intervention group taught by an additional maths teacher

Kerboodle used to support the teaching of science Science and MFL

Collaborative work between HAP and PP lead to secure improvement in progress by all pupils

Students to have targeted support from external agencies, providing intervention to ensure progress

Chaplaincy | students are going to the right sessions, targeting specific needs
Improvement in maths performance in relationship to other subjects across the school

High quality resources helps to develop effective strategies and useful interventions to address underperformance as well as to challenges learners

Disadvantaged and more able students needs to be challenged more (OFSTED, 2018) Data indicates that HAP PP students are performing at the same level from the same starting point as the non HAP PP peers.

Poor attendance and behaviour of students and the lack of parental engagement in some cases leads to slow and poor progress in school

Support students in overcoming barriers and to help breakdown the social, emotional and behavioural barriers to learning that they are experiencing

A safe space with experienced support to support vulnerable students going through difficult circumstances. | Tracking and analysing of student's progress

Sharing best practice
Tracking and analysing of student's progress

PiXL training for More Able Coordinator

Improve the quality of teaching CPD training to support lesson delivery

HAP students continue to be clearly identified and tracked in lessons

Regular monitoring and tracking of student's progress

RAP meetings with KPI leads and HODs

Records kept of meetings and attendance tracking support and intervention

Parents attendance to meetings including Progress meetings

Case studies of student support | | |

| | | | Additional staffing for Maths and booster sessions | £30,000 |
| | | | Literacy programme & SEN support) | £25,000 |

External agencies	£25,000
More able support	£10,000
First Story	£5000
Other Intervention and support	£10,000
Total budgeted cost	**£105,500**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. PP students make better progress by receiving quality first teaching and learning. **B**. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers **C.** Increase the % of 4+ in Maths & English for disadvantaged students **D**. HAP disadvantaged students make good or better progress by the end of Key Stage 4	Free breakfast club sessions Resource room ICT equipment Revision aids Teaching material for D&T Food Careers interviews, career meeting, workshops and work experience Targeted intervention for identified students, including 1:1 support from behaviour manager	Students who are in school early are less likely to be late, more prepared for their day and have a greater amount of time with positive role models. Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour. PP students will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11 Revision guides and appropriate texts are provided free of charge to student premium students.	Registers taken and tracked Evaluation of sessions Tracking of student's progress All requests approved and monitored to ensure value for money. Participation in D&T food lessons Records of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact Use behaviour data to ensure appropriate pupils are identified to receive intervention	CMC SWI SPO DPI IBA PL DWA JCA DPI AHU	Sep 20

	Trips, enrichment and other opportunities to enhance learning outside of the classroom

Lambeth Black Caribbean Aim High Project

Uniform allowance to support those in need

More able projects and trips to raise aspirations for academic success

Motivational seminars and acknowledging and celebrating and rewarding students success when targets are met

Academic and Peer mentoring | PP students often times attend lessons without ingredients for cooking class which impacts on their learning

All students receive careers guidance through wellbeing lessons in all year and an interview with a Career Advisor.

KS3 PP students will also receive career guidance through 1 to 1 sessions and workshops

Year 10 students experience 1 week of work experience

EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. .

Educational visits help to engage students in their learning to positively impact their progress and build on their cultural capital.

Educational visits helps to engage students in their learning to positively impact on their progress and build on their cultural capital and raise aspirations

Essential support is important for families to access subsided uniformed when required due to challenging circumstances
HAP PP students need to make more progress in line with students nationally. Opportunities to raise aspirations such as | PL to engage parents before, during and after intervention

Monitor behaviour improvements in behaviour against students attainment/progress

Termly behaviour analysis.
Trip and activities are organised by various trip organisers to support the learning for e.g.
  ● Lion heart challenge programme
  ● Brecon and Beacons trip
  ● Lille trip
  ● Paris trip

Student survey

Attendance register behaviour/attainment logs to show student progress

Records are kept of interventions

Tracking of student's progress

Student identified and support and guidance provided through 1-1 meetings

Records are kept | | |

		visits to universities in particular Russell Group ones such as Cambridge, Imperial London.	Tracking of student's progress		
			Not academic rewards and this is shared in Prize giving and Year assemblies		
		Being involved in special projects with external bodies needs to be created to promote academic excellence in the school.			
			Tracking of student's progress		
		Students responds well to external motivational speakers and specific praise	Records are kept		
			Reward assemblies		
		Combatting the barrier to learning that PP students face of lacking academic organisations			
			Monitoring and tracking of student's progress		
		Guidance for students to prepare for lessons			
Careers & advice					£5,000
Rewards					£12,000
Trips & Enrichment					£15,000
Breakfast Club					£10,000
Lion Heart Challenge					£4000
Additional resource					£10,000`
Workshops & seminars					£5000
Behaviour manager appointment					£5000

Uniform	£3000
Total budgeted cost	**£69, 000**

Areas of Development	Planned expenditure
Quality of teaching for all	£23,000
Targeted support	£105,000
Other approaches	£69,000
Reserve Funding	£10, 570.93
Total PP budget 2018/19	**£207, 570.93**

Table 1: Students eligible for PP 2019-2020
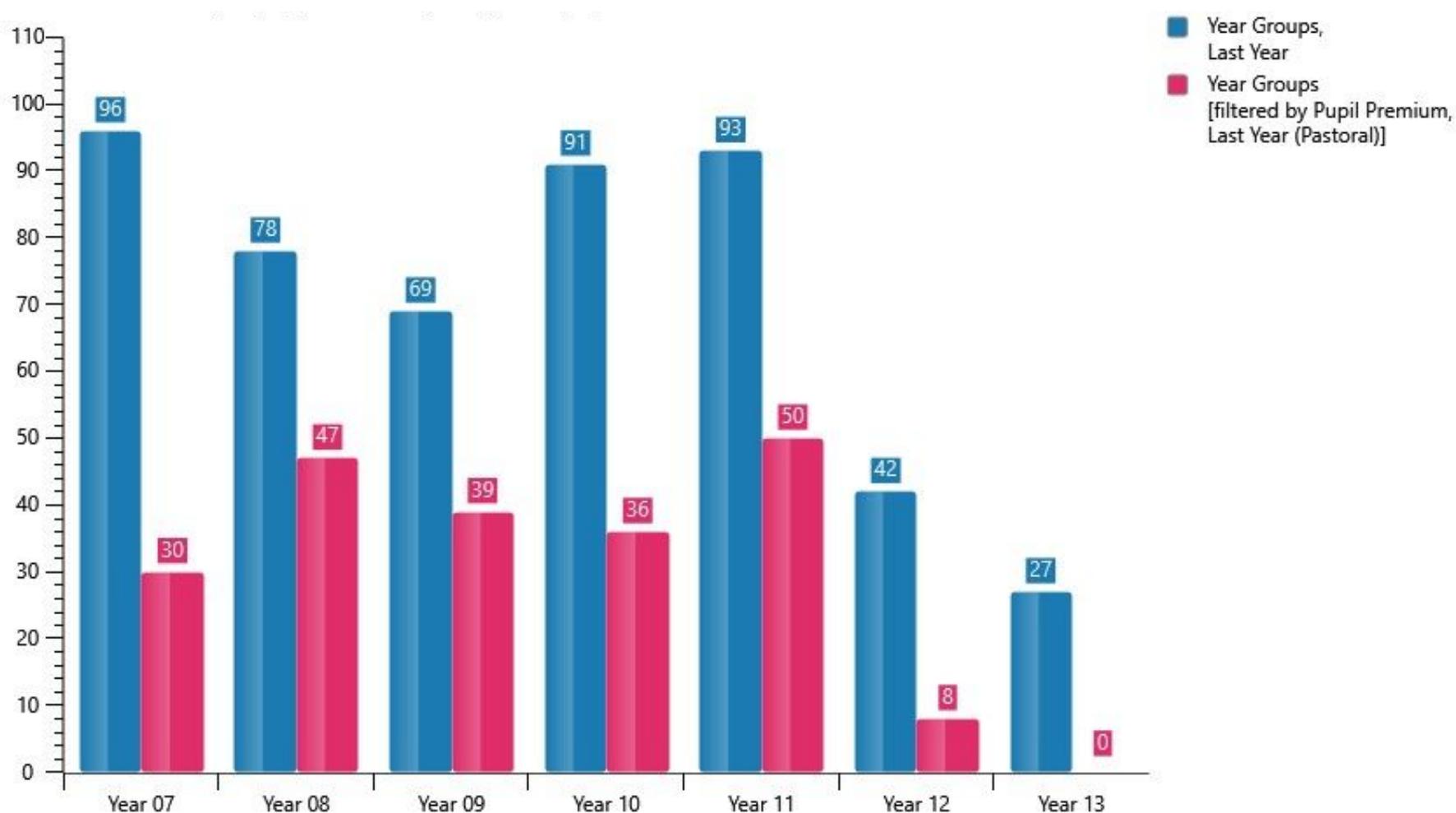
Key Stage 3 Progress for 2019-10
YEAR 7 GAP ANALYSIS

Data to date, July 19, 2020 All students = 92   Disadvantaged students = **28** Non Disadvantaged students = **64**
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	8%	0%
Non disadvantaged		
Mathematics		
Disadvantaged	5%	-3%
Non disadvantaged		
Science		
Disadvantaged	6%	0%
Non disadvantaged		
Religious Studies		
Disadvantaged	18%	12%
Non disadvantaged		
Computing		
Disadvantaged	-5%	-4%
Non disadvantaged		
Art		
Disadvantaged	0%	-4%
Non disadvantaged		
Drama		
Disadvantaged	1%	5%
Non disadvantaged		
French	19%	0%

Disadvantaged		
Non disadvantaged		
Geography		
Disadvantaged	0%	0%
Non disadvantaged		
History		
Disadvantaged	-8%	-8%
Non disadvantaged		
Mandarin		
Disadvantaged	7%	16%
Non disadvantaged		
Music		
Disadvantaged	3%	185
Non disadvantaged		
Physical Ed.		
Disadvantaged	15%	0%
Non disadvantaged		
Spanish		
Disadvantaged	19%	3%
Non disadvantaged		
D&T		
Disadvantaged		
Non disadvantaged		

YEAR 8 GAP ANALYSIS

Data to date, July 19, 2020   All students = 76 Disadvantaged students =46   Non Disadvantaged students = 30
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	3%	9%
Non disadvantaged		
Mathematics		
Disadvantaged	2%	0%
Non disadvantaged		
Science		
Disadvantaged	-4%	-5%
Non disadvantaged		
Religious Studies		
Disadvantaged	6%	-6%
Non disadvantaged		
Computing		
Disadvantaged	-7%	-9%
Non disadvantaged		
Art		
Disadvantaged	-7%	-9%
Non disadvantaged		
Drama		
Disadvantaged	8%	-5%
Non disadvantaged		

French		
Disadvantaged	-10%	-18%
Non disadvantaged		
Geography		
Disadvantaged	-4%	-8%
Non disadvantaged		
History		
Disadvantaged	3%	-5%
Non disadvantaged		
Mandarin		
Disadvantaged	-22%	-7%
Non disadvantaged		
Music		
Disadvantaged	1%	-1%
Non disadvantaged		
Physical Ed.		
Disadvantaged	-8%	-5%
Non disadvantaged		
Spanish		
Disadvantaged	-1%	-1%
Non disadvantaged		

YEAR 9 GAP ANALYSIS

Data to date, July 19, 2020 All students = 68 Disadvantaged students = 37   Non Disadvantaged students = 31
Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	15%	7%
Non disadvantaged		
Mathematics		
Disadvantaged	-9%	-16%
Non disadvantaged		
Science		
Disadvantaged	-4%	-14%
Non disadvantaged		
Religious Studies		
Disadvantaged	5%	7%
Non disadvantaged		
Computing		
Disadvantaged	3%	-3%
Non disadvantaged		
Art		
Disadvantaged	-6%	-7%
Non disadvantaged		
Drama		
Disadvantaged	-11%	-20%
Non disadvantaged		
French		
Disadvantaged	-3%	5%

Non disadvantaged		
Geography		
Disadvantaged	-14%	-12%
Non disadvantaged		
History		
Disadvantaged	11%	23%
Non disadvantaged		
Music		
Disadvantaged	8%	-19%
Non disadvantaged		
Physical Ed.		
Disadvantaged	-13%	-3%
Non disadvantaged		
Spanish		
Disadvantaged	-18%	-4%
Non disadvantaged		

Key Stage 4 progress for 2019-20
YEAR 10 GAP ANALYSIS

Data to date, July 19, 2020   All students = 86 Disadvantaged students = 35 Non Disadvantaged students = 51   **Green = Gap narrowed compared to previous data/year   Blue = Gap increased compared to previous data/year   Orange = No change in Gap**

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English Language		
Disadvantaged	-4%	4%
Non disadvantaged		
English Literature		
Disadvantaged	-8%	3%
Non disadvantaged		
Mathematics		
Disadvantaged	-9%	-13%
Non disadvantaged		
Combined Science		
Disadvantaged	-15%	-21%
Non disadvantaged		
Biology		
Disadvantaged	-1%	6%
Non disadvantaged		
Chemistry	1%	5%

Disadvantaged		
Non disadvantaged		
Physics		
Disadvantaged	19%	4%
Non disadvantaged		
Religious Studies		
Disadvantaged	6%	6%
Non disadvantaged		
French		
Disadvantaged	4%	8%
Non disadvantaged		
Spanish		
Disadvantaged	10%	-11%
Non disadvantaged		
Geography		
Disadvantaged	-5%	15%
Non disadvantaged		
History		
Disadvantaged	-12%	17%
Non disadvantaged		
Art	8%	17%

Disadvantaged		
Non disadvantaged		
BTEC Business		
Disadvantaged	-28%	-9%
Non disadvantaged		
Business Studies		
Disadvantaged	-23%	-34%
Non disadvantaged		
Computing		
Disadvantaged	10%	19%
Non disadvantaged		
Drama		
Disadvantaged	0%	0%
Non disadvantaged		
BTEC Health & Social Care		
Disadvantaged	-7%	-7%
Non disadvantaged		
Mandarin		
Disadvantaged	33%	67%
Non disadvantaged		
Music		
Disadvantaged	-67%	-67%

Non disadvantaged		

Headline Figures Comparative Chart

	GAP
English 4+	-8.85%
English 5+	-4.76%
English A8	-0.38
English P8	-0.02
Maths 4+	-6.95%
Maths 5+	-5.88%
Maths A8	-0.65
Maths P8	-0.15
% achieving 4+ in English & Maths	0.95
% achieving 5+ in English & Maths	0.56%
Progress 8	-0.21
Attainment 8	-3.88
Ebbac	-1.23 (-2)
PP HAP A8	25.32
PP HAP P8	0.36

YEAR 11 GAP ANALYSIS

Data to date, January 6, 2020   All students = **93** Disadvantaged students = **50** Non Disadvantaged students = 43   **Green = Gap narrowed compared to previous data/year**
Blue = Gap increased compared to previous data/year   Orange = No change in Gap

Headline Figures Comparative Chart

	2019/20 Summer Results
English 4+	-1.1%
English 5+	2.9%
English A8	0.07
English P8	0.11
Maths 4+	-1.36%
Maths 5+	6%
Maths A8	-0.02
Maths P8	0.09
% achieving 4+ in English & Maths	-6.56
% achieving 5+ in English & Maths	-9.5
Progress 8	0.02
Attainment 8	-1.36
Ebbac	-0.02
HAP PP A8	23.22

HAP PP P8	0.31

End of Year Report

In Mid March schools in the UK were affected by the coronavirus pandemic - COVID 19. Through this period of school closure, the school continued to provide support and care for the children of Key workers and the most vulnerable pupils, this included pupil premium pupils. It is difficult to measure the impact of students' progress using data for the academic year 2019-20 due to school closure. The last data collection, DC1 was at the end of Autumn-beginning of Spring. From this we can presume that some of our disadvantaged pupils' progress was stagnated or regressed.

During lockdown. learning was supported for all students through home/distance learning, both online, paper base copy and other resources were provided for all pupils. Research has highlighted that disadvantaged pupils learning was adversely affected in this period due to problems encountered by families with limited access to resources. The school endeavour to provide support where this is the case of learning packs to pupils addresses or pick up packages from school. Families were regularly contacted weekly by all staff. Staff went above and beyond to support families, this included many door to door visits, delivering FSM vouchers and working with additional services such as social care, health teams and education welfare to ensure families were and continued to be supported.

One of our priority on return to school has been a focus on the social and emotional needs of our pupils and to ensure that any anxiety about their return is minimised. In addressing this we have introduced a Recovery Curriculum for all pupils including pupil premium pupils, part of which focuses on identifying any learning gaps that arise from the lockdown period. As our strategy is a working document to support pupils' outcomes, the actions from the 2019-20 strategy will be picked up in order to continue to reduce the gap between the disadvantaged pupils and advantaged pupils, ensuring that this vulnerable group of pupils make and exceed progress.