PUPIL PREMIUM
# STRATEGY 2020-2021
IMPACT REPORT
TERM 1

"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)

1. Summary information					
School	St Martin-in-the-Fields High School for Girls				
Academic Year	*2020/21*	**Total PP budget**	*£196,730.00*	**Date of most recent PP Review**	*Sep 2020*
Total number of students	*499*	**Number of students eligible for PP**	*163*	**Date for next internal review of this strategy**	*Sep 2021*

Students eligible for Pupil Premium
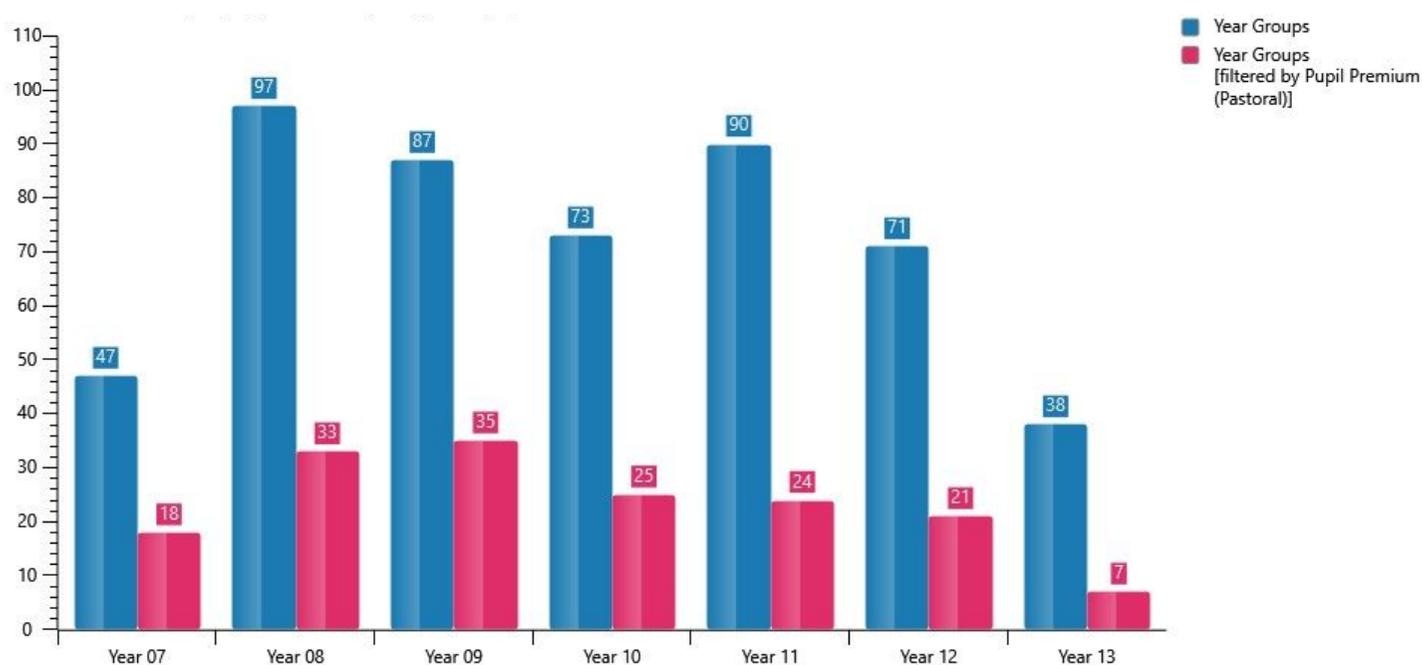
Pupil Premium students by ethnicity
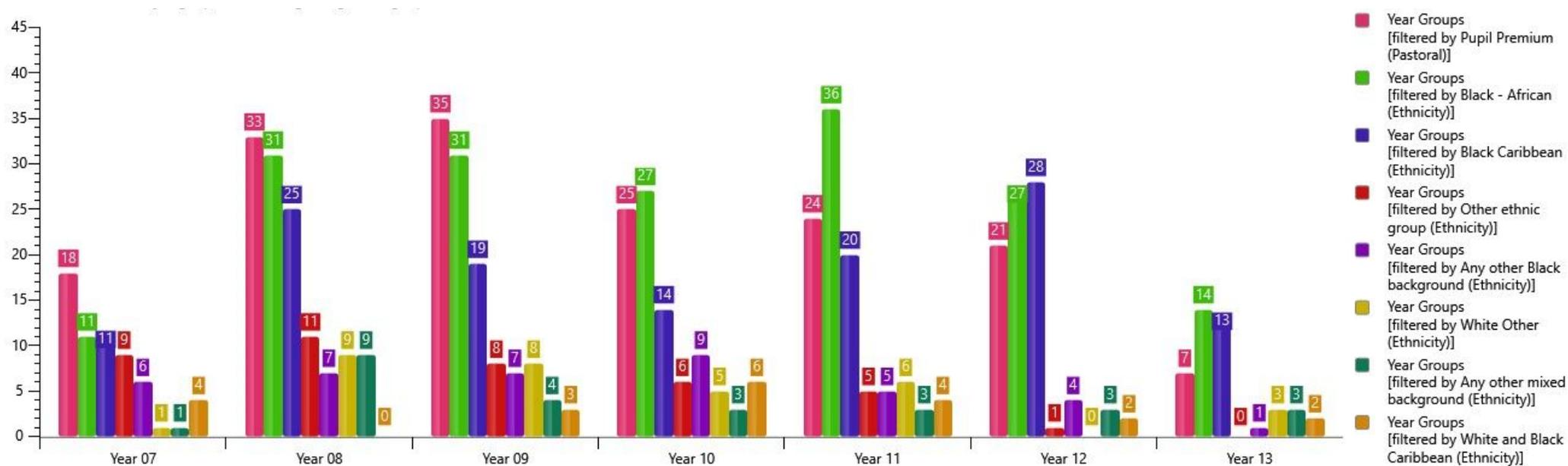
2. Current attainment

	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving grade 4+ in English and Maths	28%	
% achieving grade 5+ in English and Maths	17%	**National data is not available due to Covid-19**
Progress 8	0.2	
Attainment 8	44.5	

3. Barriers to future attainment (for students eligible for PP including)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A	2018 Ofsted report identified variability in the day to day teaching of disadvantaged students as a barrier of not meeting the needs of the student
B	Coronavirus pandemic - Covid 19 lockdown has adversely affected students progress
C	High attaining PP students are making less progress than other high attaining student
D	Disadvantaged students, as well as other students in school, have a low level of reading on entry and do not often undertake wider reading, which slows progress
E	The numeracy and literacy skills in a significant number of PP students has led to below national average progress in maths and English by the need of Key Stage 4

External barriers *(issues which also require action outside school, such as low attendance rates)*	
F	Lack of support with learning at home and lack of engagement of parents for students who are most vulnerable
G	There is an increase in the number of social care involvement with a minority of families
H	Limited access to remote/distance learning due no availability to a technology device

4.	Outcomes	
	Desired outcomes and how they will be measured	***Success criteria***
A	PP students make better progress by receiving quality first teaching and learning	Lesson delivery are of high quality Best practice is identified and shared through various avenues Professional Learning Community to support collaborative work amongst teams CPD to support the delivery of lessons
B	To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers	Improve Attainment 8 and Progress 8 score when compared to 2019 Disadvantaged students achieve the Ebacc with EM at grade 5+ Diminish the difference in the progress of PP students and their NPP peers and against national Termly progress report shows disadvantaged students in all years working towards making progress as their peers HoD termly analysis shows the difference in their subject areas
C	Increase the % of 4+ in Maths & English for disadvantaged students	Minimum progress 8 score of 0 in both English & Maths 50% pupils achieve a grade 4+ in English 50% pupils achieve a grade 4+ in Maths
D	HAP disadvantaged students make good or better progress by the end of Key Stage 4	HAP disadvantaged students to have a positive Progress 8 scores HAP disadvantaged students to achieve high end grades when compared to their peers Progress for disadvantaged students is made in line with peers nationally

A recovery curriculum has been put in place by the school to support all pupils due to the coronavirus pandemic - COVID 19.

5. Planned expenditure	
Academic year	**2020/21**

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.** Continue to increase the % of 4+ in Maths & English for	Professional Learning Community to support first quality teaching - recovery curriculum focus Focus Friday to share best practice Training to develop all teachers how to effectively track and implement effective strategies to address under-performance 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	We want to offer high quality teaching to all pupils to improve student's progress and improve school overall results. Teacher training and CPD sessions help with the improvement in a 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	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 AHU CMC KWI	Termly

| disadvantaged students

 D. HAP disadvantaged students make good or better progress by the end of Key Stage 4 | Google classroom training to support staff and students with remote learning

 Training to all staff to promote and increase the engagement of students through interactive lessons through the delivery of remote and blended learning. | be embedded across the school for both remote and onsite site learning.

 Evaluating the effectiveness of remote learning to ensure it helps pupils to be engaged in the learning to make progress | | | |

		CPD & other training	£25,000
		Kerboodle & Hegarty maths	£3000
		Total budgeted cost	**£38,000**

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	Literacy - 1-1 and small group work for students with difficulties in reading for understanding, delivered by LSA and SEND support Targeted Year 11 sessions for selected subjects and student to reconnect with learning	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 that	Evaluation of the sessions Monitoring and tracking of student's progress in 1-1sessions 1-1 interview Termly progress data collection and analysis Improve the quality of numeracy	RKO SAS IBA ITE AHU CMC DBA	Termly

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	Secure the improvement in the learning of maths to ensure students make progress using Hegarty maths as a resource for intervention and homework. Kerboodle used to support the teaching of science Science and MFL Collaborative work between HAP, EAL & PP lead to secure improvement in progress for all pupils Students to have targeted support from external agencies, providing intervention to ensure progress Counselling & trauma care service to provide extra support to students experiencing difficulties in this time of Covid - Trauma, anxiety and any loss.	students with specific needs are given the opportunity to make progress 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 need 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.	across the school 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, tracked and monitored 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	NMP EMO DWA Progress Leaders	

Literacy programme & SEN support)	£10,000
External agencies	£7,000
More able support	£10,000
Other Intervention and support	£18,000
Total budgeted cost	**£45,000**

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	Resource room ICT equipment Revision aids Careers interviews, career meeting, workshops and work experience Targeted intervention for identified students, including 1:1 support from attendance and behaviour lead Opportunities to enhance learning outside of the classroom	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. All students receive career 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	Records of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact Use attendance and behaviour data to ensure appropriate pupils are identified to receive intervention PL to engage parents before, during and after intervention Monitor attendance and behaviour improvement in against students attainment/progress	CMC SWI DPI IBA CGR DWA AHU Progress leaders	September 21

D. HAP disadvantaged students make good or better progress by the end of Key Stage 4	Implementation of the ARIPP	sessions and workshops	Termly attendance and behaviour analysis.		
	Uniform allowance to support those in need	EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. .	Activities are organised by various teachers to support the learning Student survey		
	More able projects to raise aspirations for academic success				
		Educational visits help to engage students in their learning to positively impact their progress and build on their cultural capital and raise aspirations	Attendance register behaviour/attainment logs to show student progress		
	Motivational seminars and acknowledging and celebrating and rewarding students success when targets are met				
	Academic and Peer mentoring sessions		Records are kept of interventions		
			Tracking of student's progress		
		Essential support is important for families to access subsided uniformed when required due to challenging circumstances	Student identified and support and guidance provided through 1-1 meetings		
		HAP PP students need to make more progress in line with students nationally. Opportunities to raise aspirations such as visits to universities in particular Russell Group ones such as Cambridge, Imperial London.	Records are kept 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		
			Records are kept		
			Reward assemblies		
		Students responds well to external motivational speakers and specific praise	Monitoring and tracking of student's progress		
		Combatting the barrier to learning that PP students face of lacking			

		academic organisations			
		Guidance for students to prepare for lessons			
			Counselling services		£10, 000
			Careers & advice		£7,000
			Rewards		£12,000
			Recovery Curriculum Learning opportunities/further interventions		£15,000
			Additional resource		£25,000`
			Workshops & seminars		£15,000
			Uniform		£5000
			Total budgeted cost		**£89,000**

Areas of Development	Planned expenditure
Quality of teaching for all	£38,000
Targeted support	£45,000
Other approaches	£89, 000
Reserve Funding	£24,730
Total PP budget 2020/21	***£196,730.00***

YEAR 11 PROGRESS & ATTAINMENT

Group	TERM 1		
	Disadvantage	Non-disadvantage	GAP
Number of pupils	**25**	**66**	**-41**
Prior attainment based on KS2 APS	4.64	4.79	-0.15
5 9-5 grades	16	33.3	-17.33
5 9-5 grades Inc/EM	8	13.64	-5.64
Cohort P8	-1.21	-0.2	-1.01
Prior attainment based on KS2 APS	4.64	4.79	-0.15
SEN EHCP P8	0	0	0
SEN P8	0	0	0
EAL P8	7	32	25
HAP P8	0.14	0.18	0.04
MAP P8	-2.04	-0.28	-1.76
LAP P8	-0.94	-0.42	0.52
Black African	0.46	0.07	0.39
Black Caribbean	-1.76	-0.22	-1.55
Any other Black background	-1.31	1.62	-2.94

Other Ethnic Group	0	0	0
English and Maths P8	24%	42.42%	-18.42%
EBACC entries	16% (4)	30.3% (20)	-15.4%

Progres 8
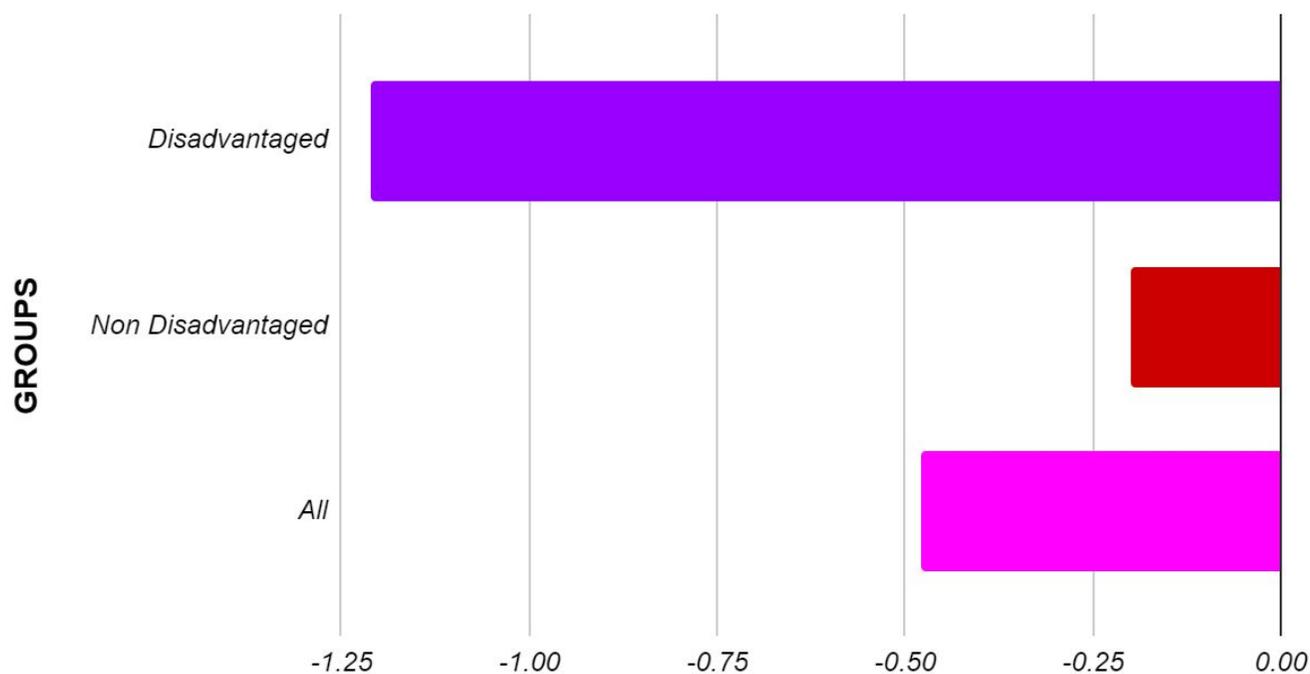
The progress of EAL, high and low attaining pupils are positive. Middle attaining and black caribbean pupils progress needs to be improved and this will be a focus for the next term. The gap of the pupils in english and maths of the disadvantaged pupils compared to their peers is of concern and significant work needs to be done to narrow the gap. The ebacc entries are low and this will improve in a few years with the revised curriculum of the lower year groups.

Next Step: More work with the Head of english and maths to support the students who are not achieving or making significant progress. Continuous work will be done with HOD's, looking at teaching and learning strategies to support pupils to continue to make rapid progress. Pupil engagement in learning will be a key strategy to support pupil progress as they need to take more responsibility for their learning.
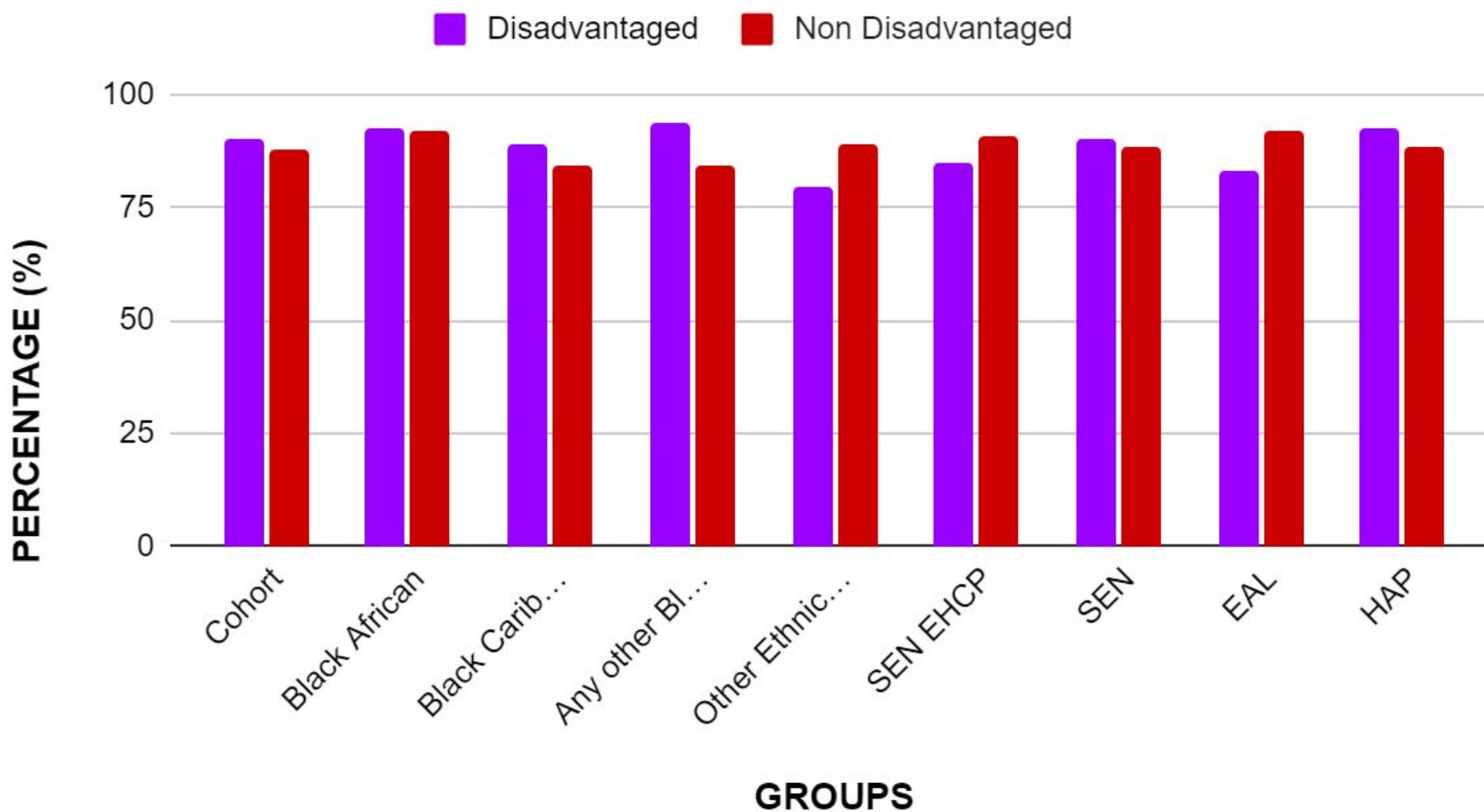
BEHAVIOUR & ATTITUDE

ABSENCE TREND

	TERM 1		
Group	**Disadvantage (%)**	**Non-disadvantage (%)**	**GAP**
Total number of pupils	**25**	**66**	**-41**
Cohort	90	87.9	2.1
Black African	92.62	91.74	0.88
Black Caribbean	88.74	84.48	4.26
Any other Black background	93.72	84.21	9.51
Other Ethnic Group	79.66	88.70	-9.04
SEN EHCP	85.01	90.55	-3.56
SEN	90.23	88.57	1.66
EAL	83.34	92.01	-8.67
HAP	92.76	88.31	4.45

Data Collection 1 Attendance Analysis

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS
Service Compassion Justice Perseverance

BEHAVIOUR TREND

	TERM 1		
Group	Disadvantage	Non-disadvantage	GAP
Total number of pupils	**25**	**66**	**-41**
Cohort (behaviour points)	105	337	-232
Black African	84	132	-48
Black Caribbean	30	66	-36
Any other Black background	41	1	40
Other Ethnic Group	1	20	-19
SEN EHCP	2	50	-48
SEN	60	231	-171
EAL	43	153	-110
HAP	38	43	-5

WITH LOVE AND LEARNING

Data Collection 1 Behaviour Analysis
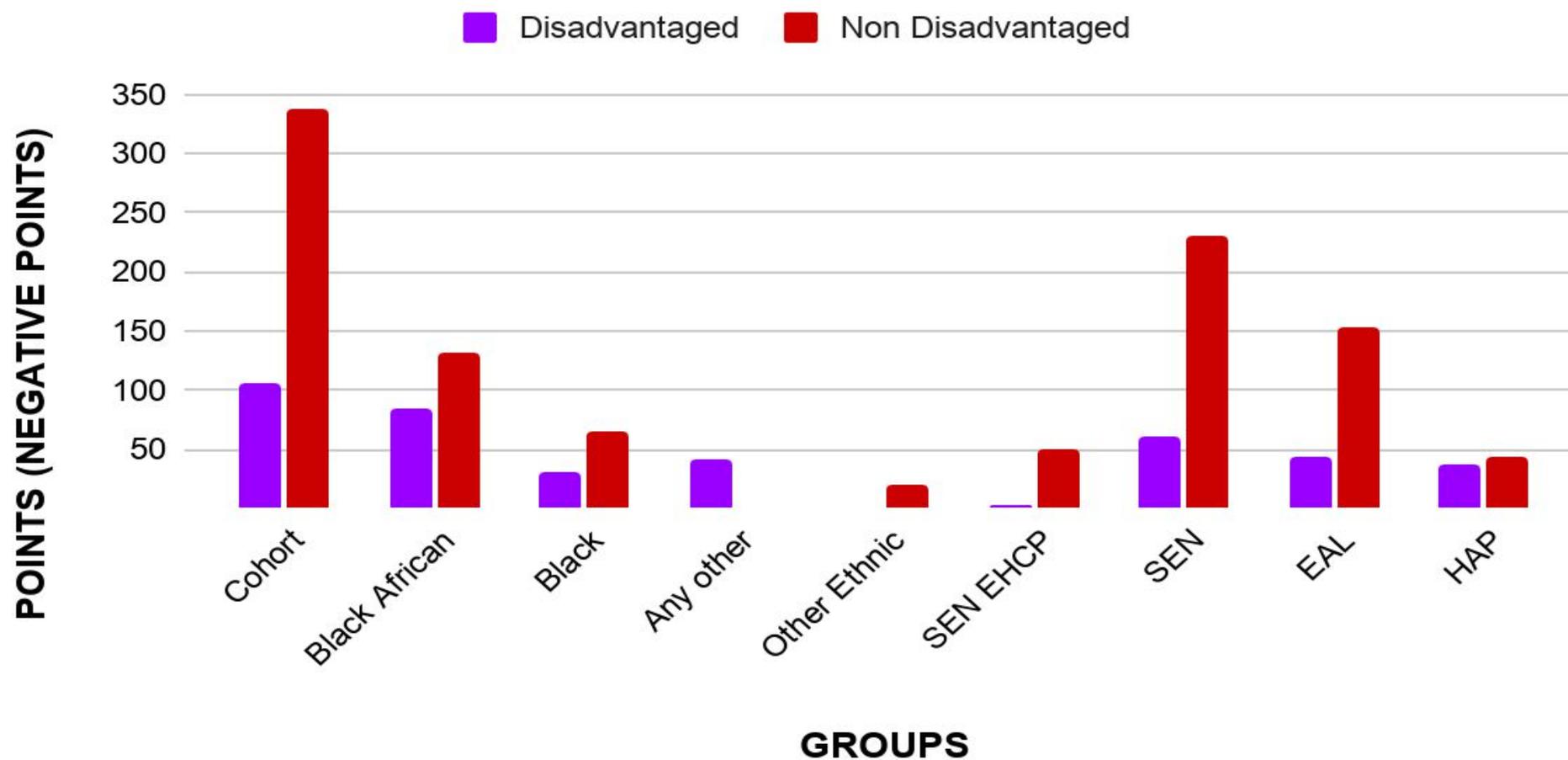
Behaviour and attitude has a positive impact on the progress pupils make. The general attendance of the different groups of pupils is satisfactory taking into consideration the impact of the pandemic on pupil's attendance. For the students in the group of SEN EHCP and EAL, particular focus news to be done with this group to support them in being more engaged with school, improving their attendance. The general behaviour of the disadvantaged pupils when compared to their peers is better, however some behaviour focus be done to reduce the number of behaviour points achieved.

Next Step: *Coordinated approach, meeting and support work with the SENDCO, EAL coordinator and attendance lead to improve students engagement in school. The analysis of pupils achieving high behaviour points has been done and they will be provided with support, looking at possible ways to minimise the negative behaviour.*