

Pupil Premium Action Plan

2020-21

SCHOOL CONTEXT						
	TOTAL NUMBER OF PUPILS FOR PUPIL PREMIUM FUNDING	NUMBER OF ELIGIBLE BOYS	NUMBER OF ELIGIBLE GIRLS	NUMBER OF PUPILS ELIGIBLE FOR FREE SCHOOL MEALS IN LAST 6 YEARS (FSM6)	NUMBER OF CHILDREN LOOKED AFTER	NUMBER OF SERVICE CHILDREN
No. students	170	74	96	154	3	5

BARRIERS
Forced school closures has obviously had an impact on PP students and their learning. As well as attainment barriers we, like other schools, have had to contend with logistical barriers such as technology and transport.
There are some students who struggle to make the same progress as their non-disadvantaged classmates. Two example groups are disadvantaged students with low attendance and disadvantaged students with SEMH needs.
Some of our disadvantaged students have less positive attitudes to learning and progress. This can be a complex issue to tackle, ranging from home attitudes / experiences of school and education, low self-esteem around individual progress when compared to peers and uncertainty around what their next steps might be at the end of KS4.
The prior attainment of disadvantaged learners in English and maths is not as great as their peers.

OBJECTIVE 1: STUDENT PROGRESS				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Supporting KS4 learners	Y11 Audit of student concerns / barriers to develop support and response plan	November 2020	JGR	
	Y10 Audit of student concerns / barriers to develop appropriate support and intervention	December 2020	JGR	
	Targeted Revision planning for Y11 students	November 2020	SO/HT/GB	
Mentoring	At least 2 students in Y7, 8 and 9 are mentored (focus on attendance issues)	November 2020	JGR	
Additional Staffing English	90% PP students in Y8 make excellent or good progress in 2020-21 (70% achieved based on 2020 data)	Review student progress in line with assessment calendar	CF	
	85% PP students in Y9 make excellent or good progress in 2020-21 (67% of PP students had expected or better than expected progress in EOY data 2019)	Review student progress in line with assessment calendar	CF	
	At least 80% of Y11 PP students achieve a Grade 4 in English (72.2% achieved this in 2020)	Review student progress in line with assessment calendar	SO / GB	
	45% PP students achieve at least Grade5 in English and Maths at GCSE (33% achieved this in 2020)	August 2021 (Results)	CF	

Additional staffing maths	<p>90% PP students in Y8 make expected or better than expected progress (73% of PP students made good or excellent progress 2020)</p> <p>85% PP students in Y9 make expected or better than expected progress (70% of PP students made good or excellent progress 2020)</p> <p>70% PP students achieve at least Grade 4 at GCSE (55.6% achieved this in 2020)</p> <p>45% PP students achieve at least Grade5 in English and Maths at GCSE (33% achieved this in 2020)</p>	<p>Review student progress in line with assessment calendar</p> <p>Review student progress in line with assessment calendar</p> <p>Review student progress in line w with assessment calendar</p> <p>August 2021 (Results)</p>	<p>EP / DF</p> <p>EP</p> <p>EP</p> <p>SO / GB</p>	
Positive discrimination of PP students to ensure quick access to Thinking Reading as an intervention to support progress across school	<p>PP students participating in Thinking Reading shows that their participation enables them to make the necessary gains to meet their chronological reading age</p> <p>At least 8 PP students across Key Stage 3 and Key Stage 4 complete Thinking Reading in 2020-2021 (7 PP students <u>participated</u> in the scheme 2019-20)</p> <p>The average reading age gain is at least 5 years (the gain in 2019-20 was 4.4 years against a backdrop of forced school closure)</p>	<p>Half Termly Tracking Data</p> <p>End of Year Data</p> <p>End of Year Data</p>	<p>LDU</p> <p>LDU</p>	

OBJECTIVE 2: SUPPORT AND WELLBEING				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Engage parents and students with the importance of attendance; recognising good attendance and intervening early when attendance becomes a concern.	PP students with emerging attendance concerns are identified early The gap between PP attendance and Non-PP attendance is reduced Instances of PP attendance for PP students are reduced	Termly Attendance Data Termly Attendance data	SAB / SH	
Pastoral Inclusion Manager works with PP students to focus on progress and attainment, responding to progress data and intervening to improve PP attendance where needed.	Progress Data shows PP students at KS3 and KS4 continuing to narrow the gap between their non PP peers Case study of key students identified at the beginning of 2019 shows average or better than average pupil attainment and attendance	Assessment Data points in line with Assessment calendar End of year case study data of at least two students in each year group	GB JGR	
Provision of a pastoral support provision that enables swift response to support than enables engagement in learning	Attendance gap between PP and Non PP students is narrowed Attainment gap of PP and Non PP students is narrowed	Analysis of Concerns accrued by PP and Non-PP students Assessment data reports	GB	
Ensure PP students are 'ready to learn' and can access the curriculum by continuing to provide support for - transport, uniform, equipment and specific curriculum requirements such as cooking ingredients	PP students are not sanctioned for lapses / concerns around uniform, PE kit or general school equipment			

Provide parental Information on approaches to revision and revision resources (Y11)	Revision strategies and resources information communicated Positive parental and student feedback	Parental information evening completed by December 2020 KS4 assemblies explicitly address approaches to revision		
---	--	---	--	--

OBJECTIVE 3: RAISING ASPIRATION				
ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Ensure high quality IAG, prioritising PP students to ensure all PP students have appropriate destinations post 16	All PP students are prioritised for careers interview prior and initial interview takes place prior to December 2019	December 2020	CW	
	All PP students have a follow up careers interview to track applications and destinations intent by end of Spring 1	March 2021	CW	
	All Y11 students are surveyed on quality of IAG, with at least 85% reflecting satisfaction about the quality of IAG	May 2021	CW	
Curricular and extra-curricular involvement	At least 20% students participating in musical peripatetic lessons are PP students	July 2021	HT	
	At least 20% students participating in Duke of Edinburgh scheme are PP students	July 2021	SN	

OBJECTIVE 4: IMPACT AND EVALUATION

ACTION	SUCCESS CRITERIA	TIMESCALE	PERSON	COST / RESOURCES
Produce termly and post-academic year Pupil Premium impact Reports	Attainment and progress of PP students are clearly and explicitly identified Progress of PP students is at least in line, or better than Non-PP students Curriculum Leaders are able to explicitly track student progress, identifying those for whom progress is vulnerable to ensure appropriate intervention	In line with assessment schedule (approx. termly)	GB	