

Pupil Premium Spending Strategy 2019-2022

Review of Expenditure 2019-2020

This document details key barriers to learning faced by disadvantaged pupils at Kettlethorpe High School. It reviews the strategies that we used last academic year and also plans out the intended interventions that we will use in 2020 and 2021.

1. Summary information					
School	Kettlethorpe High School				
Academic year	2020-2021	Total Pupil Premium [PP] budget	£318,187.50	Date of most recent PP Review	January 2017 [External] September 2019 [Internal]
Total number of pupils	1,614 (Nov 2020)	Number of pupils eligible for PP	348	Date for next internal review of this strategy	October 2021
2. Key Indicators [most recent Year 11 2019 - 2020]			Data Source: SISRA	Unvalidated X (internal)	Validated*
			<i>Pupils eligible for PP (KHS)</i>	<i>Pupils not eligible for PP (national average)</i> <i>*no validated data for 2020</i>	
Key Stage 2 Fine Point Level [Cohort size]			3.39 (65)	4.9	(-)
Progress 8 score average			-0.49	0.26	(-)
Progress 8 English			-0.53	0.22	(-)
Progress 8 Maths			-0.47	0.23	(-)
Progress 8 English BaccaLaureate Slots			-0.47	0.27	(-)
Progress 8 Open Slots			-0.51	0.27	(-)
Progress 8 score average for Higher Ability Pupils			-0.36	0.17	(-)
Attainment 8 score average			33.92	52.34	(-)
% Entering the English BaccaLaureate			41.5	72.4	(-)
% Attaining 9-5 in the English BaccaLaureate			7.7	69.3	(-)
% Attendance			89%	94.5%	(-)
% Persistently Absent			46.3% (26/56)	13.9%	(-)
% Staying in education or entering employment after Key Stage 4			98.3%	98.8%	(98%)

3. Barriers to future attainment [for pupils eligible for PP]	
In-school barriers [issues to be addressed in school, such as poor literacy skills]	
A	Literacy: PP pupils arrive with lower literacy levels than their non-PP peers
B	Quality First Teaching/knowing the pupil: The most important lever for disadvantaged pupils is the access to outstanding teaching, every day, every lesson. PP pupils are less likely to achieve as well as their non-PP peers. For example, PP pupils are less likely to achieve the basic measure in English and maths 4+ and 5+ than their peers.
C	Boys' achievement: PP boys achieved significantly less than PP girls in English; PP boys' score in the EBACC measure is less than the PP girls.
D	Organisation/Equipment/Homework: Our PP pupils are more likely to experience difficulty in their organisational skills due to their social context [e.g. poor eating habits, poverty, lack of the correct uniform and equipment].
E	Pastoral/Behaviour for Learning: Some of our pupils have behavioural and emotional difficulties. A significant proportion of these pupils have additional barriers linked to SEND or SEMH issues.
External barriers [issues which also require action outside school, such as low attendance rates]	
F	Attendance and Persistent Absence: PP pupils are more frequently absent and are more likely to be categorised as persistently absent than their non PP peers. The strategy also includes those who are persistently late to school.
G	Parent/Carers' attitudes to school -lack of engagement: PP pupils are more likely to have parents/carers who do not have positive communication with school. Attendance at parents' evenings is lower than their non-PP peers.
H	Enrichment and access to cultural capital. Attendance at after-school sporting and enrichment sessions is lower than that of their non-PP peers. PP pupils do not access trips and visits proportionately to their representation as a cohort in school.
I	Widening participation: PP pupils are less likely than their peers to be aspirational and ambitious when preparing for their future beyond Kettlethorpe High School.

4. Desired outcomes		Success criteria
A	Literacy levels of all Pupil Premium pupils are in line with their peers. There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.	A higher% of Pupil Premium pupils in Year 7, 8 and 9 have reached ARE by the end of the year. This will be done through New Group Reading Test [NGRT] at the end of the year. Accelerated Reader scores for PP groups show progress is in line with their peers. Improved PS score in English for PP pupils.
B	A greater percentage of PP pupils in Year 11 achieve the basics measure in English/maths 4+ and 5+ in line with their peers. PP pupils progress score is significantly closer to the national average.	The basic measure for PP pupils is in line with national other.
C	PP boys achieve in line with PP girls in English PP girls achieve in line with PP boys in maths	The PS score for MAP and HAP PP boys is in line with national other. PP boys' progress is in line with the national average for PP boys.
D	PP pupils come to school ready to learn. They are fully equipped and wearing correct uniform.	PS score gap to National Others is reduced.
E	PP pupils have fewer fixed term exclusions and record fewer behaviour concerns in their planners; this will be comparable with their non-PP peers. PS score for those pupils who have suffered from mental health issues is improved and PP pupils, who are also SEND, have appropriate access to support so that they achieve well.	PP pupil exclusion rate is below national, which is 13.6% for FSM pupils in 2018/19]. Reduction in the use of alternative provision and fewer behaviour concerns for PP pupils recorded. Comparison of PP and non PP planner concerns show parity.
F	PP pupil attendance improves to have over 92% attendance.	PP attendance is above national and PA below national. The number of PP pupils who arrive late to school is significantly reduced.
G	There will be greater attendance of key PP pupils at after school support sessions and a larger uptake for learning opportunities during school holidays and weekends.	The percentage attendance to consultation evening for PP parents is in line with non PP parent peers. Increased positive communication home is made using school systems to track.
H	There will be increased participation for PP pupils in extracurricular clubs and activities.	There is an opportunity for all PP pupils to have at least one educational or recreational trip throughout school each year. The percentage of PP pupils accessing enrichment opportunities is increased.
I	PP pupils are aspirational and motivated to achieve their potential. They progress onto HE and gain employment with training in line with their peers.	An increased number of PP pupils applying for colleges further afield and for more ambitious Level 3 qualifications that meet their capabilities. NEET data for PP pupils is improved.

5. Planned Expenditure

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	Implementation review	Approx cost
<p>Pupil Premium strategy is led well and is driven by teaching staff. It is at the heart of the school. Knowledge of pupils and cohorts is strong at all levels.</p>	<ul style="list-style-type: none"> Deputy Headteacher appointed with a lead on raising aspirations and outcomes for all pupils All PP pupils will have updated profiles and all staff will record their Wave 1 adjustments in their grab files at KS4 and KS3 and use SOS sheet Rigorous QA on key PP groups UPS3 staff, who are team leaders, are given whole school lead to work with disadvantaged pupil cohorts FAn and VSh additional postholders for PP to add capacity. 	<p>Effective leadership of Pupil Premium is the key to raising the attainment of disadvantaged pupils</p> <p>An SLT lead for Pupil Premium from senior leadership raises the profile of the strategy across school. We know that in order to continue this trend with more rapid improvements</p> <p>We need to add leadership capacity at subject level that has a focus on PP pupils.</p>	<ul style="list-style-type: none"> Line management of UPS3 teachers through Deputy Headteacher Regular impact reviews and analysis of data for every measure QA from external consultancy. 	JWr UPS3 Team Leaders	<p>After every data drop</p> <p>[For all year groups and all 5 governing body meetings]</p>	<p>£33,000 from PP fund</p> <p>£4,000 (FAn, VSh)</p>
<p>All teachers will be ready to adapt their teaching to focus on sustaining rapid PP progress of the pupil premium pupils in their class.</p>	<ul style="list-style-type: none"> Teaching and learning CPD will be of a high quality and focus on how strategies and techniques can be used to support the learning of Pupil Premium pupils Launch of reviewed PP plan and linked barriers (November 2020) Focused INSET day covering all barriers - whole school sessions and carousel [22/11/2019] RAG of PP timetables to ensure QFT and targeted monitoring by SLT Open door fortnight launched Coaching January 2021. 	<p>The evidence is clear - the quality of teachers and teaching is one of the most important factors in raising outcomes, and disadvantaged pupils are disproportionately affected by the quality of teaching</p> <p>The Sutton Trust's main finding is that the average disadvantaged pupil makes 40 percent more progress with highly effective teaching than they do with poor teaching.</p>	<ul style="list-style-type: none"> T&L lead from Deputy Headteacher to ensure a high quality programme of CPD is scheduled through the year. This will include: <ul style="list-style-type: none"> Input from highly praised speakers INSET developed by PP Leads Development of our Teaching and Learning staff group where representatives from every department come together to discuss T&L 	ICo/JWr Lead Practitioners PP Leads (FAn/VSh)	<p>January 2021 July 2021</p>	<p>Approx £1,196 from PP budget for staff costs</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx cost
			strategies and share ideas <ul style="list-style-type: none"> • Pupil Premium Change Team to focus on EEF toolkit and focus on strategy around our PP pupils' barriers to learning • Learning walks and work scrutiny focused on specific PP pupils and classes to ensure impact based on RAG of PP pupils' teachers. 			
<p>Literacy levels of all disadvantaged pupils are in line with their peers.</p> <p>There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Whole school literacy lead role with TLR - implement the whole school literacy strategy [linked plan] • To create and launch Literacy Expectations booklet as a guide for all staff and provide training and monitoring on this • Years 7,8,9 do 'Bedrock' weekly English homework to • accelerate vocabulary acquisition • INSET November 2020 • Literacy lead promotes reading across school [AR, book racks, Y7/Y8 parents' evenings, Y7 welcome book] • Whole school QA of books weeks 11, 21, 31 to assess and support teachers' marking for literacy • Years 7, 8 and 9 do Accelerated Reader once a week to accelerate 	<p>We know that lacking vital literacy skills will hold our pupils back at every stage of their life on literacy barriers</p> <p>The increased literacy demand of the new GCSE specifications means that they are less likely to be successful at GCSE</p> <p>We know that the only way to raise the profile of literacy in school is to have effective leadership to cultivate a collegiate approach to raising standards of literacy and our classrooms.</p>	<ul style="list-style-type: none"> • Implement a literacy plan • Meeting regularly with the literacy working group • Regular review of data linked to all literacy measures • Work scrutiny in weeks 11, 21 and 31 with literacy focus • Learning walks and lesson observations show literacy expectations are being met. 	Literacy Lead AGr ASa SENCO	July 2021	£28,500

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx cost
	<p>reading ages and vocabulary [across curriculum] with all teams</p> <ul style="list-style-type: none"> • Reading tests done first week in September on transition day so that early needs are identified. 					
<p>Improved levels of ambition and motivation seen in PP pupils. Pupils feel supported in organisational aspects of their life. There will be increased participation for PP pupils in extracurricular clubs and activities.</p>	<ul style="list-style-type: none"> • All PP pupils have the necessary equipment and uniform • Use of PiXL Them and Us and PiXL Orate as part of PSHE programme in tutor time • Extensive careers programme throughout Year 7-11 • Work experience for Year 10 (postponed) • Support for college applications • Inspirational career speakers/coaching • Visits to university for Year 10 and 11 (delayed) • Motivational days aimed at key cohorts • Daily breakfast club • To increase PP pupils' participation in extracurricular - specific PP trips and positive discrimination. Trips will only run where PP% is representative for year group (when allowed). 	<p>According to the DFE, school uniform plays a valuable role in contributing to the ethos of a school: it can instil pride, support positive behaviour and discipline and encourage identity</p> <p>Enriching pupils' cultural knowledge can empower them to try new experiences and activities, prepares pupils for employment as well as engages them in citizenship</p> <p>In addition, working with pupils to develop a growth mindset can help them overcome the hurdles they face in learning and develop the necessary skills to persist.</p>	<ul style="list-style-type: none"> • Reduced concerns in planners for PP pupils • intervention of PP pupils will be tracked by admin staff [TGo] • ¼ of PP pupils on all careers activities will be proportionate to year group • PP pupils access quality work experience placement (when allowed). 	<p>JWr</p> <p>GMe- BfL Lead</p> <p>JSh - Careers</p>	<p>January 2021</p> <p>July 2022</p>	<p>Approx</p> <p>£49,000</p>
<p>The vast majority of PP pupils to have over 92% attendance. [2018/19 90.6% National]</p>	<ul style="list-style-type: none"> • Additional admin support and the restructure of the attendance and behaviour team • Re-launch Attendance Matters campaign through tutor groups and assembly • Awards for good attendance 	<p>The role of the Year Manager has proved vital in liaising with parent/carers in order to improve the attendance of key pupils</p>	<ul style="list-style-type: none"> • DHT oversees attendance strategy • Weekly meetings with the team and DHT for attendance. • QA of processes used in logging intervention. 	<p>JWr, RMc, JWi</p>	<p>Weekly Attendance log</p> <p>SLT weekly meeting</p> <p>Weekly meetings</p>	<p>Approx.</p> <p>£96,000 staffing and resources</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx cost
<p>Attendance by parents/carers to support evening is increased.</p> <p>PA target 28-31% [national 28.9%]</p>	<ul style="list-style-type: none"> • First response letter system and attendance officer phone calls home • Home visits for key PP pupils who are PA • Breakfast passes • Parent/Carer workshops • PP Attendance mentors (KSL's and Year Managers) in place to support pupils. 	<p>Poor attendance impacts on pupils' outcomes. Early intervention and support are vital in reducing absences</p> <p>Attendance of key vulnerable pupils is still low, though, and particularly low in our current Year 11 cohort whose attendance average is 88%. By comparison, non PP Year 11 attendance is 95%</p> <p>We know that Year Managers have the capacity to communicate key dates and can provide follow up for those parents/ carers who do not attend support evenings.</p>	<ul style="list-style-type: none"> • Attendance data is circulated and analysed for fluctuation in year groups and with key pupils • Team Leaders are clear who the key pupils are and we have discussed strategies to support PA pupils on their return to the classroom • Parents/carers are kept up to date with attendance figures and why good attendance is important. This will be done through newsletters, access to attendance information via SIMS and first response letters. 			

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	Implementation review	Approx cost
<p>The progress made by PP boys, especially those of middle and high ability, is in line with their peers in every year group.</p> <p>PP high ability girls make equal amount of progress in maths as all boys.</p>	<ul style="list-style-type: none"> • Breakfast clubs/ after school literacy/extra numeracy/literacy lesson on timetable/EAL support • Small group catch up in literacy and numeracy at KS3 [SEND Team - • Read Write Inc. Phonics programme] • 6th lesson for Year 11 is provided every week by key subject teams • Pre-exam boosters provided by maths and English, holiday catch-up, Maths Camp. 	<p>Sutton Trust/EEF Toolkit shows that small group interventions with staff are known to be effective</p> <p>Pupils who are assigned to small groups and exposed to focussed teaching support make rapid progress and improve their self-confidence.</p>	<ul style="list-style-type: none"> • All literacy interventions are tracked and monitored [AGr] • P8 for PP boys in English is in line national averages • P8 for PP girls in mathematics is in line with national averages • Team Leaders for English and mathematics monitor key pupils using trackers and SISRA Analytics. 	<p>ICo ASa AGr MMu [SEND]</p>	<p>January 2021 July 2021</p>	<p>Approx. £132,00 HTLA time plus staffing in maths and English</p>
<p>Support is given to help pupils find ways to manage their mental health issues so they can continue to make progress and curriculum is adapted to suit their needs.</p> <p>KS4 Alternative Pathway provides relevant qualifications where required for PP pupils.</p> <p>Pupils who are struggling with behaviour, learning</p>	<ul style="list-style-type: none"> • Diamonds Nurture groups • Learning Hub support • LAC support • Alternative curriculum pathways • Future in Minds training • Peer tutoring • Delivery of Hospitality and catering qualifications • Delivery of citizenship for key cohorts where required • Development of the new Inclusion area to support pupils. 	<p>Diamonds provision is highly effective for our most vulnerable SEMH [social emotional and mental health] pupils. Feedback from pupils, parents and external agencies have praised the support that is provided</p> <p>The Learning Hub has allowed respite from personal pressures of full-time curriculum whilst still encouraging pupils to engage in school life</p> <p>From our own experience and research undertaken by the GTCE, it was found that pupils who took part in a well-</p>	<ul style="list-style-type: none"> • Revisit outcomes of Inclusion Review to ensure actions are completed • Monitoring of data from attendance • Diamonds, Learning Hub, and SEND interventions to ensure PP pupils are making expected progress • Review of planner concerns for alternative curriculum pupils [SEMH] • Inclusion area reviewed following new build to ensure collaborative approach and ownership. 	<p>MMu/BLa</p>	<p>January 2021 July 2021</p>	<p>£25,000</p> <p>Approx £20K</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Implementation review	Approx cost
or mental health have direct access to support through the Inclusion Hub.		planned, well run and well monitored alternative curriculum programme re-engage and feel more motivated in their learning.				
Reading ages of PP pupils are in line with their non-PP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils.	<ul style="list-style-type: none"> • Lit Zone and Numeracy Zone well led by HTLAs • Lexia software/Whizz software • Catch up literacy and numeracy • Complete, regular and intensive reading and writing intervention [SEND] • Read Write Inc [delivered by SEND team]. 	<p>The programme features a focused and intensive method for helping pupils maximize learning time for key reading skills. The national picture shows that there is a significant impact on the literacy skills of pupils who undertake Lexia and we have had success within our own school to support this</p> <p>To improve the writing skills of PP pupils. To increase the level of engagement that these pupils have in all their lessons. To improve attainment levels in English and in other subjects.</p>	<ul style="list-style-type: none"> • Teachers are given time to analyse data and select the correct pupils • Teachers are given time to prepare and assess effective resources • Support is given from Year Team and SLT to make sure pupils attend • These sessions are given a high profile by teachers so that pupils see the value in them • Progress in each intervention is monitored to ensure impact on the literacy of PP pupils. 	AGr/JLu/SEI	Feb 2021 Sept 2021	Approx. £7,705 in staff and resources

6. Review of expenditure

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
<p>Pupil Premium strategy is led well and is driven by teaching staff. It is at the heart of the school. Knowledge of pupils and cohorts is strong at all levels</p>	<ul style="list-style-type: none"> Deputy Headteacher appointed with a lead on raising aspirations and outcomes for all pupils All PP pupils will have updated profiles and all staff will record their Wave 1 adjustments in their grab files at KS4 and KS3 and use SOS sheet Rigorous QA on key PP groups UPS3 staff, who are team leaders, are given whole school lead to work with disadvantaged pupil cohorts. 	<ul style="list-style-type: none"> Strong leadership of PP strategy reflected in the high profile of the strategy across school. A 3-tiered, 3-year PP plan has been written and shared with all stakeholders. Team Leader PM focus has added capacity at subject level and PP on every Team Leader agenda. All staff were given handout of pupils with photos to ensure knowledge of PP pupils (November 22nd) – we know our PP pupils. It is a requirement that PP profiles are in place for all PP pupils. 	<ul style="list-style-type: none"> UPS3 teacher accountability for mentor groups UPS3 teacher accountability for attendance meetings The plan is a 3-year plan and whilst we have had exempting circumstance to deal with much of this work took place at the beginning of the year. We will continue to work with Tls and subject staff PP plan amendments Nov 202 following reflections from 2019/202 PP profiles revisited and quality assured (VSh/FAn) FAn/VSh – PP coaching and open-door policy – strategies introduced. 	<p>£33,000 from PP fund</p>
<p>All teachers will be ready to adapt their teaching to focus on sustaining rapid progress of the pupil premium pupils in their class</p>	<ul style="list-style-type: none"> Teaching and learning CPD will be of a high quality and focus on how strategies and techniques can be used to support the learning of Pupil Premium pupils: Launch of PP plan and linked barriers [24/10/2019] Focused INSET day [teach meet] covering all barriers - whole school sessions and carousel [22/11/2019] RAG of PP timetables to ensure QFT and targeted monitoring by SLT. 	<ul style="list-style-type: none"> P8-0.49 CPD scheduled and delivered 21/10/20 and 22/11/20 by SLT and lead practitioners PP change team well established with representatives from all departments Barriers to learning established and shared Known strategies/best impact strategies shared Teaching of PP – observation data: March 2020: 108 observations, 2 required LP support. 15 required in team support. 	<ul style="list-style-type: none"> Explore the use of external speakers RAG of PP teachers/challenge underperforming departments/teachers Learning walks and work scrutiny, continue to have specific focus on PP pupils Further INSET to explore barriers to learning of new cohort Data reviews of PP pupils after each data collection. 	<p>Approx £1,196 from PP budget for staff costs</p>
<p>Literacy levels of all disadvantaged pupils are in line with their peers.</p>	<ul style="list-style-type: none"> Key whole school literacy lead role with TLR - implement the whole school literacy strategy [linked plan] 	<ul style="list-style-type: none"> Literacy plan clear strategy for all pupils across all subjects Literacy WS (Nov 2019) poor implementation led to 2nd drive/2nd scrutiny in January 	<ul style="list-style-type: none"> Use of formality ladder in lessons QA of implement further embedding of the literacy marking policy 	<p>£28,500</p>

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
<p>There is a relentless focus from all teachers on improving the literacy levels of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • To create and launch Literacy Expectations booklet as a guide for all staff and provide training and monitoring on this • Years 7,8,9 do 'Bedrock' weekly English homework to accelerate vocabulary acquisition • INSET on 22/11/2019 • Literacy lead promotes reading across school (AR, book racks, Y7/YB parents' evenings, Y7 welcome book) • Whole school QA of books weeks 11, 21, 31 to assess and support teachers' marking for literacy • Years 7, 8 and 9 do Accelerated Reader once a week to accelerate reading ages • Launch of PiXL Unlock 24/10/2019 to improve PP pupils' vocabulary (across curriculum) with all teams • Reading tests done on transition day so that early needs are identified. 	<p>showed a shift in the quality – (to add SISRA data)</p> <p>Accelerated Reader Reading Age- On average, PP pupils improved their reading age by 8 months between September and February Scaled Score – Overall, pupils have improved their scaled score by 78. This suggests that the test is now adapting to include harder questions. This suggests pupils comprehension skills are improving The ZPD has improved by 0.9 suggesting pupils are now reading books that are more advanced</p> <p>Lexia Tutor Group intervention Reading Age- On average, PP pupils improved their reading age by 8 months within a 6 week period. Scaled Score- Overall, pupils improved their scaled score by 79. This suggests that the test is now adapting to include harder questions. This suggests pupils' comprehension skills are improving The ZPD has improved by 0.8 suggesting pupils are now reading books that are more advanced.</p> <p>Reading matters and Lexia Reading Matters is one-to-one reading support to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers</p>	<ul style="list-style-type: none"> •QA – further book scrutiny following January wk 21, (week 31 did not happen due to Covid 19) •Further intervention to support disadvantaged learners through literacy support, Bedrock, AR or Lexia. 	

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
		Reading ages improved by 2 years in some cases. The average improvement of pupils attending Reading Matters was 1 year.		
Improved levels of ambition and motivation seen in PP pupils. Pupils feel supported in organisational aspects of their life. There will be increased participation for PP pupils in extracurricular clubs and activities.	<ul style="list-style-type: none"> • All PP pupils have the necessary equipment and uniform • Use of PiXL Them and Us and PiXL Orate as part of PSHE programme in tutor time • Whole school use of PiXL Level Best - training, launch and use of 6 UPS3 lead staff/pastoral staff to mentor PP pupil to improve BFL and AFL • Extensive careers programme throughout Year 7-11 • Work experience for Year 10 • Work experience places for PP pupils will be monitored to ensure they are motivated and of good quality • Support for college applications • Growth mindset assemblies [7-11] • Inspirational career speakers/coaching • Visits to university for Year 10 and 11 • Motivational days aimed at key cohorts • Daily breakfast club/Homework Club staffed with support staff • Lunchtime clubs; and after school/holiday intervention to 	<ul style="list-style-type: none"> • Many actions have been hindered due to Covid 19 • PP specific trips have been organised to support learning (e.g. English theatre trips now reflect the % of the cohort in the group/year group). From September 2019, all trip leaders are required to consider the percentage of PP pupils on trips as a proportion of the whole school cohort which is approximately 20% • PP uniform and equipment request sanctioned so that no pupil stands out • PP pupils are prioritised for careers meeting • 1.7% PP are NEET(2 pupils). 	<ul style="list-style-type: none"> • Work experience to resume when it is safe to do so. • Tracking of PP pupils – Department development • Continue to support PP enrichment/priority PP extra-curricular opportunities. 	Approx £49,000

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
	<p>support learning [e.g. homework completion].</p> <ul style="list-style-type: none"> To increase PP pupils' participation in extracurricular - specific PP trips and positive discrimination. Trips will only run where PP % is representative for year group. 			
<p>The vast majority of PP pupils to have over 92% attendance. [2018/19 90.6% National]</p> <p>Attendance by parents/carers to support evening is increased.</p> <p>PA target is 24% [national 28.9%]</p>	<ul style="list-style-type: none"> Additional admin support and the restructure of the attendance and behaviour team include full time EWO and Inclusion Manager Re-launch Attendance Matters campaign through tutor groups and assembly Awards for good attendance Late detentions at lunchtime. First response letter system and attendance officer phone calls home Learning champion working with key Year 11s [ELe] and working with target groups of pupils who are in danger of falling into PA to identify possible barriers Home visits for key PP pupils who are PA [ELe] Breakfast passes Parent/Carer workshops. 	<ul style="list-style-type: none"> Data taken from end of February Attendance of our disadvantaged pupils remains similar to those recorded in previous years 90% (national 2018 90.8%) PA of disadvantaged 33.3% (national 2018 28.8%) The norovirus outbreak affected this cohort significantly Weekly attendance meetings ensures trigger points are met. 	<ul style="list-style-type: none"> Reorganisation of roles within attendance UPS PP attendance mentors launched in October 2020 Year managers and KSL monitoring cohort identified and launched Attendance data shared regularly with stakeholders X code tracking of CV19 to identify families who have had to self-isolate more than once. 	<p>Approx. £96,000 staffing and resources</p>

ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
<p>The progress made by PP boys, especially those of</p>	<ul style="list-style-type: none"> Breakfast clubs/lunchtime clubs/ after school literacy/extra 	<ul style="list-style-type: none"> PP pupils do not go without food, 2x Learning Support Assistants plan and produce 150 	<ul style="list-style-type: none"> Forensic tracking of PP pupils in English and maths ASA to lead on this in his new role? 	<p>Approx. £132,00</p>

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
<p>middle and high ability, is in line with their peers in every year group.</p> <p>PP high ability girls make equal amount of progress in maths as all boys.</p> <p>MAP boys make equal amount of progress in English as all girls.</p>	<p>numeracy/literacy lesson on timetable/EAL support</p> <ul style="list-style-type: none"> • Small group catch up in literacy and numeracy at KS3 [SEND Team - Read Write Inc. Phonics programme] • 6th lesson for Year 11 is provided every week by key subject teams • Pre-exam boosters provided by maths and English, holiday catch-up, Maths Camp • English/maths tutor base from October half-term • Lexia programme [KS3 phonics catch-up programme at KS3] • Reading Matters volunteer reading. 	<p>snacks a day that are distributed to key vulnerable pupils</p> <p>Data: P8 for PP boys in English: Year 11 2020* Grade 4+ 37% Grade 5+ 38% Grade 7+ 4% *These are Centre Assessed Grades (CAGs)</p> <ul style="list-style-type: none"> •Strategies/intervention not able to complete the course due to Covid 19 <p>Accelerated Reader Reading Age- On average, PP pupils improved their reading age by 8 months between September and February Scaled Score – Overall, pupils have improved their scaled score by 78. This suggests that the test is now adapting to include harder questions. This suggests pupils ‘comprehension skills are improving The ZPD has improved by 0.9 suggesting pupils are now reading books that are more advanced.</p>	<ul style="list-style-type: none"> •Current situation unable to withdraw from lexia intervention –resume once return to normal timetable. 	<p>HTLA time plus staffing in maths and English</p>
<p>Support is given to help pupils find ways to manage their mental health issues so they can continue to make progress and curriculum is adapted to suit their needs.</p>	<ul style="list-style-type: none"> • Diamonds Nurture groups • Learning hub support • LAC support • Alternative curriculum pathways • Future in Minds training • PiXL Level Best coaching • Peer tutoring • Delivery of ASDAN for key cohorts where required. 	<ul style="list-style-type: none"> •Addition of vocational/hospitality and catering/citizenship to support learners. •Progress 8 score average -0.49 (CAG's) 	<ul style="list-style-type: none"> •Review of alternative curriculum pathways •Inclusion review •Inclusion centre more to MFL rooms so that SEN/inclusion/pastoral all under one umbrella •Tracking of disadvantaged pupil behaviours more robustly and intervene <p>Targeted PP20 strategy to include MAP boys.</p>	<p>£25,000</p>

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
KS4 Alternative Pathway provides relevant qualifications where required for PP pupils.				
Reading ages of PP pupils are in line with their non-PP peers in Years 7, 8 and 9. There will be greater love of reading and writing for most pupil premium pupils.	<ul style="list-style-type: none"> • Lit zone and numeracy zone well led by HTLAs • Lexia software/Whizz software • Catch up literacy and numeracy • Complete, regular and intensive reading and writing intervention [SEND] • Read Write Inc [delivered by SEND team]. 	<ul style="list-style-type: none"> •Read – purchase of reading book on transition to Year 7 <p>Year 7 Pupils making expected progress or above in English 55%*</p> <p>Year 8 Pupils making expected progress or above in English 66%*</p> <p>Year 9 Predictions*</p> <p>Achieving grade 4 + 78%</p> <p>Achieving grade 5 + 46%</p> <p>Achieving grade 7 + 14.9%</p> <p>*Covid-19 has impacted not only progress made by pupils but it has also limited assessment opportunities in the summer term. Data for Year 7, 8 and 9 is not as robust as previous years.</p>	<ul style="list-style-type: none"> •Continue to work with the interventions that have been hampered by Covid 19 •Utilisation of the formality ladder to support PP pupils in their development of language. 	Approx. £7,705 in staff and resources Catch up funding used

iii. Other support

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
Improved parental engagement so that parents/carers provide the best support for their young people.	<ul style="list-style-type: none"> • Strategies to increase attendance of parents at school events: • Edulink • Admin support • Personal invitations 	<ul style="list-style-type: none"> •The introduction of Edulink has seen an increase in attendance and parents evening •Attendance team monitoring/tracking processes in place. 	<ul style="list-style-type: none"> •Continue to follow up parental attendance •Underachieving PP pupils to attend 1:1 meetings with SLT. 	£2,000

Desired outcome	Chosen action / approach	Estimated impact	Lessons Learned	Approx cost
	<ul style="list-style-type: none"> • PP parents will be targeted to ensure attendance and follow up at consultation evenings and parent support • Robust review and monitoring • produces rigour in understanding of absence and attendance patterns. 			
<p>Improve transition experience for Y6 PP pupils so that they have an effective start in Year 7.</p>	<ul style="list-style-type: none"> • Early identification of Y6 PP pupils • Early contact made with primary schools and parents • Additional visits for PP pupils • Face to face meetings with PP pupils' parents to highlight support needed • Tracking additional support for new Y7 • PP pupils in their first half term at school and feedback/discussion to and with parents/carers • Where required, liaison with SENCO to address transfer needs of those with SEND. 	<ul style="list-style-type: none"> • Early visit to primary schools ensure that planning and processes were in place ready to receive pupils. The move to electronic data collection has proved positive with Primary Head teachers and mainly the transition process itself has been virtual. 	<ul style="list-style-type: none"> • UPS3 support for collation of broad and balanced grouping. 	<p>£2,500</p>