



Pupil Premium Grant Expenditure Objectives 2019 – 2020 Analysis

The Pupil Premium is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'ever 6 FSM'), Looked After Children, Children Adopted from Care and Children of Service personnel. This funding is not ring fenced to individual children and can be used for initiatives that include, but are not limited to Pupil Premium Students.

The funding for 2019 – 2020 is £935 per Pupil Premium Student for the school year, and £2300 per Looked After Child or previously Looked After Child or Child of Service Personnel in Years 7 - 11.

Overall PPG for 2019 – 2020 is: £140 250

Objectives:

Our objectives are agreed by our governors and are identified following analysis of our plan from the previous year, and new whole school strategies identified in our School Improvement Plan:

1. To identify how our Whole School Improvement Plan will positively impact on Disadvantaged students.
2. To mitigate barriers to learning experienced by our Disadvantaged students.
3. To support Disadvantaged students who experience low mental health issues that negatively impact upon their learning.
4. To support Disadvantaged students achieve our expectations and to engage with our Behaviour for Learning Policy.
5. To engage parents of Disadvantaged students and support them to access the platforms used to support students with their learning.



6.

Objectives	Target cohort	Actions	Who	Cost	Success Criteria
1	PP students who are meeting expectations, not on the SEND list or monitoring for any other reason #noinvisiblestudents	<p>Teachers know who their PP students are.</p> <p>Teachers make swift interventions in their daily practice to ensure this cohort and making expected or above expected progress. Tls hold teachers to account via assessment practices for this cohort.</p> <p>Thinking Reading ensures any deficiencies in this cohort are highlighted as soon as possible and the appropriate interventions put in place.</p> <p>All Rosenshine principles CPD – plans include this cohort e.g. ‘no opt out questioning’</p> <p>Provide profiles of Y7 PP students to all teaching staff, so that they understand the viewpoint of their new cohort.</p> <p>Provide early careers interviews to all PP students.</p>	<p>All teaching staff and faculty Tls. JSA/RMD/BCL</p> <p>Thinking Reading Team Progress board JCO/MHO AKA ATA</p>	School Cost	<p>No PP student goes under the radar – aiding our ‘closing the gap’ strategy</p> <p>Reflection: Students from the PP list were chosen for additional mentoring from the APL initial reviews.</p> <p>Students were allocated mentoring time, and individual barriers to progress were discussed and individual intervention put into place; for example contact with teachers exploring the barriers that the students felt that they had; initiating careers interviews where lack of aspiration was evident and one to one tuition where a significant gap was identified.</p> <p>Between the first and second data drop there was an improvement in the majority</p>



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		<p>KS4 Alternative Provision Strategy including princes Trust and Asdan qualifications.</p> <p>Students identified as not making expected progress by Progress Boards in support of the work of APLs.</p> <p>Prep Support for targeted students.</p>			<p>of students with regards ATL however this measurement was halted du to lockdown. The y11 students allocated to the alternative education project all received qualifications in Asdan, Princes Trust and functional skills. All four students are now in college pursuing the next steps in their education. This provision is continuing for the new Y10s and 11 – again all of whom are PP.</p>
2.	<p>All PP students: have fair and equal access to all school provision, so that financial disadvantage does not represent a barrier to success at school.</p>	<p>Ensure all PP students have the correct equipment, and provide it where necessary.</p> <p>Ensure all PP students access curriculum trips without fuss.</p> <p>Provide extracurricular access where identified as beneficial</p> <p>Provide Y7 catch Up interventions in Maths and English.</p> <p>Provide targeted KS4 support in one to one Maths and English.</p>	<p>Teaching staff.</p> <p>Form tutors</p> <p>Interventions Team.</p> <p>Staff leaders of targeted extra-curricular provision such as Music and CCF</p>	<p>£16000</p> <p>Attendance staff related costs: £5139</p>	<p>PP students do not feature as outliers in Top Form monitoring. This becomes more apparent in behaviour statistics as individuals are not identified in Top form monitoring. There is no significance difference behaviour monitoring between PP students and non PP students.</p> <p>PP students attend all curriculum trips. COVID 19 cut all trips and this is now an ongoing situation, but all PP</p>



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		<p>Provide targeted support for those experiencing attendance difficulties due to financial disadvantage.</p>			<p>students went on any planned curriculum trip prior to March 2020</p> <p>Targeted Y7 PP students make comparable progress in the catch up programme to non PP students – in English and Maths.</p> <p>Targeted Y11 PP students make progress from their starting points in Maths and English (usually on a 6 week rotation). This true. Pp students enjoy and ask for these sessions as they see them as beneficial to their progress. Again statistically, the measurement of this was cut short in March 2020.</p> <p>PP students do not feature as outliers in PA monitoring data. PP students are no more likely to be PA students than non PP students. The school works hard to remove barriers to attendance and potential behaviour issues</p>
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					such as providing support with transport and uniform costs where appropriate.
3	All PP students identified by The Interventions Team as requiring mental health support	Interventions Team referral and mental health allocation: Mental health assemblies and support work via PHSE provision, including form time support. Pastoral Support SEND support and strategy including intervention strategy Mental Health Assessment. Oasis Support. First Aid support. In school counselling. In school mentoring – adult mentoring and peer mentoring. Young carers strategy Y7 transition strategies In school Team Around the Family meetings. Out of school interventions i.e. outside agencies referred to for support – e.g. Children's Society, Evolve	Interventions Team Form Tutors Social Science Faculty Pastoral Team SEND Team XJL/XIJ/ATA XJP/ZSL/XLH/XHR/XTF/JCO XKK/JCO XAHW/ATA XGD/JCO	staff related costs - Oasis & Pastoral =£29305 - SEND & Interventions = £67586	Student voice explains how their mental health needs are supported. The number of school sessions lost to reported mental health issues are reduced. PP students are not outliers in data indicating mental health issues such as attendance and behaviour. Our mental health strategy is equally targeted at PP as non Pp students and this is evidenced by the profile of students accessing the oasis and our additional mental health additional supports.



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		Intervention, EP support and EWMHs.			
4.	All PP students	<p>Whole school policy</p> <p>Assemblies to reinforce whole school policy.</p> <p>Form tutoring monitoring.</p> <p>Pastoral team support.</p> <p>Reward strategies such as Outstanding Learning awards, Inter house competitions, top Form, reward postcards, certificates. Trips. KS Awards</p> <p>Jack patchy Awards</p> <p>Behaviour strategies such as 3 R system, support, report system, restorative system, SLT interventions and Blue Room strategy.</p> <p>6th form support policy.</p> <p>Pastoral Support Plans.</p> <p>VC strategy</p> <p>Adult and peer mentoring</p> <p>TAF meetings</p> <p>CSS Support and early Intervention.</p> <p>EP support.</p>	<p>All staff</p> <p>Form tutors</p> <p>All Pastoral Team</p> <p>SLT</p> <p>JRI/XGD/XSB</p> <p>ACO/JMC</p> <p>ATA</p> <p>JCO</p>	staff related costs – pastoral and VC = £21221	<p>PP students do not feature as outliers in any statistics related to behaviour/rewards.</p> <p>This is statistically true.</p>
5	Targeted PP students where parental non	Review of parent communication, especially focusing on the needs of	MHO/JCO	School costs	Clear plan on how to engage parents of disadvantaged students.



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	engagement is an issue.	parents of disadvantaged students. <ul style="list-style-type: none">- Methods of communication – what do parents of disadvantaged students need?- Promotion of PREP practices at home.- Investigate targeted communication.- Consider how we recruit to Parents Council and PTA and how we appeal to parents of Disadvantaged students.			<p>Evidence of improvement in attitudes and completion of PREP of targeted students.</p> <p>Increase of number of parents of disadvantaged students on parent related groups/forums.</p> <p>This was going to be measured by audit but in the event of lockdown all PP students were part of the vulnerable students list and contact was maintained throughout lockdown either by year group staff or by the form tutor. In fact one major benefit of lockdown was vastly improved parental engagement. We will look to build on this in the next year.</p>
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