

Pupil Premium Review- 2020/21

SIP Link:
4.1 Pupil Premium



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Introduction

Introduced in 2011, The Pupil Premium is additional funding provided to publicly-funded schools in England with the aim of raising the attainment of disadvantaged children. For a pupil to attract Pupil Premium funding for disadvantaged children, their parent or carer must be in receipt of a qualifying benefit and have made a request for free school meals.

In 2021/22, at the time of writing, The King's CE School has 253 (47%) pupils eligible for Pupil Premium funding which is significantly higher than the 2020-21 State funded secondary National Average (18.9%). The King's CE School uses Pupil Premium funding to support the education of disadvantaged pupils. Disadvantaged pupils can face many barriers to educational achievement and our Pupil Premium Strategy is designed to support pupils with addressing these barriers; to ensure that all pupils achieve. Due to significant disruption to the operation of the school during the 2019-20 and 2020-21 academic year some strategies that were in the process of being implemented were either paused, or significantly amended to adapt to the changing local and national situation. Our 2021/222 Pupil Premium Strategy is part our wider 2020-23 disadvantaged plan that is focussed on addressing the barriers identified in our September 2020 and 2021 Pupil Premium Barriers Analysis, to ensure that all of our pupils are able to move forward with their learning and succeed.

The King's CE School adapted quickly to the significant local and national challenges throughout the pandemic. Resources, academic and pastoral, were harnessed to ensure that our disadvantaged pupils were supported during this time. A few examples of additional support put in place during this time are:

- Additional ICT resources provided to pupils without computer access at home. Work and additional resources posted home to pupils without access.
- Regular contact from our pastoral teams. Daily contact for the most vulnerable.
- More than £100,000 worth of FSM support provided to our pupils. Through close collaboration with Wolverhampton Local Authority, our team monitored and helped to identify an additional 10% of families eligible for FSM support.
- Regular communication with parents and pupils, including a survey for pupils and parents. 100% of PP pupils and families completed the survey and suggested that they were 'happy with support from the school' during the lockdown period.

Summer School

The King's CE School ran a 10 day programme between 9th August and 20th August of August 2021 to two different cohorts of pupils. All pupils from our current Y7 to Y9 cohort were invited to attend. 77 pupils attended over the 10 days representing an amazing. 58% of these pupils were Pupil Premium.

The week was staffed entirely from The King's and an external organisation called The Inspirational Learning Group, and involved 4 members of staff contributing to the delivery of 4 days of teaching sessions each week and a trip on the fifth day. Each pupil received a numeracy and literacy session each day, as part of our catch-up programme, and this was supplemented with further curriculum areas and enrichment activities. Enrichment activities included Wellbeing, Teambuilding and Physical Activities.

Nov 2021

There were also members of the SLT, a DSL and the Head of Year 7 available on site every day for the first week and during the second week, all were easily contactable in order to deal with any daily queries and issues. All pupils received toast and refreshments during a break period and a normal canteen hot/cold lunch each day free of charge. All pupils received a trip to Alton Towers as part of their project work.

The programme was extremely successful with pupils commenting that they really enjoyed the activities and felt that it had prepared them well for their September start. It also allowed a number of parents to discuss issues with relevant staff prior to the new term beginning.

A breakdown of how we spent the money is itemized below:

Staffing/ project Costs: £23407.32

Catering Costs: £1161


Looking Ahead: Pupil Premium Strategy 2021/22

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated.. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

Barriers Analysis

Building on the work completed last year, we have already identified key situational, dispositional and institutional barriers to learning for our disadvantaged pupils since returning to us in September. This information, and the review below, has informed our Pupil Premium Strategy 2021/22.

Appendix A: Pupil Premium Review 2020/21			
Review of Academic year		2020/21	
<div><div></div><div>THE KING'S CE SCHOOL <i>'Aspire, Believe and Achieve Together'</i></div></div>			
Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated Impact <i>*CV-19 Estimate</i>	Lessons Learned
<p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” ratios are in line with other pupils</p> <p>Improved attainment and progress of PP pupils in external examinations in order to continue to reduce attainment gap between PP and other pupils.</p>	<p>Consistent use of protocol allow pupils to develop their own understanding and include elements of self-regulation (SDfL), metacognition and collaborative learning (as detailed in SIP).</p> <p>Heads of Year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, punctuality, behaviour and achievement.</p>	<ul style="list-style-type: none">• EEF + 2-3 months/ *1 month actual-embedding formative assessment within our feedback and assessment routines have helped to ensure that pupils are aware of how to improve their learning. QA evidence supports this impact.• EEF + 5- 7 months/ *2-3month actual-promotion of self-regulation and collaborative in class and remote learning in and around school s is helping to support and build our PP pupils’ confidence and engagement in lessons. Pupil Voice data supports this assessment.• Focussed monitoring from HOY/ AP has supported improvement in pupil PP KS4 outcomes.• AP/ HOY monitored and tracked revision sessions for Year 11 ensuring that all pupils attended and received timely support.• Revision sessions tracked and linked to improved school PP results.	<ul style="list-style-type: none">• Through SIP monitoring and evaluation ensuring that high impact assessment and feedback is consistently implemented into our routines. It has been useful to compare the quality and standard of work within PP work scrutinies and identify any in-faculty variation.• SIP monitoring and evaluation indicates that more work can be done to build pupils’ metacognition and self-regulation in lessons now that pupils are back in school. <p>Ensuring that subject intervention and other strategies takes place earlier in school year will aid improvement in this area.</p> <p>More regular update meetings involving SLT and Year 11 Head of Year will provide opportunities for shared</p>

<p>C1: Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Leaders to monitor Class Charts regularly.</p> <p>B6: To identify the ability of all students so as they can be set in CORE subjects from October 2020.</p> <p>B1: To track reading ages and highlight the positive impact our literacy strategy is having through implementation of reading tests for all pupils.</p> <p>B1: The book sets purchased will include BAME authors to ensure a diverse menu for pupils (B Zephaniah/ Limbo Poem). Students will be exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation during lessons and tutors lead on the 15 minute weekly DEAR programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.</p> <p>B5: Transition internal assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020.</p> <p>A3: Staff to record all pupils' ATL since returning back to school following lockdown to inform additional targeted intervention.</p> <p>A2: PP pupils identified as lacking engagement to receive additional in-class support from staff.</p> <p>Nov 2021 B3: There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.</p>	<ul style="list-style-type: none"> Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP) <p>CATS testing for all Y7 pupils</p> <p>Purchase and implement reading tests for all pupils Y7-11</p> <p>Purchase additional reading book materials (Wonder) and create additional library space to broaden menu of books available.</p> <p>Using the Frayer model, subject specific vocabulary lists have been created for all areas of the school. Vocabulary tests have been completed in all lessons to assess knowledge gaps.</p> <p>Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.</p> <p>Staff to assess pupils' ATL since returning following lockdown. Data from which will inform intervention in and out of classroom.</p> <p>Staff on intervention timetables to support identified 1-2-1 pupils in maths lessons. Additional focus on identified pupils lacking engagement at virtual parents' evenings- additional phone calls/ meetings held with these parents.</p> <p>No pupils to miss learning time; 'protect every lesson' to avoid any further gaps in knowledge.</p>	<ul style="list-style-type: none"> EEF +5 months/ *2 month actual- Our Class Charts partnership has supported all with their engagement and monitoring of extended learning. ATL scores in line with desired outcomes for early stage of 2020/21 (pre-lockdown). <p>All Y7 pupils tested. Provided key benchmark data for further in and out of class interventions. Intervention was able to take place more quickly.</p> <p>Reading tests took place last year in KS3 and KS4, except Y11, ensuring pupil reading ages more accurately tracked and shared with staff to support setting/ catch-up.</p> <p>Effective Y6/7 transition activity supporting Y7 engagement as per school QA activity. Additional library space (part of bespoke Y7/8 learning zone) provided pupils with additional reading materials.</p> <p>EEF +6 months/ *3 month actual AP Teaching & Learning collated evidence of testing and impact- although disrupted by Covid.</p> <p>Teaching staff able to quickly diagnose missed learning and amend SOW accordingly to support learners.</p> <p>Pupils who were underperforming were quickly identified and supportive interventions put in place to re-engage with learning.</p> <p>Pupils provided with additional 1-2-1 support showed ATL improvement over time.</p> <p>Pupils understood the importance of attending in-person and remote lessons. PP attendance at virtual lessons improved over time.</p>	<ul style="list-style-type: none"> Through SIP monitoring and evaluation. Further development in staff CPD sessions. "Extended Learning" measures to be included on reports to strengthen partnership with parents. Setting of EL reviewed by HOFs through class charts on a more regular basis. <p>CATS to be a key part of our annual transition process.</p> <p>Success of reading test programme with Y7-10 to be repeated moving forward. Limited impact noted of completing reading tests in Y11.</p> <p>Wholeschool literacy transition project impactful- to be embedded practice moving forward. Library space worked well for Y7/8 pupils- to be incorporated into bigger library space for all pupils 2021/22.</p> <p>Faculty tests to be reinstated 2021/22.</p> <p>More opportunities for faculty SPW reflection to aid continuous improvement welcomed. Development of faculty learning journey documents to support this work in 2021/22.</p> <p>Useful exercise to gauge pupil engagement at start of term, particularly for pupils who had demonstrated poor remote lesson engagement during period of lockdown.</p> <p>This process to become embedded practice in 2021/22.</p> <p>A focus on 'learning, learning, learning' for 2021/22 builds on this work and informs all conversations.</p>
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<p>C1: Ensure all students in all years have some computer and access to the internet at home. This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events</p> <p>C1: We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home.</p>	<p>Purchase 20 more laptop computers to create an additional computer room to support pupils where needed.</p>	<p>All pupils provided with additional wifi/ laptop support throughout period of remote learning. This was tracked and monitored.</p>	<p>Importance of ensuring all pupils have remote access to complete home working. Continued priority for 2021/22.</p>
<p>Improved attainment and progress scores between internal assessments and February PPEs in Year 11.</p>	<p>Purchase revision guides for all pupils who request additional financial support in all subjects to ensure independent work can be completed at home.</p>	<p>Pupils/ parents provided with support as requested, particularly during period of remote learning. Resources were delivered to home addresses, including: writing resources (pens, equipment), revision guides, IT resources and food parcels.</p>	<p>Significant amount of PP pupils received additional reading/ writing materials during period of lockdown evidencing need to strengthen partnership with home.</p>
<p>B3: These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom).</p> <p>B2: Ensure that the SENECA/Hegarty platform is rolled out successfully and monitor the usage across year groups.</p>	<p>Purchase classroom webcams and other tools for classrooms to support the fact staff can no longer walk the classroom freely.</p>	<p>Webcams purchased for subjects, including music, allowing for more detailed teacher explanations and improved pupil understanding- as evidenced by QA activity.</p>	<p>Allowed for more innovative teaching as per QA. Option available to staff for 2021/22.</p>
<p>B3: These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom).</p> <p>B2: Ensure that the SENECA/Hegarty platform is rolled out successfully and monitor the usage across year groups.</p>	<p>SENECA will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (PPEs). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.</p>	<p>Pupil voice activity completed in Jan 2021 suggested that 95% pupils feel confident using SENECA and Hegarty programmes at home. Feedback across faculty meetings is that the majority of pupils have good routines with EL and SENECA/ Hegarty use. There is no discernible gap between PP and non-PP pupils.</p>	<p>Effectiveness of home learning tools demonstrated and will continue to be utilised in 2021/22 in all year groups.</p>
<p>C1: Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (internal assessments/ PPEs)</p>	<p>Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown.</p>	<p>Student home learning was monitored and certificates given out half-termly to celebrate engagement (Hegarty). Fair distribution across PP and Non-PP.</p>	<p>Further work to improve engagement across all year groups, particularly Y7, in light of KS2 impaired IT skills from Covid impact.</p>
<p>B3: Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. Embed strategies that allow students' to maximise learning and retain key subject knowledge.</p> <p>B3: School KPD webinars/resources will give teachers access to the very best of what exists across our school. This will lead to the most effective classroom practice being shared and pupil learning optimised.</p>	<p>Focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught.</p> <p>Sharing of best practice through KPD resources which include a focus on curriculum, T&L, behaviour and pupil premium.</p> <p>Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the</p>	<p>Remote lesson attendance tracked closely and improved over time in all year groups.</p> <p>QA evidence suggests that strategies embedded in lessons and supporting pupils to make progress. Further data suggests that staff incorporated strategies into remote lessons to support pupils' home working.</p> <p>Y11 mentoring 1-2-1 mentoring programme/ '10 to track' based on effort matrix allowed for targeted intervention</p>	<p>Ensure that lesson attendance and punctuality remains high profile in 2021/22.</p> <p>Continue to develop pupils' metacognitive skills in lessons throughout 2021/22 to maximise subject knowledge. Staff CPD focussed around this area. KPDigest provides supporting information and guidance to staff.</p> <p>Effective practice to be repeated in 2021/22.</p>

Total Cost Allocated from Catch-Up Grant	<i>Appointment of heads of year</i>	£12000
	<i>PP CPD INSET</i>	£1000
	<i>*Purchase of 20 laptop computers</i>	£15,000
	<i>*CATS testing for all Y7 pupils</i>	£1500
	<i>*Purchase and implement reading tests for all pupils Y7-11</i>	£2500
	<i>*Purchase revision guides Y10/11</i>	£800
	<i>*Purchase classroom webcams and other tools for classrooms</i>	£1000
	<i>*SENECA Subscription</i>	£3000
£36,800		

Targeted support

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned
<p>B. Improved attainment and achievement of PP pupils, <i>measured across all year groups through teacher assessment (moderated within and across departments, faculties and through school partnerships) and internal and external assessments.</i></p>	<p>Small group sessions for Year 11 PP pupils with PLC support staff.</p> <p>Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and literacy.</p> <p><i>Catch-up</i> literacy programme to provide intervention through PLC.</p> <p>Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up</p>	<ul style="list-style-type: none"> • EEF + 3-4/ *+1.5 month actual. • Positive TAG outcomes, particularly in English. <p>Feedback from pupils prior to lockdown suggest programme was impactful. Results indicate covid impact minimised for pupils involved in programme.</p> <p>Reading intervention for Y7/8 PP pupils ensured that Covid impact minimised. Test scores suggested minimal impact upon reading ages.</p>	<ul style="list-style-type: none"> • Review of pupil progress in English in subsequent assessments suggest pupils made positive progress compared with NPP pupils. More focus on PP maths intervention to secure further gains. • Feedback/exam analysis by English mentor suggested this strategy was effective. <p>Intervention to be continued into 2021/22 to include Y9 support.</p>
<p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p>	<p>Mentoring and guidance for targeted PP pupils in year 11, including how to manage pressure, expectation and work load in the lead up to exams</p>	<p>Data and Pupil voice suggests key PP pupils’ ATL improved over time.</p>	<p>Further work to be completed to ensure that the school builds an effective mentoring process for 2020/21 that includes 6th form pupils and Year 11.</p>

<p>C1: All PP pupils to be able to access revision material.</p> <p>B7: Additional support for identified pupils in lessons.</p> <p>B4: Raising aspirations and achievements of pupils in years 10 and 11 through:</p> <p>B2: Develop pupils' confidence through delivery of full programme of revision techniques during PSHE sessions.</p> <p>B4: Provide virtual alternative events to inspire and increase cultural capital for pupils.</p> <p>Assistant Principal to have whole school responsibility to co-ordinate PP interventions and support.</p>	<p>Revision guides supplemented (and/or printed) for PP pupils.</p> <p>Underachieving PP pupils in year 11 to have an allocated staff mentor Additional support provided in core KS3 lessons by intervention colleagues leading to smaller group tuition.</p> <p>8/9 Club to support and raise aspirations for most able Y11 pupils targeted 8/9 in Maths/ Eng/ Sci</p> <p>Teaching revision techniques is a helpful way of preparing students for internal assessments and PPEs. Using experienced APs to deliver revision strategy sessions.</p> <p>Virtual university events to motivate, inspire, raise aspirations and increase cultural capital for PP pupils. Including involvement in 'mock trial' events.</p> <p>A provision map of interventions, implemented to monitor the effectiveness and value for money of all interventions</p>	<p>All PP pupils provided with revision materials in preparation for exams. PP parent survey indicated that 96% 'very happy' with more support/ preparation for PPE exams'.</p> <ul style="list-style-type: none"> • EEF +3-4 months/ *1.5month actual - Staff placed on intervention timetable to provide support to PP pupils in maths and English lessons. Subject teachers indicated that this provided a positive support to pupils in lessons. <p>Pupils, staff and parents suggested that pupils felt more secure and supported in the build-up and during their exams. N/A- Key pupils were met with and monitored by Y11 SLT link and HOY to provide academic and pastoral support throughout year. TAG data suggest positive outcome/ Case studies suggest that this had positive impact upon pupils' academic outcomes. Lunchtime revision sessions planned and organised. Pupils and staff report positive engagement and attendance at these session- pupil/ staff voice suggest these sessions had positive impact on CAG outcomes. Senior staff met with 8/9 Club pupils as part of Y11 mentoring programme.</p> <p>Pupil voice evaluations suggest that this year's virtual WEX and university events have had positive impact upon PP pupils. 100% pupils engaged with WEX placement and 100% Gatsby benchmarks achieved.</p> <p>Assistant Principal able to monitor school wide PP interventions through the work of HOY/ HOFs during fortnightly</p>	<p>Revision materials to be provided earlier in the academic year to maximise impact.</p> <p>Ensure that this provision is tracked and monitored and intervention timetable amended to reflect current needs throughout the year in all year groups.</p> <p>Continue to build this programme of support to include more opportunities for parental engagement. PP revision evenings to allow pupils and parents an opportunity to build relationships with SLT mentors.</p> <p>Further strengthen this provision by ensuring that all KS3 PP pupils are provided with some mentoring and that this support monitored and tracked throughout the year as per pupil need.</p> <p>Feedback suggests that attendance at these sessions need to be recorded and tracked more closely- use of Class Charts to aid this. Starting subject intervention sessions earlier in the academic year has had greater impact.</p> <p>Ensure that all trips on evolve are regularly updated with PP evaluations to assess impact.</p> <p>Continue to build a provision map and overview of all PP support to ensure that provision is effective and monitored. Monitor parental support and engagement and link to pupil support strategy.</p>
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<p>A2: Provide alternative provision for those pupils who need ongoing, specific support.</p> <p>C1: Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.</p> <p>B5: The students who benefit from the NTP will have their progress tracked at key assessment points such as PPEs.</p>	<p>Use of school PLC to support with small group interventions. Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</p> <p>Hegarty maths subscription (homework catch up)</p> <p>Access the National Tutoring Program to ensure additional targeted support is put in place for all students</p>	<p>meetings. This allowed closer monitoring of individual pupils and helped to bring together more joined up subject support where needed. Rigorous data tracking through departmental QLAs supported pupils to make increased progress across the curriculum.</p>	<p>Two PP EHCP pupils received support/ intervention supporting them to achieve positive TAG exam outcomes.</p> <p>Maths/ Science subject leads reported significant increase in engagement with Y11 EL following its implementation.</p> <p>School has employed two professional mentors who are working with small groups of PP pupils in maths, science and geography.</p>	<p>Consider increasing the school’s SLA provision to secure further support from Educational Psychologists for some pupils.</p> <p>Ensure that online subscription services more closely support the in class learning and assessment.</p> <p>Ensure that provision is closely tracked and monitored for impact.</p>
		<i>Workshops to reduce exam pressure/anxiety</i>	£1000	
		<i>Allocated mentor for all PP pupils in Yr 10 and 11</i>	£4300	
		<i>Workshops for PP/More Able pupils in English/Maths and Science</i>	£2000	
		<i>Assistant Principal to co-ordinate PP interventions and support</i>	£17,500	
		<i>Vice Principal for management</i>	£22,000	
		<i>Additional support in lessons resulting in smaller group tuition</i>	£21,000	
		<i>Provide alternative provision for those pupils who need ongoing, specific support.</i>	£20,000	
		<i>Additional private tuition</i>	£8000	

	<i>Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</i>		£12,000
	<i>Provide SEMH resource base (PLC) for pupils who require targeted support</i>		£11,875
	<i>Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.</i>		£12,000
	<i>Provide SEMH resource base (PLC) for pupils who require targeted support</i>		£11,875
	*Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up		£7,000
	*Hegarty maths subscription		£3000
<i>Wider Strategies</i>			
Desired outcome	Chosen action / approach	Estimated Impact	Lessons Learned

<p>D.Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p> <p>E1: Having additional counsellors or provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.</p> <p>B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils</p>	<p>Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.</p> <p>Pay for additional hours of counselling time</p> <p>Subsidise peripatetic music lessons to increase PP cultural capital.</p> <p>Weekly quiz on current affairs to promote PP pupils understanding of the world around them and increase cultural literacy.</p> <p>Encouragement of more PP pupils to take part in extra-curricular sports, including weekly inter-house sports competitions improve cultural capital.</p> <p>Use of class charts and provision map allowing teachers to create strategic</p>	<p>EEF +2months/ *+1month actual Pre-lockdown, Pupil Voice indicates that a number of PP pupils participate (52% compared to NPP) in extra-curricular trips and activities in and outside of school helping to build confidence, aspiration and relationships between staff and pupils. PP ATL scores in majority of Year groups have increased over time (except Y9) and are at least 2.0/ in line with or exceeding NPP pupils for the early stages of 2020/21. 10% more PP pupils achieved our school ‘silver’ award compared with NPP peers.</p> <p>PP Year 6 & 7 pupils invited to attend transition summer school that aided pupil engagement and supported transition/ catch up. *further details on school website.</p> <p>Music lessons have been subsidised for approx. 30 PP pupils ensuring that opportunities provided for all.</p> <p>Pupil voice suggests that form time supports them with developing knowledge and awareness of local, national and global issues.</p> <p>EEF + 2 months/ *+1month actual PP pupils encouraged to participate in more extra-curricular sporting activities, including weekly House games. Pupil voice/ staff feedback suggested that this helped to strengthen relationships between members of each House.</p> <p>QA activities show that all teachers use CC to organise/ plan their seating arrangements and know their PP pupils in lessons.</p>	<ul style="list-style-type: none"> • More effective/ accurate registers of attendance at extra-curricular clubs and enrichment events needs to take place to ensure that effective monitoring of PP participation takes place. • Staff to encourage participation of PP pupils, particularly PP girls, in extra-curricular sports. • For school trips in 2021/22, PP pupils to be made aware financial support is available. • For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils. <p>A successful project launched in summer 2021 with external company- further information about this above. School to plan similar activity for July 2021/22.</p> <p>Ensure that impact of these peripatetic lessons is evaluated. For PP pupils receiving tuition through school, ensure they receive a personalised progression report to be shared more frequently with parents.</p> <p>Encourage pupils to lead on these quizzes to promote literacy and leadership- reading aloud, organising and leading the quizzes in form time will help develop PP pupils’ confidence.</p> <p>More links to be made between House activities and school rewards system to ensure that pupils view activities as valid and seen as connected to whole school rewards systems.</p> <p>Ensure that this feature is fully embedded within classroom practice so that teachers are more able to identify PP pupils in classes and put in place more effective in class intervention.</p>
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	<p>seating plans and know their students better.</p> <p>Continue to subsidise school meals and provide all pupils with access to breakfast as per our school partnership with The Magic Breakfast Club.</p> <p>Commission a Pupil Premium review</p>	<p>School meals are subsidised for PP pupils allowing them to access lunch provision. PP pupils have lunch provided on extra-curricular trips.</p> <p>PP pupils tracked and provided with breakfast every day if needed.</p> <p>PP Review to be commissioned 2022 due to Covid impact on scheduling.</p>	<p>*Explore more effective tracking of PP lunchtime engagement-particularly around FSM pupils accessing lunch provision.</p> <p>Explore a similar breakfast provision for 2021/22.</p>
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<p>A. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils</p>	<p>Whole school approach to improving behaviour for learning through provision of KPD, behaviour policy (SdFL) and behaviour interventions (as detailed in the SIP), IE. Led by Vice Principal, Assistant Principal HOY 11.</p>	<ul style="list-style-type: none"> • Focussed CPD sessions throughout the year provided an opportunity for staff to engage with and improve their classroom climate/ behaviour skills. Evidence of improvement through school QA activities and reduction of incidents involving PP pupils during early stage of 2020/21 (pre-lockdown). Whole school behaviour ratio 2020/21 improved compared to previous year. • PP behaviour ratio has seen improved trajectory over the last three years: • 2017/18- 75%, 2018/19- 80%, 2019/20- 86%. • Ratio gap between NPP/PP has narrowed by 2% from 2018/19 to 2020/21. 	<ul style="list-style-type: none"> • School QA activities to provide opportunities for follow-up and development with individual staff members. • Further support required for staff and common approach to behaviour in lessons- to be included in future INSET training.
<p>D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time (at least 2.5 and in line with other students.)</p>	<p>Ensure that staff know PP pupils in lessons and understand the barriers to learning pupils face and use quality first teaching strategies that work for each PP pupil. KPD/ INSET training to focus on this area.</p> <p>Develop strategy to record in class intervention using SIMS shared with colleagues. (identified after each data trawl)</p>	<ul style="list-style-type: none"> • Not all PP pupils have had a personalised profile created, however, HOY have worked hard to ensure that information regarding PP pupils is disseminated more effectively to staff through Year Team briefings. Case studies have been created by HOYs to demonstrate impact. 	<ul style="list-style-type: none"> • Ensure that all key PP pupils are included in weekly Inclusion meetings with key strategies and information shared with staff on a weekly basis.
<p>A1: Improved attendance and punctuality records for PP pupils</p>	<p>Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the SIP)</p> <p>Improve attendance through improved engagement</p> <p>Employment of educational welfare officers to liaise and support parents to encourage good attendance.</p>	<ul style="list-style-type: none"> • Rewards/ attendance focus week linked to improving attendance have helped to raise the profile of good attendance and punctuality throughout the school. Pupil voice suggest that pupils are aware of importance of good attendance, however, pandemic has had significant impact on attendance figures. 	<p>Continue to seek out opportunities for promoting good attendance and punctuality through whole school activities like attendance fortnight etc.</p> <p>Continue to secure EWO provision from SLA contracts to help target and improve PP ‘hard to reach’ pupils.</p>

		<ul style="list-style-type: none"> EWO attendance officer and school attendance officer have helped to support improvement in attendance of PP pupils. 	
<p>F1: Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils.</p>	<p>Whole school approach to improving parental engagement and reporting to parents (as detailed in SIP) Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown</p> <p>Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of SLT to ensure attendance at parents' evening and, where they cannot attend, an alternative meeting arranged. Minibus will be provided for parents evening to encourage attendance.</p>	<ul style="list-style-type: none"> EEF +3 months/ +1.5 month actual Data suggests improving remote PP parental attendance at parent evenings using School Cloud remote service. EEF +3 months/ +1.5 month actual-persistent approach to ensuring the attendance of all PP pupils has helped to secure improved attendance rates at school evening events. Parents reported that these evenings were useful to support their children's exam preparation. 	<p>Continue to ensure all parent evenings and events are high profile to improve remote attendance in line with pre-pandemic attendance levels.</p> <p>Continue to maintain consistency of commitment across all Year groups to ensure that we maximise attendance at key events throughout the year.</p> <p>Ensure that Y11 PP specific evenings are not arranged too soon after the whole year group parents' evenings due to risk of reduced attendance.</p>
<p>C1: The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, Hegarty Maths is key here.</p> <p>Purchasing of Class Charts provision which is allowing parents and students to track set homework more effectively to lead to higher completion and engagement rates. This is key to ensuring that pupils are engaging and completing bespoke catch up homework being set as part of the planned curriculum recovery.</p>	<p>Set up a support helpline for parents to call/ email if in need of help/ support. This will support learning conversations at home which is proven to impact outcomes both academic and personal.</p>	<ul style="list-style-type: none"> Remote Learning Toolkit and revised Remote ATL documents provided to pupils and parents signposted key staff contact details, including ICT, throughout period of lockdown allowing any issues to be dealt with swiftly. <p>Class Charts is fully embedded within faculties to help ensure that careful tracking and monitoring of PP pupils' work takes place. Pupil interventions are supported informed by this programme.</p>	<p>Continue to focus on improving pupils' IT skills, particularly PP Y7 pupils.</p> <p>Through QA activities and monitoring ensure that CC is further embedded into ways of working so that extended learning is tracked and monitored.</p>
<p>B. Improved attainment and achievement of PP pupils, measured across all year groups through teacher assessment (moderated within and across departments) and internal and external assessments.</p>	<p>Improved reading ages for pupils in years 7 and 8 through use of targeted intervention.</p>	<p>A variety of reading activities/ strategies used to improve reading levels of targeted Year 7/8 PP pupils in PLC. Staff suggest positive impact upon pupils' reading and literacy. 75% of pupils</p>	<p>Regular monitoring of reading levels and targeting pupils as necessary by key staff for all KS3 pupils.</p>

	<p>Staff to use data analysis system SISRA to inform planning and future interventions.</p> <ul style="list-style-type: none"> • Ongoing training/CPD to ensure all staff can use SISRA effectively 	<p>involved in additional reading support have demonstrated improvement.</p> <p>SISRA is fully embedded within faculties to help ensure that careful tracking and monitoring of PP pupils' progress takes place. Pupil interventions are informed by this programme.</p>	<p>Move towards utilising SIMS more effectively with regard to exam analysis and QLA marksheets.</p>
B4: Ensure that Y11 pupils receive essential advice and guidance to think about what they will be doing next academic year and beyond.	<p>Ensure all Year 11s benefit from a 1:1 careers interview.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • All pupils received 1-2-1 careers interview and follow-up if required resulting in 100% Gatsby benchmarks being achieved and 100% PP pupils going on to education or further training. 	<p>Ensure that Y11 PP pupils are allocated first set of interview appointments in 2021/22.</p>
F1: To maintain communication between the school and parents regarding academic performance.	<p>A new virtual system in place for parents' evenings in 2020/21 to ensure regular dialogue between home and school regarding academic performance.</p> <ul style="list-style-type: none"> • 	<p>School Cloud in place and embedded with staff. Attendance at remote parents evenings lower than in-person pre-lockdown events.</p>	<p>Further information and training to be provided to pupils to support attendance improvement for parents' evenings.</p>
A2: To identify students who would benefit from a re-engagement programme for their learning.	<p>Attitudinal ATL survey to look at pupil attitudes to school to enable early intervention.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Allowed for early intervention to take place and support offered. 	<p>Continue to use ATL surveys in 2021/22 to gauge pupil ATL in lessons and intervene more quickly.</p>
<p><i>Total Cost Allocated from Catch-Up Grant</i> £122,585</p>		<i>After school and holiday sessions</i>	£2000
		<i>Subsidise peripatetic music lessons</i>	£20000
		<i>Subsidise visits and trips</i>	£4000
		<i>Weekly quiz</i>	£400
		<i>Commission an external pupil premium review</i>	£800
		<i>Vice Principal to lead on behaviour</i>	£30,000
		<i>Restorative Practice co-ordinator</i>	£25,000
		<i>Attendance officer</i>	£14,000
		<i>Educational Welfare Officer</i>	£4000
		<i>Parents of PP pupils to be contacted at parent evenings</i>	£6000

	<i>Minibus service to run of parents evenings</i>	£2000
	<i>School meals subsidy</i>	£4400
	<i>SISRA data analysis programme and ongoing related CPD</i>	£3000
	<i>Additional Counselling and Support Sessions</i>	£6985

Summary Catch-Up Grant Allocation	
Strategy	Cost
Teaching & Whole School	£36,800
Targeted Support	£129,675
Wider Strategies	£122,585
Total	£289,060

