

## Pupil Premium Review- 2021/22

**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 273 (45%) pupils eligible for Pupil Premium funding which is significantly higher than the 2021-22 State funded secondary National Average (22.3%). 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 2022/2023 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 9<sup>th</sup> August and 20<sup>th</sup> 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.

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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 2022/23**

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.

### **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 2022/23.

**Appendix A: Pupil Premium Review 2021/22**

**Review of Academic year**

**2021/22**



**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"> <li>• 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.</li> <li>• 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.</li> <li>• Focussed monitoring from HOY/ AP has supported improvement in pupil PP KS4 outcomes.</li> <li>• AP/ HOY monitored and tracked revision sessions for Year 11 ensuring that all pupils attended and received timely support.</li> <li>• Revision sessions tracked and linked to</li> </ul>	<ul style="list-style-type: none"> <li>• Through SIP monitoring and evaluation It has been useful to compare the quality and standard of work within PP work scrutinies and identify any in-faculty variation.</li> <li>• SIP monitoring and evaluation indicates that more work can be done to build pupils' metacognition and self-regulation in lessons</li> <li>• A review of the ATL criteria has been carried out ready for the Autumn term of 2022 to ensure consistency of the data and create an even more aspirational culture. Ensuring that subject intervention and other strategies takes place earlier in school year will aid improvement in this area. More regular update meetings involving SLT and Year 11 Head of Year will provide opportunities for shared dialogue and action.</li> <li>• Regular assemblies with Year groups will provide</li> </ul>

<p><b>C1:</b> Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Leaders to monitor Class Charts regularly.</p> <p><b>B6:</b> To identify the ability of all students so as they can be set in CORE subjects from October 2021.</p> <p><b>B1:</b> To track reading ages and highlight the positive impact our literacy strategy is having through implementation of reading tests for all pupils.</p> <p><b>B1:</b> 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><b>B5:</b> Internal assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped during lockdown period.</p> <p><b>A3:</b> Staff to record all pupils' ATL since returning back to school following lockdown to inform additional targeted intervention.</p> <p><b>A2:</b> PP pupils identified as lacking engagement to receive additional in-class support from staff.</p> <p><b>B3:</b> There is no substitute for being in front of the</p>	<ul style="list-style-type: none"> <li>Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP)</li> </ul> <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"> <li>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).</li> <li>Extended learning measures now included on reports to parents</li> </ul> <p>All Y7 pupils tested. Provided key benchmark data for further in and out of class interventions.</p> <p>Reading tests took place last year in KS3. It was found that data was less accurate for KS4. Supported more accurate tracking and sharing with staff to support setting/ catch-up.</p> <p>Effective Y6/7 transition activity supporting Y7 engagement as per school QA activity. EEF +6 months/ *3 month actual AP Teaching &amp; Learning collated evidence of testing and impact- although disrupted by Covid. Form time reading embedded.</p> <p>Faculty and subject learning journeys developed in summer term 22, considering changes to schemes in light of recovery curriculum</p> <p>Pupils who were underperforming were quickly identified and supportive interventions put in place to re-engage with learning, including the use of NTP through which 131 pupils were supported</p> <p>Pupils provided with additional 1-2-1 support showed ATL improvement over time.</p> <p>Pupils were able to catch up on missed taught learning in lessons. Pupils' confidence in lessons increased as per QA.</p>	<ul style="list-style-type: none"> <li>Through SIP monitoring and evaluation. Further development in staff CPD sessions.</li> <li>Setting of EL reviewed by HOFs through class charts on a more regular basis. Learning walks and work scrutinies to include also looking at the marking on CC of completion of EL to support parent/school partnerships further CATS to be a key part of our annual transition process.</li> </ul> <p>Success of reading test programme with KS3 to be repeated moving forward. Limited impact noted of completing reading tests in Y11.</p> <p>Larger library space supporting pupils across year groups and reading intervention sessions in form time. Exploring greater use in faculty areas moving forward.</p> <p>We have moved away from the Frayer model in school.</p> <p>More opportunities for faculty SPW reflection to aid continuous improvement welcomed.</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>
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<p><b>B2:</b> Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way</p> <p><b>B2:</b> Period 7 'Making the Grade' sessions should plug gaps in subject knowledge and prepare students for their examinations (PPEs and summer exams)</p> <p><b>C1:</b> 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><b>C1:</b> We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home.</p>	<p>Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.</p> <p>Making the Grade sessions to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching</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>Purchase classroom webcams and other tools for classrooms</p>	<p>All areas completed Y11 teaching plans</p> <p>Attendance recorded on CC and part of HOY monitoring</p> <p>Pupils/ parents provided with support as requested, in response to pupil voice. Revision guides continue to be subsidised.</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>Continued priority. Need to ensure as many subjects as possible can hold sessions, Inchtme TT also. Having a 2 week timetable for after school sessions.</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>Improved attainment and progress scores between internal assessments and February PPEs in Year 11.</p> <p><b>B2:</b> Ensure that the SENECA/Hegarty platform is rolled out successfully and monitor the usage across year groups.</p> <p><b>C1:</b> 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><b>B3:</b> 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><b>B3:</b> 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><b>B3:</b> Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also be used.</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>Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown.</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&amp;L, behaviour and pupil premium.</p>	<p>Hegarty maths has levelled the playing field as all can access help through the software and EL can be completed on phones. Computers were available, with maths staff every Thursday lunchtime to complete EL if unable to otherwise. Topic lists and QLAs for assessments are also generated with links to specific Hegarty.</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>QA evidence suggests that strategies embedded in lessons and supporting pupils to make progress</p> <p>KPD sessions were recorded on TEAMS to allow staff to access at a time suitable for them. A clear programme of sessions was developed and adapted as necessary to meet emerging priorities and needs</p> <p>Y11 mentoring 1-2-1 mentoring programme/ '10 to track' based on effort matrix allowed for targeted intervention and produced noticeable improvement.</p>	<p>SPARX is a more individualised programme for students. It promotes 100% completion and achievement - thus raising aspirations and building resilience for all. There are also rewards built in which reinforce success. SPARX maths can also give access to help through the software and EL can be completed on phones. Computers are available, with maths staff, every lunchtime to complete EL if unable to otherwise. Topic lists for assessments and QLAs are also generated with links to specific SPARX.</p> <p>Figures show that there is a similar usage across PP/NPP. While NPP have a slightly higher average weekly on-time completion by 1.7%, this is counteracted by PP students catching up as the compulsory tasks remain on the student's page. It is early days with SPARX and while the KS3 non-engagement for PP students is 29.9% and NPP 22%, it is worth noting that the gap is significantly smaller at KS4 - 34.8% compared to 31.8%. We expect the KS3 gap to close as we endeavour to get our routines in place and KS3 are supported with logging in, where to find extra help and expectations etc.</p> <p>For 3 out of the last 4 weeks, there has been a higher percentage of PP students completing additional work ie that which hasn't been set but is linked to the compulsory tasks meaning that overall there is only 0.7% gap in favour of NPP over PP students for this.</p>

<b>£21 800</b>	<i>Appointment of heads of year</i>	<b>£12000</b>
	<i>PP CPD INSET</i>	<b>£1000</b>
	*CATS testing for all Y7 pupils	<b>£1500</b>
	*Purchase and implement reading tests for all pupils Y7-11	<b>£2500</b>
	*Purchase revision guides Y10/11	<b>£800</b>
	*Purchase classroom webcams and other tools for classrooms	<b>£1000</b>
	*SENECA Subscription	<b>£3000</b>

### **Targeted support**

Desired outcome	Chosen action/approach	Estimated Impact	Lessons Learned
<p><b>B.</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"> <li>• EEF + 3-4/ *+1.5 month actual. Gap minimised between pp and non pp outcomes</li> <li>Reading intervention for Y7/8 PP pupils ensured that Covid impact minimised. Test scores suggested minimal impact upon reading ages.</li> </ul> <p>Data and Pupil voice suggests key PP pupils' ATL improved over time.</p>	<ul style="list-style-type: none"> <li>• After data inputs analysis of PP/NPP as well as other key groups to be analysed by HOF/subject lead. To be discussed regularly in Y11 intervention meetings as part of fortnightly cycle.</li> </ul> <p>Intervention to be continued</p>
<p><b>D.</b> 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>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>	<p>Further work to be completed to ensure that the school builds an effective mentoring process for 2022/23 that includes 6<sup>th</sup> form pupils and Year 11.</p>

<p><b>C1:</b> All PP pupils to be able to access revision material.</p> <p><b>B7:</b> Additional support for identified pupils in lessons.</p> <p><b>B4:</b> Raising aspirations and achievements of pupils in years 10 and 11 through:</p> <p><b>B2:</b> Develop pupils' confidence through delivery of full programme of revision techniques during PSHE sessions.</p> <p><b>B4:</b> 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>Additional support provided in 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 PP revision and support evenings calendared at strategic points through the year.</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>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <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.</p> <p>Lunchtime revision sessions planned and organised. Pupils and staff report positive engagement and attendance at these sessions. Senior staff met with 8/9 Club pupils as part of Y11 mentoring programme. PP evenings organised and attendance encouraged through parental contact by form tutors and HOY. Targets set and revision and information materials provided to parents and pupils.</p> <p>100% Gatsby benchmarks met. Links with University of Chester established and careers events engaged with, both virtually and face to face in school. 6<sup>th</sup> form and careers market place events for all year groups.</p> <p>Assistant Principal able to monitor school wide PP interventions through the work of HOY/ HOFs during fortnightly 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</p>	<p>Revision materials to be provided earlier in the academic year to maximise impact. Revision guides to be subsidised by 50% for PP pupils. Support in lessons in how to effectively use guides and how other sources such as GCSE POD can be used effectively. Teachers and subject leaders should consider how these are monitored moving forward to ensure the best use of these resources.</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>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><b>A2:</b> Provide alternative provision for those pupils who need ongoing, specific support.</p> <p><b>C1:</b> 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><b>B5:</b> 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>make increased progress across the curriculum.</p> <p>PLC timetable for KS3 implemented in Autumn term. Specialist teachers for a range of subjects timetabled.</p> <p>Maths/ Science subject leads reported significant increase in engagement with Y11 EL following its implementation. Hegarty maths has levelled the playing field as all can access help through the software and EL can be completed on phones. Computers were available, with maths staff every Thursday lunchtime to complete EL if unable to otherwise. Topic lists and QLAs for assessments are also generated with links to specific Hegarty</p> <p>School employed three professional mentors who worked 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. Maths have now moved to the SPARX platform</p> <p>Ensure that provision is closely tracked and monitored for impact.</p>
		<p><i>Workshops to reduce exam pressure/anxiety</i> <b>£1000</b></p>	
		<p><i>Allocated mentor for all PP pupils in Yr 10 and 11</i> <b>£4300</b></p>	
		<p><i>Assistant Principal to co-ordinate PP interventions and support</i> <b>£17,500</b></p>	
		<p><i>Vice Principal for management</i> <b>£22,000</b></p>	
		<p><i>Additional support in lessons resulting in smaller group tuition</i> <b>£21,000</b></p>	
		<p><i>Provide alternative provision for those pupils who need ongoing, specific support.</i> <b>£20,000</b></p>	
		<p><i>Additional private tuition</i> <b>£8000</b></p>	



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

***Wider Strategies***

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>
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<p><b>D.</b>Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time</p> <p><b>E1:</b> 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>B.</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.</p> <p>PP Year 6 &amp; 7 pupils invited to attend transition summer school that aided pupil engagement and supported transition/ catch up. *further details on school website.</p> <p><b>Food lessons</b> a letter out to all students when participating in the food module in DT lessons to explain that if they needed assistance in purchasing ingredients – the school would provide them, this was taken up by many parents.</p> <p><b>PERI lessons</b> 50% payment required for PERI lessons for PP students. 54 students across the school engaged with the PERI lessons at school 26 students of the 54 were PP. We currently have 36 students doing PERI lessons (19 are PP). Pupils can also take an instrument home if they do PERI lessons or GCSE music and don't have one at home</p> <p><b>Trips/ Duke of Edinburgh</b> Theatre trips in Creative and the Duke of Edinburgh are subsidised, wherever possible e.g. some students recently paid £7/8 instead of £15 to go and see Shrek at the theatre. For D of E we always ensure they are first on the list for borrowing equipment too</p> <p>Pupil voice suggests that form time supports them with developing</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff to encourage participation of PP pupils, particularly PP girls, in extra-curricular sports.</li> <li>• For school trips in 2022/23, PP pupils to be made aware financial support is available.</li> <li>• For school trips/visits evaluation form to measure impact of trip/visit with a specific section for impact on PP pupils.</li> </ul> <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>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. 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 2023 due to Covid impact on scheduling.</p>	<p>*Explore more effective tracking of PP lunchtime engagement- particularly around FSM pupils accessing lunch provision.</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"> <li>• Focussed KPD 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</li> <li>• PP behaviour ratio has seen improved trajectory over the last three years:</li> <li>• 2017/18- 75%, 2018/19- 80%, 2019/20- 86%.</li> <li>■ Ratio gap between NPP/PP has narrowed but there is still a gap between positive ratio of points.</li> <li>■ Suspensions for PP pupils remain higher than NPP.</li> </ul>	<ul style="list-style-type: none"> <li>• School QA activities to provide opportunities for follow-up and development with individual staff members.</li> <li>• Further support required for staff and common approach to behaviour in lessons- to be included in future INSET training including a focus on restorative practice.</li> </ul>
<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"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that all key PP pupils are included in weekly Inclusion meetings with key strategies and information shared with staff on a weekly basis.</li> <li>• Overview Information to be shared with all staff as part of teaching and learning briefings.</li> <li>• Sharing of good practice in faculty meetings to be done regularly to support teaching and learning strategies.</li> </ul>
<p><b>A1:</b> 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"> <li>• 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.</li> <li>• EWO attendance officer and school attendance officer have helped to support improvement in attendance of PP pupils. Late to lesson tab added to class</li> </ul>	<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>

		charts to monitor lateness and patterns which may emerge	
<p><b>F1:</b> 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)</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"> <li>• EEF +3 months/ +1.5 month actual</li> <li>• Data suggests improving remote PP parental attendance at parent evenings using School Cloud remote service.</li> <li>• 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.</li> <li>• Parents reported that these evenings were useful to support their children's exam preparation.</li> </ul> <p>Y11 PP evenings held at 2 points during this year for specific information and support to be shared. Parents were contacted individually to promote attendance.</p>	<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><b>C1:</b> 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>	<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>Hegarty use reviewed earlier in the document.SENECA also used in some areas.</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>Impact of SENECA to be reviewed more comprehensively.</p>

<p><b>B.</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>Staff to use data analysis system SISRA to inform planning and future interventions.</p> <ul style="list-style-type: none"> <li>• Ongoing training/CPD to ensure all staff can use SISRA effectively</li> </ul>	<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. DEAR sessions in form time are embedded and books purchased.</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>Regular monitoring of reading levels and targeting pupils as necessary by key staff for all KS3 pupils.</p> <p>Move towards utilising SIMS more effectively with regard to exam analysis and QLA marksheets.</p>
<p><b>B4:</b> Ensure that Y11 pupils receive essential advice and guidance to think about what they will be doing next academic year and beyond.</p>	<p>Ensure all Year 11s benefit from a 1:1 careers interview.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 6<sup>th</sup> form and careers market place events held and Y11 given timetabled slot to attend.</li> </ul>	<p>Ensure that Y11 PP pupils are allocated first set of interview appointments in 2022/23. Ensure that any missed appointments are caught up with and alternatives offered.</p>
<p><b>F1:</b> To maintain communication between the school and parents regarding academic performance.</p>	<p>The virtual system in place for parents' evenings in 2021/22 ensured regular dialogue between home and school regarding academic performance.</p>	<p>School Cloud in place and embedded with staff. Attendance at remote parents evenings lower than in-person pre-lockdown events. School cloud now being used to book appointments prior to events. Follow up for those not making appointments is then possible for HOY before parents evenings.</p>	<p>Further information and training to be provided to pupils to support attendance improvement for parents' evenings.</p>

<i>Total Cost Allocated from Catch-Up Grant</i>	<i>After school and holiday sessions</i>	<b>£2000</b>
<b>£94,185</b>	<i>Subsidise peripatetic music lessons</i>	<b>£20000</b>
	<i>Subsidise visits and trips</i>	<b>£4000</b>
	<i>Commission an external pupil premium review</i>	<b>£800</b>
	<i>Vice Principal to lead on behaviour</i>	<b>£30,000</b>
	<i>Attendance officer</i>	<b>£14,000</b>
	<i>Educational Welfare Officer</i>	<b>£4000</b>
	<i>Parents of PP pupils to be contacted at parent evenings</i>	<b>£6000</b>

	<i>Minibus service to deliver FSM support</i>	<b>£2000</b>		
	<i>School meals subsidy</i>	<b>£4400</b>		
	<i>Additional Counselling and Support Sessions</i>	<b>£6985</b>		
<i>Total Cost Allocated from Catch-Up Grant</i>		<b>£94,185</b>		

<b>Summary Catch-Up Grant Allocation</b>	
<b>Strategy</b>	<b>Cost</b>
<b>Teaching &amp; Whole School</b>	<b>£21,800</b>
<b>Targeted Support</b>	<b>£125,630</b>
<b>Wider Strategies</b>	<b>£94,185</b>
<b>Total</b>	<b>£241,615</b>

