

Pupil Premium Strategy Impact Review – September 2021

A. Review of Impact and Expenditure				
Previous Academic Year		2020-21		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: Year 11 Maths targets are achieved in 2020/21	<p>1:1 / small group maths lessons, additional to timetabled lesson. DTT approach for all students. SMART resources specific to student needs.</p> <p>Focus is on key topics of identified weakness (e.g Ratio & Proportion, Histograms and Median/Group Frequency)</p>	<p>High Impact</p> <p>From end of year grades (TAGs): P8 Maths rose significantly from +0.04 to +0.65. There no longer remains a gap to English.</p> <p>68% (34/50) Pupil Premium students reached or exceeded their FFT. This was a significant improvement on the previous year of 45% (18/40)</p>	<p>Teaching eight groups allows for smaller group sizes and higher quality teaching for all. Progress of disadvantaged students in Maths is now solidly 'good', and nearly outstanding. It remains important to back this up with continued year-on-year success.</p> <p>This approach is set to continue. Teaching and Learning strategies employed by Maths department for the whole year group last year have had excellent impact and will remain.</p>	£60,000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<u>A:</u> Year 11 academic targets are achieved in Maths.	Splitting the year group (7 form entry) teaching of Maths into 8 teaching groups.	<u>High Impact</u> See results above	<p>Identification of struggling students was clear throughout the year. The systems in place to achieve this are robust and should be maintained.</p> <p>Regular intervention took place and good progress was made in almost all cases. A number of key students who struggled with attendance at intervention sessions previously were able to access these through online learning during school closure, which made a big difference to their engagement.</p> <p>Student aspiration and buy-in to the school ethos was instilled through high quality teaching. Strong relationships were formed between intervention staff and the hardest-to-reach students.</p> <p>Maths KS4 lead, disadvantaged lead and intervention teachers targeted key PP students after December mocks. Weekly checking of QLA tasks enabled rapid progress to be made in the spring term.</p> <p>The 1-1 and group intervention approach will continue.</p>	(see below)

<p>A - Year 11 academic targets are achieved in Science</p> <p>Focus on underachieving HPA BAME* students (x7 at end of Year 10)</p> <p><i>*the previously used term 'BAME' is replaced with 'racially minoritised' in analysis and strategy documents going forward</i></p>	<p>Rigorous implementation of Teaching and Learning policies, with department-wide focus on disadvantaged students.</p> <p>Disadvantaged students to be provided with extensive revision material which is checked throughout the year by teaching staff.</p> <p>Weekly "Study group" after school run by the Disadvantaged lead provided provide support in the run up to key assessment periods.</p>	<p>High Impact</p> <p>Overall end of year grades (TAGs) showed significant uplift in the P8 overall for Science (+1.04 up from +0.18).</p> <p>In combined Science, 58% (19/33) Pupil Premium students reached or exceeded their FFT target. This was an increase from 40% in the previous year.</p> <p>From the HPA BAME* group, 59% of TAGs were at or above FFT target.</p>	<p>Strong departmental leadership and clarity of communication raised standards of teaching and learning for all students. The Science department were very clear in identifying key students and supporting them to close knowledge gaps. In-class measures and intervention groups led by post holders had a positive effect on students' abilities.</p> <p>Preparation for Mock Exams took place early in the year and PP lead was able to coordinate with staff to prepare specific students thoroughly and remove any barriers to progress.</p> <p>Departmental focus must remain on the racially-minoritised HPA students as there are still gaps within this sub-group. These students must be given appropriate challenge in lessons and marking/feedback must be rigorous. More resource must be deployed to ensure that these students specifically are given the support they need to progress in line with the rest of the cohort.</p>	<p>(see below)</p>
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<p>B: Year 11 Students receive a high level of support across the school and have barriers to progress systematically removed.</p>	<p>Strategy Group CPD and sharing of Priorities.</p> <p>Disadvantaged strategy group to ensure that we meet the needs of all 46 Disadvantaged students in year 11.</p> <p>Students will be interviewed, and prioritised for intervention / careers advice.</p> <p>Disadvantaged students have full resources and support in place to enable effective revision.</p>	<p>High Impact</p> <p>Regular meetings were held between Disadvantaged lead and the Year 11 pastoral team, to strategically remove barriers to learning for all Year 11 PP students.</p> <p>Intervention programme was tailored to each student and adjusted based on Mocks data and key subject concerns.</p> <p>Increased rates of attendance led to greater student engagement in intervention and assessment.</p> <p>100% of disadvantaged students were able to access remote learning, or offered on-site supervision during school closure. 40 disadvantaged families across the school were helped with food parcels during pandemic.</p> <p>End of year grades (TAGs), showed impact on overall progress of the disadvantaged cohort (+1.06), an increase from +0.6 in 2020.</p>	<p>Consistently maintaining the profile of the disadvantaged cohort across the school remains at the heart of the strategy. Each KS4 cohort presents unique challenges which are only successfully tackled through close working relationships between the disadvantaged lead, the HOYs and the pastoral team.</p> <p>Regular strategy meetings to continue, with a constant focus on removing barriers to progress.</p> <p>Parental engagement and clear communications during school closure allowed the school to understand the challenged facing the families of many disadvantaged students, and this openness to problem solving must remain.</p> <p>Strategy group meetings must continue to focus on the hardest to reach students.</p>	<p>(see below)</p>
Total budgeted cost				£75,000

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
C: Disadvantaged students across KS3 (Year 7,8&9) and KS4 (Year 10&11) to have equal extracurricular participation levels to non-Disadvantaged	<p>PP lead to work through the pastoral team school structure.</p> <p>Tutors and HOYs along with other staff who are organising extra-curricular events will ensure that the number of Disadvantaged participating equates to the number of Disadvantaged students in the school.</p>	<p>Medium Impact</p> <p>Tracking of participation and follow up was much improved, but participation is still lagging behind that of the whole school / non-disadvantaged students.</p> <p>15.5% of Serviam Passport entries in Summer A were from disadvantaged students, which was slightly lower than the school's % of PP Students (18.4%)</p> <p>% of entries from years 7, 8 and 11 we are all below their target.</p>	<p>Tutor-led conversations and clear signposting of opportunities to students and parents was improved but has room for growth.</p> <p>More can be done to understand how disadvantaged students in the younger years (7 & 8) can be encouraged to participate more.</p> <p>Strategy to remain in place, with a focus on targeting Year 7 and 8 students, as well as more student led conversations about what activities/opportunities they would like to be offered.</p>	
D - Increased attendance rates amongst Persistent Absentee Disadvantaged students across Year 7-11	<p>PSAs, tutors, HOY</p> <p>Through briefing key staff about existing attendance concerns.</p> <p>Disadvantaged lead will chase up tutors and HOYs about any specific students of concern.</p> <p>School attendance policy must be followed rigorously by all tutors.</p>	<p>Medium Impact</p> <p>Summer B YTD attendance: KS3 95.44% KS4 95.07% Overall 95.23% (up year-on-year from 93.79%)</p> <p>27 disadvantaged students were persistent absentees (attendance of less than 90%), which is a year-on year reduction from 30, but short of the target of 23.</p>	<p>Attendance policy and PA plans were better utilised in 2020/21, but the Persistent Absentees remain the key foci of this strategy. Tutors, PSAs and HOYs must remain vigilant and persistent in following up on the absenteeism of key students.</p> <p>PA plans must be in place in Autumn A for all students ending the year under 90%. These plans will be reviewed fortnightly by HOY and the disadvantaged lead to ensure their effectiveness.</p> <p>Opportunities for a breakfast club or other incentive based approach for disadvantaged students should be looked at for 2021/22.</p>	
Total budgeted cost				£29,560

