

Pupil Premium Strategy Impact Review – September 2020

| A. Review of Impact and Expenditure | | | | |
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| Previous Academic Year | | 2019-20 | | |
| 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 2019/20 | Splitting the year group (seven form entry) teaching of Maths into eight teaching groups. | <p>Medium Impact</p> <p>Mock exams showed positive trend in Maths (-0.15 vs previous year -0.26)</p> <p>The cohort were expected to increase the P8 for Maths if official examinations had taken place.</p> <p>Overall end of year grades (CAGs): P8 Maths fell slightly from +0.09 to +0.04. There remains a significant gap to English (+0.92).</p> <p>45% (18/40) Pupil Premium students reached or exceeded their FFT. This was a significant improvement on the previous year of 18% (7/38).</p> <p>Of the 22 students below target, 12 are BAME and 9 of these are BAME HPA.</p> | <p>Teaching eight groups allows for smaller group sizes and higher quality teaching for all. Progress of disadvantaged students in Maths remains at 'good'.</p> <p>Approach is set to continue. Teaching and Learning strategies employed by Maths department for the whole year group last year have not seen the results yet but are intended to have impact over a longer time period.</p> <p>Focus must be given by all teaching staff and the intervention planning on the co-morbidity subgroups of BAME HPA. These students must be given appropriate challenge in lessons and marking/feedback must be rigorous. Departmental strategies and monitoring must focus on these students for 2020/21.</p> | £60,000 |

| ii. Targeted support | | | | |
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| 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 academic targets are achieved in Maths. | 1:1 / small group Maths lessons, additional to timetabled lesson. DTT approach for all students. SMART resources specific to student needs | <p>Medium Impact</p> <p>Mock examinations showed positive trend in Maths (-0.15 vs previous year -0.26) The cohort were on course to increase the P8 for Maths if official examinations had taken place.</p> <p>Overall end of year grades (CAGs): P8 Maths fell slightly from +0.09 to +0.04. There remains a significant gap to English (+0.92).</p> | <p>Identification of struggling students was clear. Regular intervention took place and good progress was made in most cases. Key individual students struggled with both attendance in school and as a result the intervention sessions. Student aspiration and buy-in to the school ethos at times can hold them back. A joined-up approach to all of these students through attendance and participation lower down the school must be in place.</p> <p>Intervention started earlier in the year and students were given the resources they need earlier. Increased use of online resources to support learning was particularly useful during school closure.</p> <p>The 1-1 and small group intervention will continue.</p> | (see below) |

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| <p><u>A:</u> Year 11 academic targets are achieved in Science</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 will provide support.</p> | <p><u>Medium/High Impact</u></p> <p>Mock examinations showed very positive year on year trends:</p> <p>Comb Science (+0.75 v -0.95) Chemistry (+1.04 v -1.31) Biology (+1.24 v +0.03) Physics (+0.24 v -0.97)</p> <p>The cohort were on course to increase the P8 for all of these areas if official examinations had taken place.</p> <p>40% (16/40) Pupil Premium students reached or exceeded their FFT. This was similar to previous year of 503% (19/38).</p> <p>Of the 24 students below target, 12 are BAME and 8 of these are BAME HPA.</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 prepare students thoroughly.</p> <p>Departmental focus must remain on the Pupil Premium Students but also on the BAME and HPA subgroups. These students must be given appropriate challenge in lessons and marking/feedback must be rigorous.</p> | <p>(see below)</p> |
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| <p><u>B:</u> 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. Monitoring Seating Plans and Learning walks.</p> <p>Disadvantaged strategy group to ensure that we meet the needs of all disadvantaged students in year 11.</p> <p>Disadvantaged students have full resources and support in place to enable effective revision.</p> | <p><u>Medium Impact</u></p> <p>Students were profiled in Autumn A Profiles used by disadvantaged strategy team (HOY 11 and disadvantaged lead) to make clear choices around intervention and actions to support these students.</p> <p>Intervention was tailored to each student – overview of the intervention programme improved, certainly in Autumn B.</p> <p>P8 in mock exams was a significant year on year improvement (+0.39 v -0.09). The cohort were on track to perform well in end of year exams.</p> <p>Overall end of year grades (CAGs), overall P8 for disadvantaged remained the same at +0.60.</p> | <p>Use of profiles for every student is very time consuming and inefficient.</p> <p>Strategy group meetings can be more focussed on the barriers for a few specific students of concern, rather than trying to be everything to all students. Clearer action points and timelines from these meetings are required.</p> <p>Profile of the disadvantaged cohort increased from previous year and there was more buy-in from individual staff across the board. Strategy to remain in place.</p> | <p>(see below)</p> |
| Total budgeted cost | | | | £75,000 |

| iii. Other approaches | | | | |
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| 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>C</u>: Disadvantaged students across KS3 (Year 7&8) and KS4 (Year 9&10) to have equal extracurricular participation levels to non-Disadvantaged | PP lead to work through the pastoral team school structure. 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 (16.6%). | <p><u>Medium Impact</u></p> <p>Tracking of participation and follow up was much improved. 90% of disadvantaged students completed their Serviam Passport entries for the Autumn Term.</p> <p>The App was only launched fully to students in the spring term. Spring A data is not widespread enough to draw conclusions.</p> | <p>Tracking of participation and follow up was improved but still requires a lot of annual work from HOYs and Senior staff to ensure that tutors do this. Clearer signposting of expectations should be part of Autumn A in 2020.</p> <p>Activities in “The App” will need adjustment to take into account possible school closure in the future.</p> <p>Participation outside of lessons remains a key focus for the strategy.</p> | |
| <u>D</u> - 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><u>Low Impact</u></p> <p>Before school closure, disadvantaged attendance was 94.21% (vs 95.62% overall). This was 93.79% during school closure.</p> <p>Persistent absentee count was 31 (vs 25 in previous year). This reduced slightly to 30 during school closure.</p> <p>50% (15/30) of the Persistent Absentees were BAME.</p> | <p>Rigorous implementation of the attendance policy remains a cornerstone of an effective policy. Tutors, HOYs and PP lead need to improve communication on this area.</p> <p>PA plans must be put into place earlier and parents engaged in understanding importance of high attendance. Pastoral post holders must be more proactive in addressing issues of attendance with key individuals.</p> <p>School closure was a very challenging time for a number of disadvantaged students, who have needs that must be understood and tackled early in Autumn 2020 to ensure their return to school is a smooth one.</p> | |
| Total budgeted cost | | | | £29,560 |

