

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	St Mary's CofE High School				
Academic Year	2019/20	Total PP budget	341,275	Date of most recent PP Review	Ofsted Sep 19
Total number of pupils	1050	Number of pupils eligible for PP	356	Date for next internal review of this strategy	May 2021
2. Review of expenditure					
Previous Academic Year	2019/20				
i. Quality of teaching and learning for all					
Action	Intended outcome	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	
Recruitment of a PPG AHT to work alongside T&L to improve the quality of provision	To co-ordinate the provision of PPG across the school, to raise the profile of PPG and track students and their outcomes putting in place provision where there were gaps.	<p>DAP- The gap in all performance measures remains for 2020. The overall progress gap remains close to the national figures of half a grade (-0.52) and increased for 2020 (2019 -0.37) The gap rose across KS4 and was at -0.42 in February, rising again towards the end of the year and in the run up to closure for COVID. The EM attainment gap at both a standard pass (20%) and strong pass (13%) is significant and almost identical to 2019. Most subject areas showed a negative progress and attainment gap for DAP in 2020.</p> <p>The boys DAP gap was -0.56, with the girls gap only -0.12, with both DAP and NDAP girls demonstrating positive progress close to 0.5. (0.48/0.6)</p> <p>CPA was delivered to staff to raise the awareness of PPG, provide teaching strategies and track students – evaluations were positive. The role had impact and ensured that not only interventions and initiatives ran for PPG but also staff were actively planning with PPG in mind.</p>	To raise the profile of the PPG lead, the position has been elevated to an SLT role Appointment could not be put in place for September 2020 but has been recruited to for January 2021 with a greater focus on improving the quality of T&L for PPG students especially HAP students and boys	£35,000 approx	

Seating plans were annotated to ensure that staff know their PPG students and their needs and work was taking place to create profiles for Yr 7. This work needs to continue as it did not progress past the planning stages with Achievement for All

PPG spend was managed and distributed and PPG were championed throughout Lockdown with laptops provided for those that identified not having one, calls were made to all PPG on a regular basis and work was made more accessible to those struggling. Questionnaires to Year 7-11 FSM students indicates that 70% had access to a laptop, this included Yr 7 who were not members of the school community. The main issue for many was downloading data with only 56% being able to download data. 96% had access to books, pens, pencils and other resources and 80% had an adult to help them although they commented that their parent/carers were not always able to help them.

<p>Coaching and mentoring of Staff</p>	<p>Development of a T&L Team to coach and mentor staff</p> <p>To provide resources to facilitate staff teaching and development of pedagogical methodologies in the classroom</p>	<p>External provision has been sourced from County to support the delivery of maths teaching. Intensive coaching has been provided to one colleague who is making improvements and gaining confidence in the classroom</p> <p>Staff have been observed and the maths team have been given feedback and advice in how to support those colleagues from abroad who have not had experience of the English education system</p> <p>This process was hindered by Covid but will continue into next term</p> <p>The observations that took place between September 2019 – February 2020 were carried out with mainly new staff such as NQT's as part of the induction programme in the school. 80% of lessons were deemed to be good or better. It is important to note that this is not in line with the school target but the data is marred as not all staff were observed and those needing support were observed early in order to put coaching and mentoring in place. However, observations provided clear evidence of improvement as a result of the introduction of tier 2 vocab and the different aspects of the research projects which was evidenced in about 96% of those lessons seen.</p> <p>All new staff were inducted during the last academic year 27% of staff had some form of induction (that represents 22 teachers). This represents a total of induction done</p> <p>Six member of staff received coaching using PPG funds and of these 5/6 saw improvements in practice although further coaching will be offered. However, one member of staff did not make enough improvement and therefore coaching is being extended further in 2020-21.</p>	<p>Coaching will remain in place over the next academic term (Autumn) and will be used to intensively support one member of staff</p> <p>However, observation feedback from this process of other staff will be used as a foci for a T&L Conference (date TBC) to build on developments – this will include delivery of the maths curriculum at KS3 and training to deliver to KS4 as well as delivering clear explanation of mathematical equations</p> <p>Exploration of Consultant providing regular coaching on set days to more staff and acting as a Lead Practitioner and train up a current and experienced staff to deliver this training when the consultant eases away support</p> <p>The use of Lead Practitioners will build capacity in the T&L team and foci will be on subjects such as science and maths where delivery is not yet consistently good.</p>	<p>£?????</p>
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<p>Introduction of Metacognition across the curriculum</p>	<p>Improvement of students' progress and attainment measures as well as promoting an independence in learning as students explored strategies that worked for them</p>	<p>The CPA programme was halted by Covid and the impact was not analysed and has been carried forward to the following academic year. Also staffing change midway through delivery of metacognition training which further impacted on this work.</p> <p>However, CPA was put in place to identify how to use metacognition in classes and the Do Now activities in lessons focus on retrieval practice. Evaluations of this was good.</p> <p>Students are more aware of the learning process which is evidenced in lesson observations and student voice.</p> <p>Staff are integrating metacognition through planning meetings and ELT forums where staff are integrating this into their planning – good practice observed in MFL and Geography in particular</p> <p>Investment was made for Year 11 and they received training on revision techniques which was then booked for staff to receive this was finally received by staff in October 2020 when safe to do so.</p>	<p>Continued focus needed as these processes were not embedded within classroom practice</p> <p>Development of this project has continued with students being more active in looking at their motivations, how they learn and how they become more resilient when they are struggling – this has been started in Yr 7 with the Mathew Syed project and will be further developed through the PSHE and tutorial programme across the school</p>	<p>£7000</p> <p>(half of this will now come out of the 2020-21 budget)</p>
<p>CPA Funding -</p>	<p>To improve the quality of teaching and learning for all students</p>	<p>Strategies from CPD seen in lesson observations – working with students on the spectrum and working with students who have had ACEs.</p> <p>Funding was not used due to cancellation of sessions but this has been extended to 2020-21. However, PIXL virtual conferences and resources provided by ResearchED were disseminated to staff to promote their own learning and development – use was not monitored during the Lockdown period.</p>	<p>Investment in excellent CPD can help teachers to improve their practice. Funding should continue to develop in this area and in 2020-21 coaching of Senior and Middle Leaders will be paid for by the grant (first sessions 23.10.2020) and other staff will receive training on supporting students to revise (23.10.2020).</p> <p>Teaching and Learning Conferences will also be paid for from the grant for Leaders to identify needs and put in place personalised CPA to manage subject specific training</p>	<p>£3600</p> <p>Include catering costs</p>

<p>Performing Arts Support – Music tuition, music examinations and LAMDA examinations</p>	<p>Improved confidence for students from disadvantaged backgrounds and provide opportunities for qualification</p> <p>To complement the school curriculum and give students skills that are transferable in lessons</p>	<p>Music GCSE has benefited from the support given to Music tutorials with 48% of the Year 10 cohort opting for Music being PPG and 52% in Year 11. This shows that the curriculum is not narrowed for PPG students in subjects where tuition outside of school may support progress.</p> <p>Twelve students were taking part in LAMDA classes of these seven were entered for examinations pre-Covid and 4 passed. The remaining 5 were working towards their next qualification but they were not entered for the examination as they were not yet ready. The programme could be extended to incorporate more PPG students – especially those opting for Drama or interested in the Performing Arts.</p>	<p>The school needs to develop this scheme further and actively encouraging PPG students to take LAMDA examinations with a focus on public speaking because only attracting four students is not providing the enrichment envisaged for students. However, the interactive nature of this may be hindered due to Covid as the teaching element cannot take place face to face and exams are remote which may not suit our students.</p>	<p>£1,700</p>
<p>Provision of ingredients and materials for PPG students</p>	<p>Improved practical outcomes for PP students and provide full access to the curriculum</p>	<p>100% PP participation in practical lessons as materials are provided</p> <p>At L2 33% of students opting for technology classes are PP students which indicates that students value this provision and it is enabling them to take part in the L2 curriculum. In one option block in Year 10, 40% of the class are PP.</p> <p>This highlights the value of this provision to students and that it does not narrow the curriculum for PP</p>	<p>Continue with this provision in order to ensure that the curriculum is accessible to all students and there is equity of experience</p>	<p>£2,300</p>

<p>Technology provision during school closure</p>	<p>To provide all students access to work being set during school closure</p>	<p>50 students received a laptop who were PP after a survey was sent out to identify whether access to school provision was hampered by the lack of IT resources Also, Year Leads and Student Managers identified those students not accessing SMHW and called home where survey information had not been received There was a delay in collation of information and in stocks arriving in school. Not all families collected or were in not at home when arranged collections had been agreed.</p> <p>Monitoring identified that the survey was not always answered correctly, for example, where there were multiple children in a family, a laptop was not issued per child. This is being rectified and the vision is for all PPG students to receive a laptop if they do have personalised use of it.</p> <p>Questionnaires to Year 7-11 FSM* students indicates that 70% had access to a laptop, this included Yr 7 who were not members of the school community. The main issue for many was downloading data with only 56% being able to download data. 96% had access to books, pens, pencils and other resources and 80% had an adult to help them although they commented that their parent/carers were not always able to help them.</p> <p>*77/124 (21019-20) Full analysis is with YL's Access to SMHW / On line provisions</p>	<p>We have seen during lockdown the impact not having technology/wifi has had on some students. To provide laptops for all PPG including Year 7 on transition so that there is equity for all students.</p> <p>Since lockdown, a further survey has been conducted and 51 PPG (including Yr 7) have indicated that they do not have sole access to a laptop. This does not include those parents/carers who did not complete the survey. These students will be lent a laptop by Christmas and the non-returns will be monitored to look at submission information.</p>	<p>£8,250</p>
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ii. Targeted support				
Action	Intended outcome	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
Achievement for All Programme	Improved outcomes of vulnerable learners	<p>Launched the Structured Conversation programme that was halted by Lockdown and the furlough of the A4A Coach. One full process of meetings and training took place and the second series of appointments were cancelled as the school went into lockdown.</p> <p>Feedback from students and parents has been positive and this is deemed to continue next year.</p>	To continue with the mentoring programme but to use the expertise of the A4A coach to provide CPA to Student Managers and the Behavioural Team. The purpose being to start tracking students who are working hard but not achieving expected outcomes. The programme is due to start with SM on the 23.10.2020. A programme will then be delivered to the Behaviour Support Team on Emotion Coaching. A further programme is planned to work with SM and the CEIAG lead to work with students on aspirations and career opportunities through the UniFrog programme.	£6000
Holiday and weekend Intervention Sessions	Improved results for students through a process of identification of need and targeted support to close gaps	PPG Results of y11 cohort as started above	<p>With lockdown, a programme of intervention and revision needs to be put in place. There are evident restrictions in the way this can be done.</p> <p>To investigate the use of on-line tuition and employment of tutors who can deliver the curriculum in a personalised way to small groups of students in the model of the 1:1 tutoring system but inclusive of small groups of students.</p>	£5,000

<p>Extend school provision for students beyond the school day for KS3 and 4</p>	<p>To ensure students have access to IT support and a space to learn Mon-Friday 7.30am – 8.15am and 3.20-5.00pm</p>	<p>Revision space provided and registers to track attendance. After school provision in KS3 was attended regularly by 18 students. Of these students 10 were PPG regular attenders equating to 56%. Although these numbers are not large in number this is an average of regular attenders. There is homework support offered and the provision has provided invaluable to those attending.</p> <p>KS4 provision was less effective in 2019-20 with issues regarding staffing and a lack of expertise to support students as well as manage older students. Provision was less regular and therefore it was agreed to end this provision in the format it had been running and to move provision to the Yr 11 pastoral area with the pastoral team In support.</p> <p>The breakfast provision was also attended regular with an average of 18 students a day and consisted of 44% PPG students. In this provision PP students could complete homework with assistance and also receive a free breakfast.</p>	<p>In 2020-21, KS3 provision will be prioritised and be run by the LRC manager and an LSA. KS4 will receive targeted intervention and the employment of expert tutors will enable small group support to take place before and after school.</p> <p>Breakfast club has had to become year group based and forms more of a nurture club as students are in bubbles and this does not allow free access to the room. We would continue this provision when safe to do so as it benefits our students setting them up for the day ahead.</p>	<p>£7,142</p>
<p>Revision resources provided for 11 students</p>	<p>Improved results for students by ensuring that students have resources from which to revise and use to support learning</p>	<p>PPG Results as stated above and these resources were beginning to be utilised effectively through a form time revision programme supplemented by Positively Mad but the potential impact remains an unknown</p>	<p>Revision resources are not adequate in their own and students need to be taught how to use them and the resources need to compliment and be used in lessons, form time and in tutoring programmes</p>	<p>£5000</p>

<p>'Recovery' resources – general Stationery packs Revision resources Memory Sticks Book vouchers GCSEPod</p>	<p>To provide all students with the equipment they need to access work both at school and from home. To encourage reengagement</p>	<p>Feedback from a cross section of FSM students indicates that they were not hampered by a lack of resources during lockdown and these were replenished on arrival back in school. Parent/carer feedback has been positive – this has not been gaged formally but through feedback to SM's and via email.</p> <p>Recovery resources were received by 100% of PP students. The behaviour system reports had changed between academic years so a data driven comparison could not be made about impact. However, reports from Year Leads indicate that they are dealing less with resourcing students. (Evidence in feedback impact forms) However, Pastoral Leads, for example in Year 8, ran tutorials on organisation and its importance in order to be able to ensure that resources were used and of value.</p> <p>In Yr 11 the revision guides were used regularly in tutorials and students shown how to utilise these. This is further developed in some subject areas such as Technology, where extended learning tasks are taken from revision guides so PPG can use them to support their learning and in MFL morning interventions made use of the revision guides again enhancing their utility.</p> <p>GCSE Pod was purchased during lockdown and data shows that: 69% of PP students in Yr 10 were accessing the programme compared to 84% of Non-PP. Of the top 50 users only 14% were PP In Yr 11 65% of PP are accessing GCSEPod compared to 77% of non-PP. Of the top 50 users only 10% are PP</p> <p>For Yr 7 PP students, an option to subsidise their uniform purchase as some parent/carers had asked for support in this way. It was felt appropriate to use the budget to provide uniform as the financial situation for these students had worsened. As the provision was voluntary not all parent/carers took advantage of it with 61% of those offered subsidisation taking advantage of it (£3,000)</p>	<p>The school will continue with this provision – it's a relatively small cost. I would be strengthen by delivering form time sessions on how to make the best use of it. To expand it by allowing non PPG parents to buy into it too, or making the items on the list standard pieces of equipment</p>	<p>£21,500 and an additional £3000 for uniform</p>
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<p>Funding of extracurricular opportunities for all PPG – tiered funding support</p>		<p>All PP were funded for trips but due to Lockdown, many trips were cancelled and this explains why so little funding was spent. However, the curriculum and extra-curricular are fully accessible to PP and where specialist equipment is needed to support success this is also sourced for students.</p>	<p>This remains a foci but will be restricted with Covid Risk Assessments and national lockdowns To encourage staff to access on line provisions such as galleries, visual tours and plays that are being steamed on line.</p>	<p>£2,830</p>
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<p>Literacy Provision</p> <p>Introduction of Accelerated Reader programme, Bedrock (vocabulary) and SEND provision</p>	<p>To increase engagement in reading for PPG students</p>	<p>As the end of year assessments did not take place, students will need to be assessed at the start of the academic term and Data grabs and reading / spelling tests that are due to take place by November 2020 will provide an indication of progress and where intervention and responsive teaching is needed.</p> <p>However the data available shows that reading interventions have had a positive impact on student's progress:</p> <p>Accelerated reader data identified that students have made progress on this programme. PP money has been spent on the programme and on resourcing books to ensure that there is a range of books for students to access the programme.</p> <p>Engagement became better with a rewards structure. Full impact can't be shown as the second ZPD test wasn't completed due to school closures. However the last data obtained indicated that the 35 regular users of Accelerated Reader progressed their reading by an average of 1.2 years. This includes students who made over 2 years progress and one student who made over three years progress. Only two students made no progress or regressed.</p> <p>BEDROCK</p> <p>2 LSA's are also trained to deliver intensive literacy and numeracy provision.</p> <p>21 PPG students were intensively supported in reading and spelling. The average reading age increase in Year 7 was 7 months progress between September 2019 and September 2020 (with over six months outside of school). The average reading age increase in Year 8 was 15 months progress and spelling ages increased by 16 months.</p> <p>An alternative curriculum was also put in place for Year 7 students to support the development of their literacy and numeracy</p>	<p>Accelerated reader will be more widely disseminated across Years 7-8 and be led by the English and LRC team. New books are needed to be purchased that are more grown up in topic but support lower reading ages. With the aim to engage a wider groups of student's book for all abilities will need some investment and this will need to be coordinated by the English team. However, other departments will be asked to source books of a non-fiction genre so that they are accessible to students too.</p> <p>The school wishes to develop reading further in order to engage HAP students and improve the vocabulary of these students. Book clubs to be started in the December term by Sixth form (Socially distanced and with the LRC manager to create an excitement about books and reading.</p>	<p>£14,000</p> <p>Not inclusive of LSA salaries to deliver provision</p>
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Numeracy Provision		<p>The employment of a Numeracy Lead LSA has enabled the school to ensure that intervention and class provision complement each other. This post is both funded by PPG and Catch-up funding. A number of provisions are planned and as a result 50 students were on target to meet their GCSE target - 91%/ 5 students were below their GCSE target - 9%. With regards to PPG over half populate this group and of 26 students are PPG with 24 are on target - 92% and 2 are below target - 8%</p> <p>Breakdown of provisions:</p> <p>Numbershark 16 students - 100% have made progress with Times tables and/or Multiplication work problems. 6 students are PPG All have made progress - 100%</p> <p>Numeracy Intervention There are 39 PPG students in numeracy Intervention:</p> <ul style="list-style-type: none"> • 34 students were on target to meet GCSE targets - 87% • 5 students were below their GCSE target - 13% <p>The main areas of focus were: Number, mental maths and times tables.</p> <p>Number Assessment results indicate that of the 20 PPG students receiving this intervention:</p> <ul style="list-style-type: none"> • 19 on target / 1 below target <p>Mental Maths Assessment results indicate that of the 20 PPG students:</p> <ul style="list-style-type: none"> • 19 on target/ 1 below target <p>Times Tables Assessment results indicate that of the 20 PPG students:</p> <ul style="list-style-type: none"> • 18 on target / 2 below target 	The School will continue with this provision but also extend it into KS4 to maintain the progress journey of key students.	£ salaried -50% paid by PP This post also supports PP in lessons
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iii. Other approaches – Wider Outcomes

Action	Intended outcome	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
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<p>Place2Be Counselling Service £37,392</p>	<p>To improve the wellbeing and resilience of our PPG students with SEMH concerns</p>	<p><u>One to One Counselling:</u></p> <table border="1" data-bbox="618 229 1227 483"> <thead> <tr> <th>Academic Year 2019/2020</th> <th>Total in One to One</th> <th>No. of Children in receipt of PPG</th> <th>% of students in receipt of PPG accessing the service</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>16</td> <td>9</td> <td>56.25</td> </tr> <tr> <td>Spring Term*</td> <td>15</td> <td>9</td> <td>60</td> </tr> <tr> <td>Total across both terms*</td> <td>31</td> <td>18</td> <td>58</td> </tr> </tbody> </table> <p><u>Place2Talk:</u></p> <table border="1" data-bbox="618 539 1209 764"> <thead> <tr> <th>Academic Year 2019/2020</th> <th>Total Students accessing Place2Talk</th> <th>Children in receipt of PPG accessing Place2Talk</th> <th>% of PPG Students accessing Place2Talk</th> </tr> </thead> <tbody> <tr> <td>Autumn Term</td> <td>41</td> <td>20</td> <td>49</td> </tr> <tr> <td>Spring Term*</td> <td>24</td> <td>15</td> <td>62</td> </tr> <tr> <td>Total across both terms*</td> <td>65</td> <td>35</td> <td>54</td> </tr> </tbody> </table> <p>Impact data is harder to show due to lockdown. Of those that finished their interventions in the academic year, there was a lower than normal return rate from staff and parents on the measures used such as the SDQ questionnaire.</p> <p>Additionally 4 PPG students continue their counselling into this academic year so as yet there is no outcome data for these students. However, of the SDQs that were returned, 100% had improved mental health according to the teachers reporting, and the Young people reported themselves as experiencing increased wellbeing (YP-Core).</p> <p><i>"It's really good, I can open up to more people now as it's built up my confidence. I used to keep everything on my chest. Talking to you has really helped."</i> Year 7 PPG student, talking about her experience of telephone support during the Covid 19 Lockdown</p>	Academic Year 2019/2020	Total in One to One	No. of Children in receipt of PPG	% of students in receipt of PPG accessing the service	Autumn Term	16	9	56.25	Spring Term*	15	9	60	Total across both terms*	31	18	58	Academic Year 2019/2020	Total Students accessing Place2Talk	Children in receipt of PPG accessing Place2Talk	% of PPG Students accessing Place2Talk	Autumn Term	41	20	49	Spring Term*	24	15	62	Total across both terms*	65	35	54	<p>The provision was paid for during Lockdown although school was closed. The service made adaptations and supported students in the following ways:</p> <p><u>Service Provision during Lockdown (17th March 2020 – end of summer term 2020):</u></p> <ul style="list-style-type: none"> • Weekly support continued to be offered via phone directly to students who were in One to One Counselling when lockdown began. • Where appropriate and requested by school or parents, phone support was also offered to parents. • 50% of students who opted for support phone calls were in receipt of PPG (5 of 10 students overall) • A total of 93 support calls to students were made and 31 telephone sessions were held with parents. • 3 further PPG students were contacted to carry out the Assessment & Formulation process prior to starting One to One in September. • Place2Be Training was also offered to all school staff of our partner schools to enable them to better support their students' mental health for the benefit of the whole school community. • Place2Think (support for teachers by Place2Be School Project Manager) was also available to staff <p>PPG to support 60% provision of this service next year as P2Be had supported 80% PPG students last year. This could show an impact of greater resilience but as this service provides support to those with greatest need, it is hard to make any detailed judgement.</p> <p>P2Be will need to continue to offer 6/10 of its places to PPG</p>	<p>£37,392</p>
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<p>Safeguarding and Family support</p>		<p>Family support has been provided for 44 families of which 28 families are PP compared to 16 non PPG.</p> <p>An additional 18 families that were offered support during the first lockdown and throughout the summer, 4 of which went on to be on the caseload.</p> <p>The main work that has been carried out for PP students has been:</p> <ul style="list-style-type: none"> • Completing Star assessments to ascertain strengths and weaknesses as identified by the child • Completing families first assessments • Taking an active role and being part of CP, CIN and CLA plans • Protective behaviour's • Sessions around healthy relationships • Working with parents and referring to mediation services • Referral to and working with Safer Places • Liaising with LA regarding housing • Sessions to support with building resilience and self-esteem or anger management • Advising and signposting regarding benefits and financial support • Parenting support such as offering new strategies to try • Working alongside HCC Attendance Team <p>In addition to the PP voucher scheme 22 food parcels were provided. All families were extremely grateful for the support.</p> <p>Attendance</p> <p>77% of the attendance cases worked were PP. 62% of these improved their attendance. The main barriers to attendance are parental engagement, emotional wellbeing, parenting issues such as lack of boundaries and routines</p>	<p>This provision provides invaluable support for PP families and this provision will continue to be funded by the PPG. There will be an increase in the funds spent on Family Support to represent the personalised provision that has been provided for these families as 63% of support is being given to PP students.</p> <p>Work with Hub staff through training in part with A4A will seek to put emotion coaching in place and a series of interventions to support students manage their own behaviour.</p> <p>Continued CPa for staff will be planned as monitoring indicates that effective teaching and behaviour management are closely linked to students' learning outcomes.</p>	<p>Approx. £xxxxx</p>
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<p>Improve behaviour and reduce exclusion</p>	<p>Reduce PP FTE's Improve the number of rewards PP students gain / reduce the consequence logs</p>	<p>The resignation of the DHT in charge of behaviour was replaced temporarily until a substantive DHT was recruited. However, the data shows that Behaviour points last year still show a disproportionate weighing for PPG students who account for 40% of all logs received. This was a rise from 2018-19 of 5%. However, this does not take into account the impact of work started with key students which was not completed due to Lockdown.</p> <p>The areas where PP are receiving proportionately more logs than non-PP are for:</p> <ul style="list-style-type: none"> • Persistent disruption – 46% • Strikes on Conduct Cards – 47% • Defiance and failure to follow instructions – 57% • Homophobic language 45% • Damage to property – 69% <p>A key areas where improvement was made between 2018-19 and 2019-20 was: lateness with a 19% reduction for PPG students.</p> <p>Exclusion data in 2018-19 shows that 40% of fixed terms exclusions were as a result of behaviour by PPG students, this is broadly in line with the number of PPG students within the school, highlighting that no real GAP exists within serious behaviours between PPG and non PPG students.</p> <p>2019-20 data highlights a slight increase in the number of fixed term exclusions for PPG students to 47%, but also reflects an increase in the number of PPG students within the school.</p> <p>However analysing the data it can be seen that 41% of these exclusions were from a small number of pupils (6).</p> <p>Excluding the data of these 6 students means that the overall Fixed Term Exclusion data for PPG students was at 34.4%, which is below the number of PPG students within the school.</p> <p>Extensive work has been done with the 6 students, through the behaviour support team and year teams, this has seen an overall improvement in 5 students and an alternative curriculum pathway has been sourced for the sixth student.</p> <p>Further work with the mentoring of PPG students displaying disruptive behaviour is planned via the Behaviour team, and a new Behaviour hub manager is being employed to set up specific interventions for PPG students, with support of external agencies.</p>	<p>This remains a priority for 2020-21 as behaviours have not significantly improved for some PP students but they continue to be more disproportionately represented in behaviour figures and are underrepresented in achievement.</p> <p>Consideration has been made about whether what is rewarded inadvertently discriminates against PPG (such as progress or attainment awards) so greater foci will be placed on monitoring this and positively discriminating if this is deemed supportive in the creation of an aspirant and achieving culture.</p> <p>Monitoring has highlighted that the tracking of behaviour and achievement points is not robust enough and that the awarding of behaviours and achievements is not monitored with regards PP and thus interventions may be missed as the data does not flag groups of students who struggle with different behaviours.</p> <p>A Hub Manager has been employed to oversee the removal system so that early intervention can be put in place. This individual is accessing the A4A Coach to put in place Emotion Coaching and behavioural interventions to reduce PP withdrawals and giving PP students and their teachers strategies to achieve success in the classroom.</p> <p>This remains a key action for 2020-21</p>	<p>££ salaried CPA A4A</p>
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Rewards	To create a positive culture of reward within the school that is inclusive of PPG	<p>The rewards that were specifically organised for PP and to also provide some cultural capital have been:</p> <ul style="list-style-type: none"> • Ice Skating Trip • Pinocchio on Ice • Quantum Theatre <p>Also Reward Postcards and a reward scheme was put in place during school closure and feedback was positive for parent/carers.</p>	To further develop these form of rewards as they were valued by students.	£3,250
Free School Meals for Just About Managing Families £5,010	To improve engagement and concentration from targeted students.	<p>The PP grant has been used to supplement food for JAM families. The EEF indicates that the PP can be used to support other students and the school has used it to support families where parent/carers are on zero hour contracts and mean testing places them just outside of PFSM eligibility.</p> <p>The improvement seen has been evaluated in improved behaviour and engagement of these students in lessons. These students are included in our evaluation and monitoring holistically but not on a class level.</p>	Continue to review on a case by case approach. This will be really important in September as we work out who	£5,010

3. Additional detail

This year the decision has been made to support all PPG students with revision guides, rather than just FSM. A tiered approach has been used to support funding with extra curricular activities to allow higher proportions of PPG students to attend.

The academic year 2019/20 has been hugely impacted by the COVID 19 situation and school closures. From March 2020 this has dramatically changed the direction of spending. A large focus has been on ensuring students are equipped with the stationery, revision resources and other equipment they would need. We have also purchased laptops to support students who do not have the technology they require to access work being set at home.

A very small percentage of the budget this year has been used to increase cultural capital. For the next academic year, we will encourage departments to look at what learning experiences they can offer their students outside of the classroom, for example in art gallery trips if this is at all possible. This would enrich the whole cohort and PPG students could have their costs funded by the school.

Going forward it will be important to identify individual needs and meet these using the pupil premium funding. This could be done through individual meetings with student managers and the creation of student profiles.

We are also planning to employ a full time literacy and a numeracy tutor to support students in small group sessions or 1-2-1. This will be more cost effective than buying in short bursts of tutoring and have a longer term impact.

We are also advertising for an AHT to lead PPG in provide profile and increase the status of PPG; this role will have a predominantly teaching and learning focus as well as a pastoral focus.

