2020-21 expenditure:
A breakdown of Pupil Premium spending

Pupil Premium funding allocation: £285,768

Pupil Premium General Academic Data Summary

Year	No. of PP	Percentage of cohort	A8 average grade for non-PP	A8 average grade for PP	A8 average Gap	P8 Score for non-PP	P8 Score for PP	P8 Gap
7	83	46	2.58	2.26	-0.32			
8	79	43	2.6	2.39	-0.21			
9	54	40	2.64	2.3	-0.34			
10	64	39	3.2	4.33	-1.13	-0.3	-0.93	-0.63
11	48	36	3.88	4.89	-1.01	+0.32	-0.24	-0.56

In basic terms, A8 looks at attainment in a student's best 8 subjects and P8 looks at their progress.

A progress score of 0 means that pupil premium students, on average, across their subjects are achieving their target grades. A positive score means they are doing better (1 = a whole grade, so a score of +0.2 means this is 0.2 of a grade better than target). The same applies to a negative score (-0.4 would mean they are doing 0.4 of a grade worse than target grade).

Our Key Stage 3 (Year 7, 8 and 9) uses a scale of Age Related Expectations from 4-1 with a grade 3 being considered to have a Secure understanding in that subject. Our Key Stage 4 (Year 10 and 11) uses the 9-1 GCSE or equivalent scale with the grades predicted for the end of Year 11.

Year 7, 8, 9 and 10 are based on the progress check data taken at the end of the Summer term and Year 11 data is based on centre assessed grades used for GCSE using the 2019 progress matrix.

The Disadvantaged gap for Year 10 and 11 is just outside the previous National average of 0.5. However, this gap will have undoubtedly grown as a result of the national lockdowns where, despite our best efforts, some students will not have engaged with the remote process. We were, in fact, projecting to be inside this benchmark when the pandemic hit. Although encouraged to consider the disadvantaged gap by Ofqual during the Centre Assessed Grades process, Curriculum Leaders when giving evidence were not able to justify grades due to attendance and other issues faced.

The school is committed towards achieving an average A8 grade of 4 (a passing grade at GCSE) with disadvantaged students to increase their life chances regardless of their starting point. This figure is increasing as you look through the school year groups as we continue to work towards this goal.

A breakdown of spending is as follows:

Targeted Pupil Premium initiative, strategy or resource	Allotted Cost *(rounded)*	Impact of spending
TEACHING ● Focus on Quality First Teaching supported by additional CPD for teachers both in house and through SWTSA, and regular CPD for support staff. ● Use of TeachMeet time and other CPD to develop teachers' understanding of metacognition. ● Emphasis on reading culture; use of Accelerated Reader at Key Stage 3 to embed habit from early age. ● Use of pastoral and welfare staff as inclusion champions aimed at earlier intervention to keep students regulated and able to stay in lessons. ● Curriculum leader's given time in their timetable to conduct observations and feedback in coaching meetings as part of directed time. ● Development of staff Teaching and Learning portfolios to develop practice.	**£166,164**	Our support staff have worked with a number of Disadvantaged students throughout the year. These staff are involved in a range of areas including Pastoral, Welfare, Safeguarding, SEND and Behaviour. All of which help to ensure Disadvantaged students have access to support to try remove barriers to their learning. Below is a breakdown of students accessing our behaviour provision: **Term 1 (Sept 2020 - Dec 2021)** **Managing Behaviour and Emotions Programme 35 pupils** ● 1 x 60 min small group meeting a week for each pupil **Attachement Champion Programme 12 pupils** ● 2 x 30 min 1 : 1 meetings a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **1 : 1 Behaviour support 10 pupils** ● 1 x 30 min meeting a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Weekly Check-in Programme 10 pupils** ● 1 x 15 min meeting a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Lesson Drop-in Programme 12 pupils** ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Catch Room Support (C2s)** ● There were 1439 separate occasions where disadvantaged pupils were given support by the Catch Room supervisors as a result of being removed from class due to not meeting expectations. **Inclusion Champion** ● There were 345 proactive responses/support to disadvantaged pupils not meeting expectations to

● All KS4 students were given chromebooks as part of the school digital learning strategy. ● Learner score used to celebrate positive attitudes and use of this data to target students affecting the learning environment.		prevent an escalation of behaviours. This programme supported students to be able to remain in lessons where ordinarily they may have been removed through poor behavioural choices. **Term 2 (Jan 2020 - April 2021)** **Managing Behaviour and Emotions Programme 21 pupils** ● 30 min 1 :1 meeting a week for each pupil **(12 pupils)** ● 1 x 60 min small group meeting a week **(9 pupils)** **Attachement Champion Programme 12 pupils** ● 2 x 30 min 1 : 1 meetings a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **1 : 1 Behaviour support 10 pupils** ● 1 x 30 min meeting a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Weekly Check-in Programme 10 pupils** ● 1 x 15 min meeting a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Lesson Drop-in Programme 12 pupils** ● Regular drop-in to lessons where either pupils or data has highlighted a concern **Catch Room Support (C2s)** ● There were 157 separate occasions where disadvantaged pupils were given support by the Catch Room supervisors as a result of being removed from class due to not meeting expectations. **Term 3 (April 2021 - July 2021)** **Managing Behaviour and Emotions Programme 21 pupils** ● 30 min 1 :1 meeting a week for each pupil **(12 pupils)** ● 1 x 60 min small group meeting a week **(9 pupils)** **Attachement Champion Programme 12 pupils** ● 2 x 30 min 1 : 1 meetings a week for each pupil ● Regular drop-in to lessons where either pupils or data has highlighted a concern **1 : 1 Behaviour support 10 pupils** ● 1 x 30 min meeting a week for each pupil

- Regular drop-in to lessons where either pupils or data has highlighted a concern

Weekly Check-in Programme   **10 pupils**
- 1 x 15 min meeting a week for each pupil
- Regular drop-in to lessons where either pupils or data has highlighted a concern

Lesson Drop-in Programme   **12 pupils**
- Regular drop-in to lessons where either pupils or data has highlighted a concern

Catch Room Support (C2s)
- There were 581 separate occasions where disadvantaged pupils were given support by the Catch Room supervisors as a result of being removed from class due to not meeting expectations.

This data shows a reduction in the percentage of behavioural support needed by Disadvantaged students over the year from Term 1 to 3 (Term 2 was affected by the national lockdown). This provision is constantly evaluated and adaptations made to meet the needs of our students.

Our learning mentors provided support to children who were disadvantaged but were also on the SEND register. Students were withdrawn for a number of additional and different provisions including guided reading and literacy support using Lexia power up literacy.

Learning mentors also supported a number of SEMH provisions including drawing and talking, 1:1 mentoring, active listening and ELSA (Emotional literacy support assistants).

Over the year 117 disadvantaged children were supported by the learning support department and 109 non disadvantaged students. The outcome of each provision was logged using a scaled success criteria from -2 to 2. Non-disadvantaged students achieved an average provision outcome score or +0.69 over the course of the year. Disadvantaged students achieved an average provision outcome score of +0.48 over the course of the year.

Investment in whole school reading strategies has shown disadvantaged students in Year 7 that started the year with reading ages of 9 years and 10 months have increased to reading ages of 10 years and 8 months when retested at the beginning of Year 8. However, there was a slight regression from students over the summer holiday as would be expected.

		During lockdown, roughly 200 students across the school struggled to access online learning; the majority of these were disadvantaged. As a result, the school made up, copied and personally delivered workbook packs.
TARGETED ACADEMIC SUPPORT ● Development of Maths home learning using SPARX to reinforce learning in lessons and support independence. ● Subject specific interventions bid for by departments looking to bridge the resources gap or provide additional support. ● Increased lesson support from learning mentors and use of Edukey to track and evaluate impact. ● Funds set aside for every disadvantaged student to remove barriers to learning around items of uniform and trips.	**£36,000**	Bids were approved and interventions run in all subject areas covering a variety of strategies including: ● Creating professional and comprehensive revision materials to help with organization. ● Online workshops led by guest speakers including Chief Examiners and other experts. ● CPD to upskill staff in terms of pedagogy. ● Intervention sessions run by staff with incentives for students. ● Equipment and other materials such as ingredients to ensure cooking groups could continue practical work. ● Virtual educational trips to raise aspirations. ● Magazine subscription to develop cultural capital. ● Rewards to promote engagement in the subject. ● Peripatetic music lessons so students could develop their instrumental skill. These strategies have been mainly focusing on Year 11 but do include other year groups. All years get the resources gap filled as standard if equipment is required. The impact on Year 11 disadvantaged students from when these strategies came in was an improvement of 0.59 on average Attainment 8 grade and 0.78 in Progress 8 compared to 0.41 and 0.39 respectively last year. Both measures would indicate that our interventions are becoming more effective. Revision guides were provided to all PP students, free of charge to help them prepare for the internal exams used in the Centre Assessed Grades process. Every student was allocated £200 to help subsidise any trips or enrichment opportunities as well as resolve any uniform issues. All uniform items were purchased across the year to remove this barrier to learning but, unfortunately, many of the trips had to be cancelled due to Coronavirus.

WIDER STRATEGIES	£83,604	Incentives rewarding good attendance have been used throughout the year but lockdown and anxiety around COVID have distorted all attendance data. The disadvantaged gap has though decreased in the terms of attendance over the course of the year.
• Daily free breakfast club for KS3 students with specific barriers to learning. • Whole school strategies aimed at increasing attendance including additional staff, use of school minibus and year group lotteries to incentivise regular attendance. • Strategies put in place to increase parental engagement such as KS4 information evening, changes to KS3 assessment and whole school reporting to replace parents evenings.		42 Key Stage 3 and 4 students, identified as double disadvantaged (qualified for pupil premium funding, had an SEN or previously poor attendance) were invited and regularly attended breakfast club across the year. Numbers have previously been higher but COVID restrictions including the use of year group bubbles were a logistical issue. This provided a relaxed morning session, allowing students to access free breakfast - ensuring they had eaten before school started. It also supported social interactions to develop social literacy. Our SEMH champion also offered daily check-ins to ensure students were ready to learn and emotional needs were met before school. The acquisition of School Cloud has allowed the school to continue to conduct parents' evenings virtually during the pandemic. It has also provided us with the ability to track and monitor appointments. All events have had attendance of roughly 65%. However, there has been a noticeable gap between parents of non-disadvantaged and disadvantaged students booking appointments of about 30%. Further strategies for parental engagement will be looked at next year. Parent Guides with practical tips for supporting your child through their GCSEs were bought and distributed to all parents and reviews from parents of disadvantaged students have been positive. The Counseling impact report document is available on this section of the school's website.