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|  | | | 1. **Planned expenditure** | | | | | | | | | | | |
| **Academic year** | | | |  |  | | | | | | | | | |
|  | | | The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | | | |
|  | | | 1. **Quality of teaching for all** | | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | | | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | | | Review Nov 2019, Jan 2020, Feb 2020, June 2020 | **When will you review implementation?** |
| Improve the quality of teaching and learning. | Improve challenge, ambition, questioning, assessment and feedback in lessons. Staff training on training days to be given.  . | | | | | | EEF research suggests effective feedback can gain 8 months of progress. Improving teaching and learning will benefit all learners. | This will be monitored through lesson observations and book looks. PPM book look into assessment and feedback to happen in Dec 2019 following the year 11 mock exams. | | SMU, RST, lead teachers | | | Inset on assessment, feedback, challenge and high expectations delivered on training day, Oct 25th.  Inset Dec 20th with Ross Morrison-McGill on mark, plan teach.  T&L has not been assessed during lockdown. | July 2020 |
| Staff to use data effectively in order to cater for the needs of their students. | All staff to use G4S effectively and have well thought out seating plans, venn diagrams and prior attainment/data so that they can effectively plan for their lessons. | | | | | | By knowing students’ needs staff can better plan for lessons. Lessons should be differentiated and challenging. | All staff to have teacher files. To be checked by LLs and during learning walks in Dec. | | LLs, JTT | | | LL asked to ensure all staff in their team have seating plans and venn diagrams.  Any feedback from the lesson observations?  Targeted questioning of PPm seen during Learning walks - but does this normally happen?  JTT led a Tuesday training session (NQT/NS) on using data G4S/data in the PPM folder  Whilst no data is being collected during lockdown, a lot of work has been done to generate CAGs. The greater understanding of data following this will be helpful when looking at PP students’ progress in future years. | July 2020 |
| Use of self - regulated learning and growth mind set in classrooms. | Train staff on metacognition and self-regulated learning.  HOY to address this in assemblies along with growth mindset. | | | | | | EEF research suggests metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress. | Learning walk in Dec to show a shift in students’ attitudes to learning.  JTT to together an assembly that all HOYs can use. | | HOY, JTT, RST | | | No training completed as yet.  Assemblies have included elements - “what does it take to be an entrepreneur?” delivered by ELJ  MJY to share some revision tips with year 11 tutors. Eg retrieval, revision etc  No work completed on this during lockdown. HGN has signed up to EEF training series of metacognition and self-regulated learning which is emailed out weekly. Will put something together for staff training once in a position to do so. | Feb 2020 |
| Improve KS4 attainment in English, Maths and Ebacc subjects. | Subject plans for all students in year 11. LL to have subject plans in place for all year groups.  LL to monitor progress and mock exam data and intervene where needed.  LLs to share data and intervention.  Revision days and after school revision sessions to take place.  All teachers to use gap analysis following exams to fill gaps and make progress. | | | | | | As stated above the results were in English was -0.27, Maths -0.91 and Ebacc subjects -1. Improvement is needed.  Gap analysis – EEF refers to as individual instruction which has a gain of 3 months. | All subjects plans and students plans to be shared with faculty and ALT.  A year 11 revision timetable to be shared with parents. Registers to be kept of attendees.  Progress data to be analysed and acted upon by LLs. LLs to amend student plans following PP data. | | ALT, LLs, RST, Lead teachers. | | | Subject plans received for individual year 11 students.  PP1 data to be reviewed in Dec  Subject plans need to be reviewed following PP2 data.  Meet with SRN and LSY every few weeks to discuss progress of students. Discuss target students and intervention.  JTT met with both LSY and SRN, both knew their target students and were able to inform me of intervention. Also spoke to APN and CMN regarding south students. Maths changed/trialled OCR paper, more students got grade 4 on foundation. | After each progress point. |
| Improve KS4 study skills and motivation | Invite outside agencies to work with Y10 and Y11 students on study skills. | | | | | | In previous years students have benefitting from motivational outside speakers. Revision techniques and exam tips have been invaluable. | Follow up in PSHE, ensure all students are well informed about mock exams and have revision programs. Speak to students. | | HOY, JTT, HGN | | | Still looking into the different companies. Open to any recommendations. Especially for Y10/11 parents.  Being booked for all year 11 students and year 10 PPm students.  Maximise your potential delivered to all of year 11.  Look for a motivational talk for year 9 and 10 for the end of the year.  Due to lockdown it is not possible to continue with another motivational outside speaker. | March 2020 |
| **Total budgeted cost** | | | | | | | | | | | | |  |  |
|  | | | 1. **Targeted support** | | | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | | | | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | | **Staff lead** | |  | **When will you review implementation?** |
| Staff aware of students barriers to learning and address them where possible | Student wellbeing questionnaire for all PPM students. Data collated and kept centrally for all staff to use. Remove barriers such as equipment and revision. Teachers to remove/ reduce possible barriers in the classroom. | | | | | All students have different needs and barriers to learning. If we know about them then we eliminate/reduce their barrier to learning and help the students. | | | Revision books and equipment given to all Y11 students.  Staff knowledgeable about their PPM students.  Discussions with students. | | JTT, HOYs | | Most questionnaires filled out, JTT collating, HOY to fill in any gaps.  Still gaps to be filled. JTT created online version to make this easier - Pastoral team to complete by Jan 10th  Equipment boxes being created for year 11 PPM students. All spreadsheets and barriers in google drive.  March trial exams, all PPM students had equipment pack, working on this for every PPM student in the school.  Laptops have been ordered for 13 PPM students. | April 2020 |
| Academic mentoring | Teachers to meet with mentee twice every short term. Mentee will be on top of his/her homework and coursework and will feel supported. | | | | | Our students respond well to staff mentors, last year students found the mentoring program helpful, especially during exam periods.  EEF research suggests that programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes. | | | Monitor academic mentoring logs. Speak to students.  Track student data. | | JTT, HGN, MBN  Mentors | | Set up, not all mentors are putting their notes in the shared area.  JTT to speak to all year 11 students during week 8th Dec along with a book check.  Still gaps in notes. JTT to ask staff to complete again and to conduct a student review of mentoring.  All mentors emailed and request for them to meet every two to three weeks.  Mentoring not happening for all students, where it was happening it was successful. | April 2020 |
| Small group intervention in Maths | Small group intervention to take place in Maths. Teachers to work with 2/3 students on an improvement programmes. | | | | | EEF research suggests tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. | | | Individually planned sessions using gap analysis. Data to be tracked before and after a series of sessions. | | JTT, LSY, HGN | | Need to speak to LSY  Split 2 groups into three on South - smaller groups so more targeted intervention can take place during the lesson. JTT to speak to LSY/RCE regarding North Maths. Are they using Jason Abbott?  Maths team working together, tracking, monitoring and intervening where needed.  This was taking place during PE lessons and after school, maths staff gave up free sessions for this to happen. PPM attendance after school is an issue. | Feb 2020 |
| Maths off timetable revision morning. | Maths and Science problem solving morning for all PPM students to take place(off site if possible). Planned and led by maths teachers following mock week in March. | | | | | Often it is the application questions that students struggle with in Maths exams. Small group work in a workshop would benefit these students. Being off site and off timetable would be a different style of learning and therefore more memorable. | | | Sessions must be planned using knowledge of students’ gaps and common problem areas.  JTT to work with LSY and APN on the planning and delivery of the session. Pre and post assessment to measure impact. | | JTT, APN, LSY, HGN | | Need to speak to LSY  JTT to meet with GRS  Science sessions happened.  Maths revision to take place over Easter.  This did not happen due to COVID-19 | April 2020 |
| Improve attendance in all year groups. | HOYs to monitor attendance and follow school procedures to improve attendance.  Parental contact to be made with PPM students following absence. HOY to investigate persistence absence. | | | | | Attendance for PPM students last year was Y7 – 94.8%, Y8 – 93.4%, Y9 – 92.3%, Y10 – 89.1%, Y11 – 84.2%. | | | MBN, ELJ, HGN have meetings with HOY to discuss students with high absence rates.  HOY to keep a record of actions following student absence.  Meeting with parents of students who are persistently absent. | | HOYs, MBN, ELJ, HGN | | Tracked by HOY, email Jacqui Osborne for tracking data. AWR has set up an attendance section in G4S.  JTT analysing attendance and HoY will update spreadsheet.  Attendance monitoring ongoing.  No attendance being monitored since March. Will assess numbers of PPm accessing face-to-face contact and pastoral staff/HoY to make contact home if not. Support to be offered on Friday’s for mentoring; PPm students to be considered as high priority. | Monitor termly |
| Improve numeracy and literacy in year 7. | Use of nurture groups and catch up in learning support. Use of Ruth Miskin and Maths catch up. | | | | | There are currently 12 students who have KS2 score of below 100 in English and 10 below in Maths.  Bring these students in line with their peers to give them a better chance. | | | Track data, ensure the students are attending the sessions. | | PSH, ACP | | Literacy across the school has been launched.  Speak to Helen about the nurture groups  JTT to speak to AMS & HBT regarding whole school literacy and catch-up.  Literacy session being delivered in registration  During lockdown, literacy is still part of home learning during tutor group sessions. | Dec 2019 |
| **Total budgeted cost** | | | | | | | | | | | | |  |  |
|  | | | 1. **Other approaches** | | | | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | | | | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | | | **Staff lead** | **Review Nov 2019** | **When will you review implementation?** |
| Improve parental engagement with the school. | | Put on coffee afternoons for parents where they can come along and discuss well-being, resources and study skills with staff.  Trial with year 7(Oct) and year 11 (Nov) .  Regular contact with parents via text messages regarding school events such as revision, trips, exams etc | | | | | EEF suggest parental engagement can improve their child’s learning by 3 months. They also found that it is difficult to engage them however text messages kept them better informed. | Speak to all parents ahead of the coffee afternoon to check attendance.  Discuss study skills and well-being.  Provide useful information for them to take away with them. | | | | HOY, JTT, HGN | Trialled year 7 coffee afternoon. Low turnout 5 parents on south and 3 on north. Good conversations had with these parents. Any ideas welcome.  Bookings taken for PPm Year 11 students with MBN & HGN at parents evening. These discussions were beneficial.  Year 11 SLT parents evening with targeted students.  During lockdown there has been contact with 35 PPM students who are vulnerable.  FSM vouchers have been supplied to all FSM students and Weetabix shakes and bars have been delivered to every FSM student at the start of lockdown. Food parcels have been offered to families who are struggling and so far 2 PPM students from 1 family have had these delivered by school. | Nov 2019 |
| Develop a cross curricular trips programme for Y7-9 | | LLs to put together a programme of cross curricular trips for years 7-9 with follow up work/projects. | | | | | Cross curricular trips broaden students’ minds and knowledge. They can make links between subjects and understand the importance of education as a whole. PPM students may not get the same opportunities of days out with their families like the non PPM students. | A programme of trips planned and shared with parents.  Trips to take place and work done in class before/after the trip.  Cross curricular projects done and shared in assemblies. | | | | LLs, JTT, SCR | JTT to collate this information and have a programme of aspirational cross curricular trips.  As above.  Discuss the possibility of having a admin trips team??? Discuss with SMU.  JTT discussed with SMU but decided that Faculties would do this rather than a team. JTT spoke to LLs about this on a Tuesday meeting. Full trips programme to be set up however not able to implement this any time soon. | July 2020 |
| Correct uniform | | Ensure all students have correct uniform | | | | | Financial hardship may cause students to not have the correct uniform. | All students in correct uniform. | | | | HOY | No requests.  Paid for one set of uniform.  Several uniform requests have been actioned.  Several requests for school shoes have been processed. | Dec 2020 |
| Raise aspirations | | Invite local professionals and businesses from different backgrounds and careers to speak to students about different jobs.  Work experience to be arrange for all year 10 students. Support PPM students in finding a suitable work placement. | | | | | Often students do not have enough information and knowledge about the world of work.  Learn about the world of work, relate studies to jobs, learn new skills and improve employability. | Assemblies to take place on each campus arranged by HOY.  All students go out on suitable placement. | | | | HOY  ALT  SMU | Speak to HOY and MBN about assembly rota and getting outside speakers in.  As above.  Discuss with SMU  This needs to be built in with the careers programme. Work experience not taking place this academic year. | July 2020 |

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| Term | Strategy | Update |
| Autumn 1 | 1. PPM strategy plan written 2. All year 11 students have an academic mentor assigned to them 3. Revision guides and calculators given for Maths, History and DT (Science are ordering their own) 4. Year 7 coffee event took place on 24/10 5. Students questionnaire completed 6. Attendance being monitored 7. Subject plans for individual students 8. Training day has taken place where feedback, assessment, change were addressed | 1. HGN to pull together the document 2. Not all staff have been putting meeting notes in the shared area. JTT to email/speak to all staff involved. 3. Books handed out to students. Students were pleased to receive these. Science are ordering their own. 4. Poor attendance but good conversations with the parents who did attend. 5. JTT still collating these. Few gaps to be filled by HOY. 6. JTT to speak to JO regarding attendance of a few PPM students who are under 96% |
| Autumn 2 | 1. Speak to all year 11 PPM students regarding mock grades, mentoring and book check. Week beginning 9th Dec. Aim is to get student voice on some of the points above. 2. Book check for years 7 and 10, 3 PPM students and 3 non PPM students. 3. Set up a google form for barriers to learning to try and fill the gaps. 4. Investigate outside agencies for motivation, revision skills etc 5. Set up parents evening meetings with MBN and HGN for Y11 PPM students with lowest P8 scores. 6. Direct LLs to check seating plans and Venn diagrams 7. Request Y7-10 PPM, HPA and trips plans from LLs. | 1. Google form has been sent out 8/1/20 for year 11 student voice. 2. Lesson dips done on south for year 10 and year 7. Year 7 were motivated and classwork was generally good apart from a couple of students. In year 10 the motivation of students was not great. Year 10 PPM students need more motivation. 3. Google form set up for barriers to learning, year 11 and 8 is now complete and shared. Still chasing students in Y7(north), Y9(north) and 10. 4. Session to be booked for year 10 PPM and all year 11 students. 1 session on each site of 100 students each. 5. Parents evening, Helen saw 5/9 invited and still waiting to find out from MBN. |
| Spring 1 | 1. Book check and student voice from Y8-9 students. 2. Download attendance for all PPM students and actions, ask HOY to comment where needed. 3. Complete all barriers to learning surveys, get pastoral team to help. 4. Book outside agency for year 10 and 11 motivation and revision. (Deciding between positively mad and maximise your potential) 5. External PPM review to take place - plan for this. 6. Request LLs to pull together year 11 individual plans and all year group PPM plans and trips. 7. Year 11 PPM student voice on trial exams, mentoring and moving forward. | All data (barriers and attendance) in shared area.  Maximise have come in and presented to all year 11. Feedback from students was positive however more revision ideas needed.  Set up a session with positively mad for year 10 and possibly 9.  External PPM review has taken place.  Y11 student voice has taken place, mentoring is good where it is happening. 10/19 sheets in the Gdrive. All mentors emailed.  Subject PPM plans not completed by all subject area. |
| Spring 2 | * + - 1. Meeting with LSY and SRN to discuss year 11 students every few weeks.       2. Shadow some year 10 students, select using data.       3. Meet with Marina (retrieval/revision techniques) and Gian (Science revision)       4. More student voice – meet with PPM students in various years.       5. Discuss trips with HGN and SMU       6. Reward good attendance, students seem to like badges.       7. Set up group mentoring for lower years using admin team? | Met with both LSY and SRN once before lock down. SRN has clear plan and has targeting students and created mini groups.  LSY has knowledge of all students and as to teachers and are working with students in class.  Focus was on Y10 and Y11 attendance which was agreed with MRN.  Strategies which were in place but did not have time due to lockdown to actually happen were:  Y11 – full week attendance = free breakfast on a Friday  Y10 – Call home as soon as they are off and Friday breakfast.  JTT attended PLL meeting to discuss rewards and support. PLL had their own plan as different strategies work for different year groups.  FSM was sorted out by Donna. |
| Summer 1 | JTT to work on profile pages for year 7  Pastoral team have students to contact, some of these are PPM. | Year 7 questionnaire sent out by PLL however not many responses, profile page made for responses received.  Food parcels offered as required. |
| Summer 2 | Profile pages to be set up for remaining PPm students.  Year 10 attendance to face-to-face sessions to be monitored and mentoring sessions offered.  Continue to monitor requirements for food parcels. |  |