

Summary information as Context to this PP Report						
Academic Year	20/21	Total PP budget	£266,823 (19/20)	Date of most recent PP Review	09/2020	
Total number of pupils	981 (Yr. 7 – 11)	Number of pupils eligible for PP	326	Date for next internal review of this strategy	04/2021	
1. Current attainment and progress (Last Year's figures in brackets)			School PP	School non	National non PP	Gap
Progress 8 Score (2019)		(2018: National Disadvantaged -0.44)	-0.54 (-0.61)	0.04 (-0.21)	Pending	Pending
Attainment 8 Score (2019)		(2018: National Disadvantaged 36.7)	36.68 (35.25)	46.98 (43.97)	Pending	Pending
Barriers to future attainment (for pupils eligible for PP)						
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Lack of Oracy skills and depth of vocabulary. We acknowledge this area of need through the quality assurance process including learning walks, staff feedback, work sampling and examination results analysis.					
B.	Lower expectations from staff and insufficient progress at KS2 and KS3 for low attaining students in mathematics.					
C.	Increased numbers of PP students with low prior attainment resulting in lower starting points and weaker basic skills. Knowledge gaps on entry to school from KS2 is also evident, inhibiting progress at KS3 and 4.					
D.	In terms of behaviour, there is a disproportionate quantity of PP students who have the most Behaviour Log incidents in the school in comparison with non-PP students. PP students make up a high number of exclusions.					
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>						
E.	Social, mental health and emotional needs – some difficulties with regulating behaviour, high levels of social care involvement and safeguarding needs.					
F.	Parental engagement of Pupil Premium students is slightly lower than non-PP. This includes attendance at parents evening and engagement with parental workshops and information evenings.					

G.	Historically there has been a small difference between our Pupil Premium students and non-PP students when it comes to persistent absence. National data consistently shows lower attendance in disadvantaged families	
H.	Some students display a lack of cultural capital resulting from a lack of access to a range of experiences.	
Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase in confidence and effectiveness in the use of Oracy as well as an increase in vocabulary and wider knowledge for students eligible for PP	Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Direct Instruction to show improved literacy in y7. Students to report positive feedback regarding improved confidence in Oracy and reading across the school.
B.	Higher expectations of PP students in mathematics	Drop ins and lesson observations will show responsive teaching which challenges all students appropriately. A mastery approach is developed to support students to make at least good progress in maths.
C.	Increased progress of students with low prior attainment	Tracking of KS3 students to show PP students with low prior attainment are on target to meet end of year expectations.
D.	Improvement in behaviour for PP students	Behaviour analysis will report improvements in behaviour across the school. A reduction in fixed term exclusions for students eligible for PP.
E.	Social, mental health and emotional needs are met within the school to support ongoing attainment and achievement.	A reduction in behaviour incidents, increased attendance and academic attainment in line or better than expected from targeted PP students.
F.	Increased attendance at parents evening and parental workshops / information evenings.	Parental attendance rates for PP students will increase across all year groups.
G.	Improved attendance rates for our PP students	Gap between PP and non PP will reduce in terms of PA and attendance.

H.	Opportunities are in place for all students to access a range of experiences in order to develop cultural capital.	Students to have access to a wide range of experiences both within the curriculum and through out of school opportunities in order that they develop greater cultural capital.
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3. Evaluation of the previous year against intended outcomes (1st Draft July. Finalised in September)

Starting Point	Goal (Intended + Actual outcomes)	Actions and Strategies tried in order to meet intended outcomes.	Owner	Impact assessment / Review and notes. Will you continue with this strategy – why?	Cost
<i>Improving quality of teaching for all</i>					
Blended Learning approaches (CV-19 protocols) [Objective B, C, H]	<p>Intended: All PP students to receive equality in terms of home learning / blended learning approaches throughout the CV-19 pandemic.</p> <p>Actual: 2019 / 2020: PP students received alternative formats of work during the school closure where accessibility issues were identified. All PP students without access to laptops or internet connection have received these resources (routers last until march 2021). All vulnerable students, many of which are PP, received enhanced communication over the lockdown period or accessed the in school provision through this period.</p>	<p>Lack of laptop and / or internet provision identified for PP students across the school.</p> <p>Targeted pastoral interventions in place to maintain contact with students whilst working from home.</p> <p>Paper copies of work posted in advance of week to complete for all students (many of whom were PP) with access or ICT provision issues.</p> <p>In school provision put in place for vulnerable students (many of whom were PP) over the 2019 – 2020 lockdown period.</p>	ALL HOY/AHOY CSK/Middle Leaders ALL / HOY	<p>Barriers to online learning were quickly identified and processes put in place to ensure students had access to work in line with the quality other students were receiving. Vulnerable students also received regular contact to support progress and wellbeing. ISP provided for vulnerable students as well as the children of Key Workers.</p> <p>Change to Blended Learning Approaches protocols for 2020 – 2021 and the use of MS Teams to provide learning</p>	£6000 for resources and postage. Laptop and router provision was enabled through the government laptop scheme.

				materials, including live lessons for bubbles isolated from school due to CV-19. To review process on needs based approach if CV-19 impacts more significantly in coming months.	
Diagnostic testing of Yr. 7 PP students [Objective A,B,C,E]	Intended: All PP students to undertake a series of diagnostic tests in order that barriers to learning are identified and addressed to support accelerated and ongoing progress. Actual: 2019 / 2020: impact minimal due to availability of staff to administer tests. Retesting scheduled for Summer Term 2020 was not possible due to school closure.	Students to undertake testing using the following assessment tools: CAT4 Gold (provides perspective on potential pupil achievement to help identify where to provide extra support or set more challenging targets), Progress test English, Maths and Science: to address subject specific gaps and strengths New Group Reading and New Group Spelling: to identify reading ages and spelling deficits PASS: attitudinal survey designed to identify perceived and real barriers to school and learning. Students to be tested with CAT once over the year, progress tests at the beginning and end of Year, Reading and Spelling termly and PASS twice per year to indicate progress made and further actions to address learning needs.	CSK	Barriers to learning were not identified and addressed to support accelerated and ongoing progress (use of / non tutors and SEN staff via WAB. Consideration of IT provision Audit numbers in tutor group pending) Strategy to remain as part of 2020 – 2021 actions	£2,605 Unused credits remain in place for further testing during 2020/2021 academic year. Provision of ICT rooms will impact on ability to administer tests.

<p>RAG meetings [Objective B,C,E]</p>	<p><i>Actual: Improving practice and quality of GRAPs seen but not yet consistently embedded across the staff body</i></p> <p>Intended: Support processes are put in place to support student need.</p> <p><i>Actual: Support networks are extensive and appropriate but require reviewing to ensure maximum impact</i></p>	<p>RAG: SLT meets with pastoral leads following data points. Under-achieving students are identified, and PP students prioritised.</p> <p>Concerns discussed with students, targets set which are fed back to teachers.</p> <p>Interventions implemented including mentoring, referral to particular subject leads or external agencies, going on report and/or liaison with parents/carers.</p>	<p>DPP</p>	<p>Strategy to remain as part of 2020 – 2021 actions</p>	
<p>Core subject tutor time intervention</p>	<p>Intended: PP student progress is in line or better than non-PP students within the core subjects.</p> <p><i>Actual: data shows gap is still evident, especially at KS4.</i></p>	<p>En, Ma and Sc teachers are removed from being a tutor to extract key groups of Year 11 students twice weekly where underachievement in core subjects has been identified. PP students are prioritised.</p>	<p>Core subject staff Led by DPP</p>	<p>Yes: student feedback is generally positive regarding the interventions. Internal data suggests the gap between PP and Non-PP has closed for the core subjects although a 20% gaps exists (% achieving grade 4 and 5 in En / Ma)</p> <p>Strategy to remain as part of 2020 – 2021 actions</p>	<p>£4,500</p>

<p>Y12 & 13 students supporting key maths classes, reading sessions and subject tutor time interventions</p> <p>[Objective C]</p>	<p>Intended: PP student progress is in line or better than non-PP students within the core subjects. Actual: <i>data shows gap is still evident, especially at KS4.P8 score for PP students improved on previous years data.</i></p>	<p>This approach has been effective previously where Y12 & 13 students work as TAs supporting key maths classes and tutor time intervention. Another group effectively ran reading groups with PP students in Y7. Resources were prepared by members of staff who also trained the tutors and oversaw the tuition.</p>	<p>GAP to identify KS5 students</p> <p>CSK / DPP to select beneficiaries</p>	<p>Yes: Historic Feedback from staff and students indicates that the use of positive KS5 role models appears to impact on the progress of PP students. <i>Training process and effectiveness of individuals requires further review. Attendance requires tracking.</i></p> <p><i>At this point of the 2020 – 2021 academic year is not possible due to run this initiative due to the ‘bubble’ approaches in place across the school to safeguard against CV-19.</i></p> <p>Strategy to remain as part of 2020 – 2021 actions (pending relaxation of CV-19 protocols).</p>	<p>£1,000</p>
<p>Alternative Provision</p> <p>[Objective D,E,]</p>	<p>Intended: Where a PP student is unable to access mainstream provision we feel it crucial that appropriate alternative education providers are engaged to meet the needs of students.</p>	<p>Across the academic year a number of PP students require alternative provision via various agencies and providers CHES, Wave Academy Trust etc. to enable students unable to access mainstream education to have</p>	<p>WAB/CSK</p>	<p>Yes: Alternative provision is used as a last resort when mainstream education is no longer an option. This decision is not taken lightly but ensures</p>	<p>£39,621</p>

	<i>Actual: Alternative provision is the appropriate provision for some of our PP students where high needs exist beyond the capacity of a mainstream setting.</i>	appropriate provision to meet their needs.		students continue to access educational services. Strategy to remain as part of 2020 – 2021 actions for identified students.	
Supplementary lessons	Intended: PP students achieve a +P8 score and achieve qualification to enable them to access further education, employment or training post 16. <i>Actual: data shows that on average PP students achieve a – P8 score, which may limit their access to preferred post 16 pathways. P8 progress is less than the Non-PP cohort but improved from 2019/2020 progress scores.</i>	A member of the senior leadership team identifies Y11 students in need of additional time in targeted subjects and then organises personalised timetables in liaison with teachers to ensure greater progress towards a +P8 score / improved A8 score	DPP	Yes: this strategy impacts on a small number of students and helps raise attainment in specific subject areas. Whole scale use is not possible due to timetabling and curriculum time. Strategy to remain as part of 2020 – 2021 actions	£500
Competitive Mentoring	Intended: PP students are engaged in the learning process and behavioural incidents are reduced. PP progress to be in line or better than Non-PP. <i>Actual: data shows gap is still evident, especially at KS4. Behavioural incidents are more frequent for the PP cohort than other students.</i>	Groups of students who are at risk of under-performing in all year groups are put into a positive scoring competition over a period of weeks and work in teams to 'win' by working well every lesson. The winning teams receive rewards on a weekly basis and at the end of each cycle. PP students are targeted for this regular, cyclical programme.	HOY / SLT Link	Yes: this strategy impacts on a range of students across year groups and can be seen to focus students towards positive learning and behaviour attitudes. <i>These changes may only be short term however and requires</i>	£1,500

				<p><i>further analysis to report on impact.</i></p> <p>Strategy to remain as part of 2020 – 2021 actions</p>	
<p>Pastoral Support (Curriculum & Behaviour)</p> <p>[Objective D,E,F,G,]</p>	<p>Intended: PP students are provided appropriate, high quality support in order to enable them to access the curriculum and engage within the community of the school. PP attendance, conduct and academic progress to be in line or better than Non-PP.</p> <p>Actual: <i>data shows gap is still evident. Behavioural incidents are more frequent for the PP cohort than other students and attendance of PP is lower than Non-PP.</i></p>	<p>Five Heads of Year, Three Assistant Heads of Year (AHOYs) and two Emotional Health Care specialists are employed to support pastorally. This support makes a wide and deep impact on students, many of whom are in receipt of PP funding.</p>	<p>Pastoral: AHOY / HOY SLT Link</p>	<p>Pastoral Team: The year teams focus on removing barriers to learning as well as on tracking and enhancing student behaviour. Parental engagement helps to ensure that disadvantages faced by PP students are reduced.</p> <p>Strategy to remain as part of 2020 – 2021 actions</p>	<p>£51,000</p>
<p>Teaching Assistant Support</p> <p>[Objective C]</p>	<p>Intended: PP students (and others requiring additional support in lessons) to be provided appropriate, high quality 1:1 and group support in order to enable them to access the curriculum and engage within the community of the school. PP academic</p>	<p>The LS (SEND) team supports individuals unable to access the full curriculum through small group work and individual tuition. This has been dramatically reduced at the start of the 2020 – 2021 academic year due to the restrictions placed on the school by CV-19.</p>	<p>WAB / AG</p>	<p>Yes: LS Team: The wrap-around care and support that is presently possible to put in place helps identify and remove barriers, allowing students to more successfully access learning.</p>	<p>£82,500</p>

	<p>progress to be in line or better than Non-PP. Actual: attainment gap is still evident.</p>	<p>Behavioural support and academic interventions also support our most vulnerable students. This extra support is provided for a high proportion of PP students based on need.</p> <p>Use of Lexia to support oral language, reading, spelling, and writing skills for targeted students.</p>		<p>Strategy to remain as part of 2020 – 2021 actions, pending relaxation of CV-19 ‘bubble’ approach.</p> <p>At present TA support is provided primarily to KS3 bubbles or specific classes where the level of need requires it. Once the school is able to relax protocols relating to CV-19, the provision will increase in line with previous years’ approaches.</p>	
<i>Other Approaches including Whole School Strategies and MAT Collaboration Strategies</i>					
<p>Financial Hardship Fund [Objective H]</p>	<p>Intended: All students who face significant financial hardships are supported so that they are not disadvantaged due to monetary factors. Actual: This fund is effectively accessed by parents (either proactively or via being signposted by school staff as required).</p>	<p>The Hardship Fund is used to support any PP student or others who may abruptly face a financial challenge or exceptional need which can help address student need.</p>	<p>Finance / CSK</p>	<p>Yes: supporting students on a case by case basis ensures that any facing significant financial hardships have access to funds for items such as uniform, equipment etc. helping to ensure a degree of equality across the school.</p>	<p>£10,000</p>

				Strategy to remain as part of 2020 – 2021 actions	
Financial support [Objective H]	<p>Intended: The school offers financial support to individuals and families to enable PP students to access the curriculum and enrichment opportunities (e.g. Curriculum trips, Challenge Week, Porthpean pre and post CV-19), uniform, curriculum resources, DofE, ingredients for catering, revision guides, after school transport, music lessons, etc.</p> <p>Actual: The school signposts parents as required but the fund is not used by all PP students. The Ever6 criterion results in some parents being in stable financial positions and not requiring individual financial support.</p>	<p>All PP students have a dedicated amount to spend on this each year: £120 for any student who is on or has been in receipt of FSM within the last six years; £30 for students from a Forces background; £50 for adopted children.</p> <p>All KS4 students automatically receive revision guides for core subjects as well as additional guide of their choice annually.</p>	CSK	<p>For review: This is a significant percentage of the school PP budget. A review at the end of the 2020 / 2021 academic year will take place to ensure that funds are used effectively to support both cultural development of students but can also be better used to improve academic outcomes of PP students.</p> <p>Strategy to remain as part of 2020 – 2021 actions. Costs may reduce due to a lack of trips and visits being able to be undertaken at this time due to CV-19.</p>	£40,000
Oracy framework [Objective A]	<p>Intended: Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Oracy drive and direct instruction to show improved literacy in y7.</p>	<p>Oracy framework explicit in Year 7. Weekly word of the week list disseminated to all staff weekly; to be incorporated into tutor time, into lessons and across school wherever possible.</p>	CSK, Oracy Working Party, Middle Leaders	<p>Implemented in all Year 7 schemes of learning for 2020 – 2021.</p> <p>Strategy to remain as part of 2020 – 2021</p>	Estimated at £2500

	<p>Students to report positive feedback regarding improved confidence in Oracy (and reading) across the school.</p> <p>Actual: The oracy framework is explicit within the Year 7 SOL. Oracy approaches are filtering through into all Key Stages but are not explicit in faculty planning. Words of the week is established within the school. Further work on the effectiveness of the oracy programme, as well as development of the Year 8 SOL, to be undertaken in the Spring Term of 2021.</p>	<p>Creation of 'Knowledge Organisers' to provide students with key vocabulary and subject content each term / half term.</p>			
<p>Low expectations and progress for low attaining PP students in mathematics.</p> <p>[Objective B]</p>	<p>Intended: In maths, students to be supported by effective teaching approaches to address misconceptions and build confidence in problem solving and analytical approaches. All students, including PP students will achieve good or better progress in maths.</p> <p>Actual: The mastery approach is engrained at Year 7 and Year 8 with developing student and teacher confidence seen. Newly appointed staff are being trained</p>	<p>AHT appointment to lead maths. A maths mastery approach has been implemented throughout the 2019/202 academic year. This is ongoing throughout the 2020-2021 academic year.</p> <p>Ongoing CPD in order that expertise in a mastery approach is developed. Ongoing resourcing of a mastery approach (to include manipulatives and schemes of learning as required).</p>	<p>HOD Maths / Maths team</p>	<p>The development of a mastery approach commenced September 2019. Ongoing development and upskilling of new staff to support this approach across KS3 (and KS4 where appropriate)</p> <p>Strategy to remain as part of 2020 – 2021</p>	<p>£2500</p>

	in the processes of supporting a mastery approach.				
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4. Strategies for Closing the Gap this Year. See SDP for further information on NEW Developments

Starting Point	Goal (Intended Outcomes)	Actions and Strategies being implemented this year.	Owner	Review and Notes including the evidence base for why we believe this will be effective.	Est. Cost
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Improving quality of teaching for all

Strategies outlined above will continue. Indicated by **'Strategy to remain as part of 2020 – 2021'**

Oracy framework [Objective A]	Intended: Students are facilitated to access and acquire knowledge of our 'Big Words' / Tier 2 and 3 vocabulary. Implementation of Oracy drive and direct instruction to show improved literacy in Year 7 & 8. Students to report positive feedback regarding improved confidence in Oracy (and reading) across the school.	Oracy framework to be made explicit in Year 8 SOL for teaching Sept 2021.	CSK, Oracy Working Party, Middle Leaders	Development of Year 8 SOL for Sept 2021/2022 is an ongoing piece of work for this academic year.	Estimated at £2500
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Identify opportunities to develop Cultural Capital [Objective H]	Intended: Across all curriculum areas, a review will take place to identify opportunities to develop cultural capital. All students will be able to access these	Associate SLT MOS (MLI) has launched a Cultural Capital programme for students. MLI will review the opportunities for student experiences within the school	MLI SLT HOF	This is an ongoing piece of work but will be supported via PP funding as required.	Cost not yet identified.
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	opportunities regardless of financial or social barriers. Actual: The Cultural Capital programme has been officially launched at the start of the 2020/2021 academic year. Analysis to be completed Summer 2021.	which will be seen as an entitlement to all. (Pending relaxation of CV-19 restrictions which are presently impacting on possibility of school trips and visits)			
Targeted Support					
Year 7 targeted behavioural intervention [Objective A, B, C, D, E, F, G, H]	Intended: To raise aspirations and engagements from a group of Year 7 boys at risk of exclusion and underachievement	Suggested format: Focus group of Year 7 PP students (boys) will receive weekly interventions through sport and team building activities. Sessions will focus on building confidence, recognising academic success and learning to manage emotions.	HB KPG	New initiative: Programme will be supported via PP funding as required. To roll out to Year 8 if deemed a successful format.	Cost not yet identified. (£1000)
Breakfast club for Year 8. [Objective E, G]	Intended: To reduce barriers presented by issues within some households. To build relationships with students and prepare them for their upcoming day at school.	Suggested format: Focus group of Year 8 PP students (boys) will receive invite to a breakfast club run held daily during tutor time.	KC / SJP	New initiative: This is a recently proposed initiative to be supported by Chartwells via 'close to expiration' supplies. Further funding will be supported via PP funding as required. Roll out to Year 7 if deemed successful.	Cost not yet identified. (£1000)
PP Attendance focus [Objective G]	Intended: PP student attendance is at least in line with non PP attendance. Target: to achieve 96%+ PP attendance.	Explicit reporting and targeting of PP student attendance by attendance team, tutors and pastoral staff.	CSK Attendance and Pastoral Teams	DfE 2016: 'pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent	£500

			Tutors Teams	and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20% of KS4 lessons.'	
PiXL Build Up	<p>Intended: Presently being paid for by Covid Catch-up funding for Year 11.</p> <p>If successful the intention would be to identify 20 students within Year 10 to engage in the PiXL Build Up initiative, aimed to increase motivation, focusing on maths and English skills and embed good learning and employability habits.</p>	<p>Suggested format: Lead identified (ALW). Further details to follow once Year 11 process is underway and impact assessed.</p>	DPP	Presently being paid for by Covid Catch-up funding for Year 11. Further agreement to follow for Year 10 once Year 11 process is impact assessed.	Staffing cost: TBC
<p>Future plans, based on capacity within school Pupil Premium budget. To review budget based on uptake of hardship fund and financial assistance budgets Summer 2021 and potentially reallocate these funds to support implementation in Sept 2021.</p>					
Pupil Premium Champions	<p>Intended: Creation of a team of Year group based member of staff to review and impact on PP student progress, engagement and attendance.</p>	<p>Suggested format: Biweekly data led meetings with PP Champion to analyse, action and impact on PP progress (under categories of progress, engagement and attendance). Increased focus on T&L strategies utilised for individuals, parental engagement and student focused actions.</p>		<p>New proposed initiative: to be discussed and if agreed, implemented asap. CSK & ALL to discuss.</p>	<p>5 x £1500 TLR responsibility positions: £7500</p>

<p>Reading interventions [Objective A,C]</p>	<p>Intended: PP student reading ages to be in line or exceed chronological age. Actual: reading age data not presently collected.</p>	<p>Suggested format: following identification of reading ages, specific reading interventions to take place with targeted students (up to 40 initially) using Accelerated Reader programme through specialist tutor group interventions and English class provision. Lead to be identified and provision put in place (September 2021 - agreement of provision required from ALL).</p>	<p>CSK</p>	<p>New Initiative: A 2015 EEF research study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	<p>£2500 (x 40 licenses)</p>
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