**Pupil Premium Strategy** **2020 - 2023**

**Furze Platt Senior School**

Our philosophy

We believe every child should have the access to ACHIEVE in their educational journey, whatever the goal may be from University to College or Apprenticeships. Therefore, the key for us in maximising the use of the Pupil Premium grant to support our learning environment is utilising a long-term strategy. This enables us to focus on quality teaching for all whilst implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant (PPG) use. We understand that needs and costs will differ depending on the barriers to learning being addressed (within the rest of this document, this will be referred to as ‘areas of focus’.) As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Ensuring quality teaching first throughout the school
* Closing the attainment gap between Pupil Premium students and non-pupil premium students.
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and behaviour
* Ensuring that the PPG reaches the students who need it most

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| **Metric** | **Data** |
| Students on role | 1458 |
| Proportion of disadvantaged pupils | 230 |
| Pupil premium allocation this academic year | £190,045 |
| Academic year or years covered by statement | 2020 - 2023 |
| Publication date | September 2021 |
| Review date | June / July 2022 |
| Statement authorised by | Dr Morrison |
| Pupil Premium Champion | Emily Satterthwaite |
| Governor lead | Michael Clayton |

## Disadvantaged pupil performance overview for last academic year

2019-20

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| --- | --- |
| Progress 8 | N/A |
| Ebacc entry | N/A |
| Attainment 8 | N/A |
| % Grade 5+ in English and Maths | N/A |

2020-21

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| --- | --- |
| Progress 8 | N/A |
| Ebacc entry | N/A |
| Attainment 8 | N/A |
| % Grade 5+ in English and Maths | N/A |

Areas of focus for potential barriers to learning for Pupil Premium students

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| **Academic areas of focus for attainment** | **Non-academic areas of focus for to attainment** |
| Lower than national average literacy and numeracy levels | Increase of persistent absenteeism |
| Lower acquisition of vocabulary affecting language and communication skills | Challenging behaviour that can result in internal or external exclusions |
| Lack of reviewing targeted support | Lack of focus and confidence due to poor mental health and wellbeing |
| Outstanding teaching present in every classroom | For some, parental engagement |
| Lack of school readiness | Arriving not ready to learn |

Our implementation process

We believe that targeted supported will ensure an effective implementation of time and energy and reduce the likelihood of initiative fatigue. We are also in the process of cultivating a culture of evidence-based interventions and learning from our experiences, which is why we are using annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

**Explore**

* Identify a key priority that we can address
* Systematically explore appropriate programmes and practices
* Examine the fit and feasibility with the school

**Prepare**

* Develop a clear, logical and well-specified plan
* Assess the readiness of the school to deliver the plan
* Make practical preparations

**Deliver**

* Deploy support staff and solve any problems using a flexible leadership approach
* Reinforce initial training with follow-on support
* Aim and drive faithful adoption and intelligent adaption

**Sustain**

* Plan for sustaining and scaling the intervention from the outset
* Continually acknowledge, support and reward good implementation practices
* Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. Research can suggest initiative fatigue if too many are allocated to support and so this focussed approach will help to ensure the best chance of success for each intervention.

**Quality of teaching**

1. Effective implementation of the Relationships Policy
2. CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.
3. Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the initial teacher training and newly qualified teacher programmes.

**Targeted academic support**

1. AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.
2. Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.
3. Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.

**Wider strategies**

1. Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through parent support advisor and a programme to support parents regularly available.
2. Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life
3. Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.

Full planning details for interventions are outlined in the ‘[Intervention planning in full’](#_Intervention_planning_in) section.

Our review process

FPSS are in support of a three-year strategy as annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective on addressing long term areas of focus. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil identified in the AIMS process or in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.

The progress of pupils in receipt of the PPG is regularly discussed with Heads of department and subsequently subject teachers through allocated line management and department meetings.

Once the three-year term has been completed, the Pupil Premium Champion will develop a new three-year strategy in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher is responsible for holding the Pupil Premium Student and the Deputy Headteacher in ensuring a pupil premium strategy is always in effect.

**Accountability**

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

Therefore, our strategy is available here for all to access.

The school publishes a link to the [school and college performance tables](https://www.compare-school-performance.service.gov.uk/) and the schools’ performance tables page on the school website.

**Our funding**

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| Funding summary: Year 1 | | | | | | |
| Total number of pupils | 1408 | PPG received per pupil | | £935 |  | |
| Number of pupils eligible for PPG | | 210 | Actual PPG budget | £175,425 |
| Funding: Year 2 | | | | | | |
| Pupil numbers | | | 1458 | | | |
| Number of pupils eligible for PPG | | | 230 | | | |
| Funding | | | £190,045 | | | |
| Funding estimate: Year 3 | | | | | | |
| Estimated pupil numbers | | | 1515 | | | |
| Estimated number of pupils eligible for PPG | | | 280 | | | |
| Estimated funding | | | £190,835 | | | |

Intervention planning in full

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| Intervention: | **Effective implementation of the relationship policy** | | | | | | | | |
| Category: | **Quality of teaching** | | | | | | | | |
| Evidence & Rationale | Research from Marc Rowlands tutorials ‘Maximising the impact of PP’ stresses the necessity of relationships, ‘1000 little interactions day in and day out routed in relationships’. Whilst in ‘Boys Don’t Try?’ Rethinking Masculinity by Matt Pinkett and Mark Roberts focus on de-personalising responses to behaviour in the classroom in order to cultivate positive climates in the classroom. The relationship policy strives to focus more on restorative practise to aid learning environments throughout school life. | | | | | | | | |
| Intended outcomes: | Improve the learning environment throughout the school, focusing on restorative practice to support relationships within our school community. | | | | Success criteria: | | Higher level of understanding catered for within learning and reduction of higher tier packages for Pupil premium students. | | |
| Staff lead: | Teaching and Learning Assistant Headteacher, Pastoral Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  Training in introduction of Relationship Policy will be administered. Focus on language around school will be taken throughout learning walks in the start of term. HODs to ensure this is maintained throughout their departments with the support of their link member of the Senior Leadership team. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Now that all staff have empathised with students’ adverse childhood experiences. It is important to develop strategies that can be utilised within the classroom. The next stage of this will be to focus more on restorative language and upskilling all staff in restorative conversations and strategies. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *The relationships policy is in effect within the whole school and is working considerably well considering that several lockdowns has slowed the pace of this.*  *Several companies have been in to deliver training to support the new policy from.*  *Training has been provided from Graham Music from Tavistock and Portman, Cornerstone and Achieving for Children understanding how to recognise ACEs in students and focusing on attachment and trauma aware approaches that underpin positive relationships for all young people.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * **As expected**  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | Not applicable | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | Not applicable | | | | | | | |
| Actual expenditure | Year 1 | £ NA | Year 2 | | | £ | | Year 3 | £ |
| Did exp enditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **CPD Training – Towards better understanding programme: a mixture of INSET training as well as encouraging self-led professional development.** | | | | | | | | |
| Category: | **Quality of teaching** | | | | | | | | |
| Evidence & Rationale | Equipping staff members with time to focus on ‘labels’ within our education system and how best to foster our Relationships policy and apply within the context of each department. This will focus on relationships- trauma, ACEs and supporting students in Term 1. Term 2 will focus on Marc Rowlands Learning without Labels in particular supporting SEND students and Term 3 will focus on Pupil Premium and current think pieces. | | | | | | | | |
| Intended outcomes: | Learning walks and lesson observations identifies lessons that are scaffolded to meet the needs of all students in the classroom. | | | | Success criteria: | | Good to outstanding skills in differentiating is identified in lessons by Year 3 | | |
| Staff lead: | Teaching and Learning Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  CPD training programme to be delivered with the support of middle leaders and outside agencies. Focus and regular learning walks and book scrutiny’s will take place to ensure implementation is occurring in the classroom. This will also be a regular feature within HODs meetings with their link Senior Leadership member and within HOD meetings. Monitoring of CPD training will be uploaded on Blue sky for all. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Returning to school during September 2021, we are optimistic to ensure that peer mentoring is brought in to support staff members in the development of their career.  Therefore, coaching and more of a focus on improving teaching and learning strategies will be at the forefront of training needs. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *This has been very varied due to several school closures due to COVID.*  *We have had several training sessions and INSET days surrounding attachment training. However, our intended training programme has constantly been adjusted to meet the ever-changing demands of teaching during the pandemic. This has led to upskilling staff around IT resources and the programmes needed for online learning and support groups led by middle leaders to meet individual concerns or needs to support them.*  *Learning walks and book scrutiny’s being checked has not happened regularly due to the inconsistency of experiences across year groups and the school.*  *However, at the same time HODs have continued to support and identify needs for CPD with their staff as the situation arises.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £11,445 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £ | | Year 3 | £ |
| Total anticipated expenditure: | £11,445 | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Professional development: 100 hours of directed time allocated for such training (roughly 3 hours for each week of the school calendar). Opportunities for coaching is available, as well as further training support through the Initial Teacher Training and Early Qualified Teacher programmes.** | | | | | | | | |
| Category: | **Quality of teaching** | | | | | | | | |
| Evidence & Rationale | As educators we aim to lead by example, cultivating a learning for life. An individualised process allows each teacher to focus on emerging needs to their context and stage within their career. | | | | | | | | |
| Intended outcomes: | Improve the quality of teaching and have a good to outstanding teacher in every classroom by the end of Year 3. | | | | Success criteria: | | Consistency of good to outstanding teaching | | |
| Staff lead: | Teaching and Learning Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  Blue Sky will be used to monitor the productivity of individualised CPD, this will be discussed within Performance Management meetings and reviewed as part of this programme. For any who wish for it, there is a small team of teachers who have been coached to deliver coaching sessions to develop the application of training. Specific sessions will be provided to Early Career Teachers, more specifically ITT and NQTs. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  80 hours of time for professional development  There will be opportunities for peer to peer review with a focus on Ofsted and PP provision within this.  Departments will be expected to provide the PP context in their specialist areas.  A coaching programme is to be re-introduced for staff wanting to develop further. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *ITT and NQT training sessions were successfully delivered to student teachers. The importance and need for this is now firmly established within the school.*    *Coaching hasn’t been possible due to the pandemic and changes in training needs.  Focus on the Relationships Policy will establish approaches conducive to coaching. All established Heads of Departments have attended previous coaching training and encourage these approaches within their departments.*    *However, teachers have been regularly exposed to recommended reading material and even courses should they wish to explore them.*  *All PP students have been provided with revision resource or key reading materials. Staff have utilised the use of online platforms such as GCSEpod to enhance the learning of PP students.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | Not applicable | Is expenditure anticipated to increase, decrease or remain the same? | | | **Increase **  Decrease   Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £3,000 | | Year 3 | £ |
| Total anticipated expenditure: | Not applicable | | | | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **AIMS: Members of SLT, middle leaders and learning mentors to meet weekly for holistic investigation of barriers affecting progress, offering appropriate intervention for rapid improvement. The impact being reviewed on a termly basis.** | | | | | | | | |
| Category: | **Targeted academic support** | | | | | | | | |
| Evidence & Rationale | Research from Marc Rowlands would suggest that removal of students from subjects has a negative impact on allowing students to access all elements of a broad curriculum, and so not supporting opportunities to develop cultural capital. Therefore, a focus on reviewing the impact of intervention on a termly basis and identifying how long intervention is in place for an individual will help to focus students attention within the support that is on offer to them. | | | | | | | | |
| Intended outcomes: | Improve outcomes for PP students and ensure access to a broad curriculum | | | | Success criteria: | | PP FPSS students achieve better than national average PP students at all Key Stages | | |
| Staff lead: | Raising Standards Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  To refine and improve the use of AIMs meetings to identify students in need of academic intervention from learning mentors in our Raising Achievement Team or individual subject specific support in a tailored ‘catch-up’ support from the school closure. A new focus will be on identifying how long the initial intervention is in place for and then reviewing on a termly basis the impact. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  To continue to keep a close eye on refining and improving AIMS intervention looking at sustaining a proactive approach within GCSE years and where possible Key Stage 3.  To begin to look at timely intervention with potential for the impact to be reviewed and students to return to lessons when and if their needs are addressed. Exploration of PIXL build up programme to see if it has a place within AIMS interventions. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *Due to the amount of time the school was closed for, the tailored catch up support for specific time periods was not potential for review. Instead the team worked hard to ensure all students in need had access to appropriate timely intervention.*  *However, positively the meetings have begun to look more proactively at offering support to students. As a result of school closures and isolation, there has been an increase in awareness of holistic support for well-being and extra-curricular in light of the so many being more isolated at home.*    *However, there has also been an increase in focusing on targeting and supporting Year 9 students in term 6 in preparation for GCSE.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £1000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   **Remain the same ** | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £1,000 | | Year 3 | £ |
| Total anticipated expenditure: | £1000 | | | | | | | |
| Actual expenditure | Year 1 | £800 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Raising Achievement: Targeted intervention to support identified areas of focus for small groups of students. Potentially, catching up on missed work, pre-teaching and consolidation of learning. Maths will continue to use a learning mentor to support with targeted Maths intervention for students below expected age grade.** | | | | | | | | |
| Category: | **Targeted academic support** | | | | | | | | |
| Evidence & Rationale | Research from EEF has proven that small group tuition and personalised approach of individuals needs by an educator provides ‘greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs [which] explains this impact.’ | | | | | | | | |
| Intended outcomes: | Improve outcomes for PP students | | | | Success criteria: | | PP FPSS students achieving above National Average PP students | | |
| Staff lead: | Raising standards Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  Raising Achievement lessons will occur in non-examined subject hours or in exceptional circumstances include a withdrawal of a subject. However, in light of ensuring PP students have access to a broad curriculum, this will be reviewed on a termly basis with the aim of students returning to the classroom when ready.  Maths will continue to have an allocated member of staff to support opportunities for more tailored support to support students on the cusp of higher grades, particularly 3 to 4 and 4 to 5. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Raising Achievement lessons are to continue to be used to pre-teach, support with missed learning, or provide additional support for students.  Now that we are back to three learning mentors, a focused effort will be on continuing to grow the successes of last year…. continuing to increase support for PP students, reviewing termly and pursuing a more proactive approach to intervention for more Year groups. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *The number of students requiring RA type support has ‘sky rocketed’ as a result of the pandemic and national lockdowns. Supported 87 students in 20/21 compared to 67 in 19/20. This was achievable due to an additional full time RA learning mentor purchased through catch up funding.*  *Within these students there was an increased proportion of PP students being supported by RA. 41% of RA students have been PP in 20/21 compared to 22% in 2019-20.*  *There has also been an increase in support for students outside of Year 11.*  *There was however a difficulty in engaging students with RA during school closures.*  *Out of the 26 year 11 RA students – 5 have progressed far above expectations, 8 have progressed above expectations, 6 have progressed as expected, 3 below expectations and 4 progressed far below expectations. Meaning that 50% have performed either above or far above expectations. 23% made expected progress and 27% progressed either below or far below expectations. So with 73% of year 11 RA students making either expected, above or far above expectations – it suggests that overall the year 11 PP student cohort has progressed above expectations.*  *Pleased with the speed of transition to supporting year 9 students in term 6 during lesson time of subjects they will not be continuing at KS4.*  *Whilst there is still room for improvement there have been an increased number of students who graduated from RA support compared to previous years. This will continue to be a focus next year.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * **As expected**  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £73,000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   **Remain the same ** | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £73,000 | | Year 3 | £ |
| Total anticipated expenditure: | £73,000 | | | | | | | |
| Actual expenditure | Year 1 | £73,000 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Vocabulary acquisition team: Introducing vocabulary and reading interventions to develop oral language and communication skills.** | | | | | | | | |
| Category: | **Targeted academic support** | | | | | | | | |
| Evidence & Rationale | Within Alex Quigley’s Closing the vocabulary gap, it is identified that ‘*We can help bridge the vocabulary gap with rich, academic talk’ and should be at the heart of our quest to narrow the gap between PP and Non-PP students.* | | | | | | | | |
| Intended outcomes: | Evidence of teaching of vocabulary is explicit within classroom practice | | | | Success criteria: | | By Year 3 consistent use of explicit teaching of vocabulary and a development in oral and written communication from PP students | | |
| Staff lead: | Vocabulary Acquisition Coordinator / Teaching & Learning Assistant Headteacher | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  This will include a two pronged approach. In Year 9, English (at first) there will be a vocabulary acquisition programme trialled, then two further departments before rolling it across all subjects.  Whilst a structured reading programme ‘reading for pleasure’ will be rolled out into KS3 Reading lessons. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Two words will be explicitly taught using the Frayer Model in each scheme of work taught in Year 7 and 10 with the plan for this to cascade through the school following them.  INSET 2021 provided time for this to be prepared so it can be integrated into schemes from September 2021 and upskilling teachers with strategies to explore vocabulary more often.  It is advised that the words should be revisited throughout the academic year so shouldn’t be too isolated to each Scheme of Learning. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *The vocabulary acquisition trial has gone well despite Covid challenges. We have managed to complete a phased trial in six departments. Students have begun to see the initiative transfer to other subjects (Maths, Science, MFL, Food Tech and Drama) and but are more aware of it in English.  The Literacy Co-ordinator has returned from maternity leave and there are plans to ensure the impetus of the methods used in the trial is maintained.*    *Student voice has revealed that six words per term have been difficult for students to retain these words and so are forgotten when you move onto a new scheme. A more co-ordinated approach from the literacy working party will help address this.*    *However, in the English lessons that focus on vocabulary acquisition, it has been noted that students are more confident at using different words and more likely to discuss word choice as a whole.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * **As expected**  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £2,420 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   **Decrease **  Remain the same  | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £NA | | Year 3 | £ |
| Total anticipated expenditure: | £2,420 | | | | | | | |
| Actual expenditure | Year 1 | £2,420 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Parental engagement: Empowering parents with the knowledge of school systems so they can support students in their learning journey through the appointment of a parent support advisor and a new programme developed to support parents is to be regularly available.** | | | | | | | | |
| Category: | **Wider strategies** | | | | | | | | |
| Evidence & Rationale | Research suggests that parental engagement is closely linked to students’ academic success through feedback, advice and creating the climate. However, it is a challenging job and sometimes support is needed, especially in empowering parents to support their son or daughter through Secondary education. | | | | | | | | |
| Intended outcomes: | All parents engaging in school life, including the use of Go4Schools to track positive and negative behaviour points | | | | Success criteria: | | All parents are empowered to be a key stakeholder in their son or daughters education | | |
| Staff lead: | Pastoral Assistant Headteacher and Pupil Premium Champion | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  A packaged programme is offered to parents of students in receipt of Pupil Premium funding to initiate them with key platforms regularly used by the school. In some cases, there will be support offered to empower parents with basic functional learning skills so they understand how they can support their son or daughter.  Parent support worker will be appointed some families in need of some further support. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Our Parent Support Advisor will start running Triple P parenting courses as well as implementing a regular group for to engage parents of Year 7 students to offer support with the transition to Secondary and engage with school life and systems.  If parents evenings remain online, support provided for parents to be able to access this. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *A new Parent Support Advisor was appointed in January ’21. This year has focused on providing opportunities to offer in house support through Triple P.*  *As well as training, our Parent Support Advisor is working 1:1 with a number of families whilst also running a series of virtual workshops which has gained a greater number of parents. These have been on features such as anger management, supporting with bereavement etc. However, the aim now is to engage PP families.*  *The new programme for PP parents to regularly meet with the will not be in place until next year due to covid restrictions.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * **Below expectations**  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £15,000 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   **Remain the same ** | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £15,000 | | Year 3 | £ |
| Total anticipated expenditure: | £ 15,500 | | | | | | | |
| Actual expenditure | Year 1 | £15,500 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Supporting the well-being of students: counselling provided via individual or small group targeted sessions on a six-week basis and continued encouragement in extra-curricular school life** | | | | | | | | |
| Category: | **Wider strategies** | | | | | | | | |
| Evidence & Rationale | With a governmental focus on poor mental health reported constantly and recognition of excruciatingly long waiting lists in our NHS. FPSS wanted to provide a system that could provide support to a range of students if and when needed. | | | | | | | | |
| Intended outcomes: | Increase in PP students engaging in extra-curricular school life so that staff members are able to identify in the early stages, issues around well-being and target support as soon as possible. | | | | Success criteria: | | Reduction in reports on My concern of students suffering with low mood etc. and noticeable increase in students participating in the wider school life. | | |
| Staff lead: | Pastoral Assistant Headteacher and Extra-curricular Co-ordinator | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  When extra-curricular activities are up and running, our co-ordinator will track participation of different groups to support PP champion in encouraging engagement in activities.  Moods and feelings questionnaires will be provided to students displaying low moods to identify the tier of support required to support their well-being at school. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  EVOLVE to be used to track attendance to extra-curricular activities. Whilst all are encouraged to attend, departments are focusing on encouraging PP students to attend at least one extra-curricular activity in the week.  Next year we will continue with the same model for counselling. We will need to replace our counsellors as they are moving out of area at the end of the year. An increased effort needs to be given to ensure PP students have access to this level of support when needed. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *By term 6 extra-curricular activities were able to be offered out to students and were well attended in Key Stage 3, particularly Years 7&8. To ensure all students were encouraged to gain in the cultural capital that was lost due to COVID restrictions, an afternoons lessons (2 periods) collapsed for each year group where they were able to take part in a variety of enriching workshops. This was a fantastic opportunity for all students to benefit from. At the same time, the school is established on EVOLVE, and will be used throughout the school next year and will be able to provide the opportunity for more detailed tracking of who participates.*  *Counselling has worked well, we continue to provide counselling for large numbers of students. Counselling continued during lockdown via telephone. We find that group counselling does not work well for our students and they respond better to 1-1 (which is of course a more expensive model). An increased effort is needed to ensure as many PP students are being supported by the team as is possible.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * **As expected**  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £43,961 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   **Remain the same ** | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £43,961 | | Year 3 | £ |
| Total anticipated expenditure: | £43,961 | | | | | | | |
| Actual expenditure | Year 1 | £40,000 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |

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| Intervention: | **Attendance: Use our Attendance officer focusing on Pupil Premium and persistent absenteeism to address current issues, fostering relationships with students and parents (where needed). As well as, analysing data of intervention incentives.** | | | | | | | | |
| Category: | **Wider strategies** | | | | | | | | |
| Evidence & Rationale | Students need to be in school to be able to access the curriculum. In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. | | | | | | | | |
| Intended outcomes: | Decrease in PP persistent absenteeism | | | | Success criteria: | | By Year 3 PP attendance is in line with non PP students and good | | |
| Staff lead: | Attendance Officers and Pupil Premium Champion | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| **How we will implement this intervention in year 1:**  For some of our students, our second attendance officer develops some half hour slots to meet with students and discuss attendance.  To continue to increase the use of all data (ability banding, SEND etc.) when tracking data.  To initiate a Hot Chocolate Friday initiative whereby each term identified students at risk of or within persistent absenteeism will have a hot chocolate during form time on a Friday with a specially selected HLTA, if they have been in school for the whole of that week. | | | **How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):**  Persistent absence needs to be tackled further particularly amongst FSM, LAB and EHCP students. The focus on PP pupils needs to continue to be a key focus for the pastoral team.  PP Champion and Attendance officers are to continue to target persistent absenteeism, building relationships and experimenting with incentivised approaches targeted at key groups of students. Hot chocolates on a Monday will be explored further finding ways to stream line this for consistency and effectiveness.  Our attendance officer will attend CPD training online to explore alternative strategies for proactively engaging students. | | | | **How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):** | |
| Light-touch review notes | **Annual review notes:**  *Unfortunately, initiatives have been incredibly variable due to school closures. Vulnerable students had to be in school during lockdown and if they were understandably choosing to stay at home, they were marked with a C code. This alongside X code has had a significant impact for isolating students because their % is much lower as they have less days they can be present in school.*  *Overall attendance for PP and FSM pupils has increased however there has also been an increase in persistent absence for these cohorts so this will need to remain a focus for 2020-21. By the end of Term 5 PP attendance was 90.18% and non-PP 94.97%. However, interventions were not able to start across the school year as they would require year group bubbles to be collapsed. Therefore, a trial of Hot Chocolates on a Monday morning for a complete week previously were introduced to students categorised as persistent absentees. Alongside a larger incentive of cinema tickets for an entire week. Form time hot chocolates were variably effective, being really positive for a small minority but not attended by others. Whereas students felt the cinema tickets as well as constant email reminders helped to focus some. 66% of students improved their attendance during term 6.* | | | **Annual review notes:** | | | | **Final review notes:** | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | | | | The intervention is performing:   * Far above expectations  * Above expectations  * As expected  * Below expectations  * Far below expectations  | |
| Anticipated expenditure | Year 1 | £20,500 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase   Decrease   **Remain the same ** | | Is expenditure anticipated to increase, decrease or remain the same? | Increase   Decrease   Remain the same  |
| Year 2 | | | £20,500 | | Year 3 | £ |
| Total anticipated expenditure: | £20,500 | | | | | | | |
| Actual expenditure | Year 1 | £21,500 | Year 2 | | | £ | | Year 3 | £ |
| Did expenditure increase, decrease or remain the same? | | | Increased   Decreased   Remained the same  | | Did expenditure increase, decrease or remain the same? | Increased   Decreased   Remained the same  |
| Total actual expenditure: | £ | | | | | | | |