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| Area of focus | Cost | Total Cost | Aims | Evaluation |
| **Staffing**Associated Leadership costsPP&DT LeadSenior Pastoral Support Leader PP/LAC Progress Leader | £10,000£25,000£14,500£17,500 | **£69,000** | **Pastoral priority One****Access to the Curriculum supported pastorally**Prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students. To monitor and evaluate interventions and small group activities, to organise raising aspiration trips and to support on progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress.**Pastoral Priority Two****PP negative sanctions in line with Non PP**Pupil well-being – Senior Pastoral Leader to lead on student welfare and direct resources regarding external agencies such as counselling, CYN, BDP. Role includes liaising with HLSS on expenditure and outcomes. |  Covid 19 has had a significant impact on planned learning and interventions, with many taking place remotely. CAG’s and local data provide a means of evaluation but other methods such as student voice have been impacted by CV19 as it has taken place remotely.A significant amount of staffing time went into planning Elevate sessions involving AP. PP Lead and Elevate Lead.Student, Parent and staff feedback indicated that all pupils recognised the impact academically on their learning and pastorally given the challenges of the year. Parental feedback was strong regarding regular contact and support with Maths and English during lockdown, which augmented core provision.PP Progress Lead took responsibility for PP+ and LAC monitoring and Evaluation. PEPs were introduced for PP+ in Year 7 and PEPs graded as Good/Outstanding.Disadvantaged students were a priority for monitoring work and checking on quality of revision. The PP Lead and SPSL and PPPL undertook the weekly and sometimes daily checkins.This involved extensive liaising with parents and pupils in the form of Progress Plans and Academic Boards. Average Attainment Grade increased from 4.8 to 5.2 and Average Progress 8 from -0.185 to 0.29.Mentoring on selected Boys and girls groups related to BFL saw reductions across all year groups particularly in Year 10  |
| **Curriculum**Department budgetAcademic TripsTransitions/TIPPSSubsidised music lessonsAlternative provisionBedrock literacy programmeElevate intervention – EnglishElevate intervention – MathsSmall group intervention – ScienceKS4 additional set - EnglishKS4 additional set – MathsAdditional Resources (revision books) Duke of Edinburgh | £5,000£4,000£1,000£3,000£15,000£3,000£28,000£28,000£1,000£2,000£2,000£600£400 | **£84,000** | **Academic Priority One****Attainment in Core Subjects**Raise attainment at KS4 English Maths and Science-prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students. To monitor and evaluate interventions and small group activities, to organise raising aspiration trips and to support on progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress.**Academic Priority Two****Parental Engagement**Support subject leads with regular reviews of PP progress in both key stagesACBO’s and study skills sessions. Bi-termly Parental Support evenings. Bedrock literacy programme Year 7 and Additional KS4 sets English and Maths.‘Elevate tuition’ A bespoke in house curriculum focussing on pre teaching and catch up with targeted pupils, delivered by subject specialists in Maths and English, focussing primarily on PP+ cohort. | Trips only took place in Terms One and Two.All year 11 students were issued with revision books and all academic trips are paid for.Zooms with Year 6 transitioning from Primary to meet identified pupils. This presented the opportunity to complete TIPPS and prepare staff by sharing relevant information.This ensures a safe and secure transition which diminishes pupil anxiety and potential negative behaviours.Music continues to be a core specialism. PP students continue to be well represented in gospel, pop and girls and boys choir. Peri staff continued sessions with the cohort through Zooms.Year 11 progress interviews and a parents eveining were held in term One to empower parents and ensure thay could support pupils in Mock Exams. Results for the Mock exams were an improvement on the previous years. Student voice was used to evaluate the impact of classroom strategies. This occurred only once over the course of the year and involved a cross section of all pupils. There was detailed feedback from all pupils that was shared with staff. Study skills sessions took place prior to the mock examinations.Remote student and parent voice was carried out to establish the impact of Elevate. Thre was an overwhelmingky positive response from Pupils, Staff and Parents/Carers. In Term 3 just prior to lockdown, Parents and Carers of PP+ pupilswere invited to school for a coffee morning to discuss Elevate. There was a very positive response to the impact on pupils regarding their confidence and ability in Maths and English across the year groups. |
| **Wider Povision/strategies**CounsellingBusiness Mentoring ProgrammesUniform and EquipmentBreakfast ClubRewards (book tokens/visits)Careers AdviceCatch up PremiumYear 7 Total **£13,000** | £2,000£1,000£500£3,000£1,000£500£5,000 |  | **Priority One Well being**To ensure all students are supported and that there emotional wellbeing and mental health is a priority.**Priority 2 Raising Aspirations**To promote cultural capital for all students.To ensure that no student falls behind and is disadvantaged.To ensure that no student falls behind and is disadvantaged.To ensure that no student falls behind and is disadvantaged.To address any underachievement and celebrate individual successes where we are being successful with students giving opportunities to share good practice.To raise aspirations and ensure no one is disadvantaged.Small group Literacy and Numeracy session for selected students not making expected progress. | Counselling and mentoring continued remotely. However external mentoring programmes were suspended.There were responses to financial issues arising from redundancies and furloughs. This impacted on uniform and food. Fairshare was used to support pupils during the Summer term once Year 10 were invited back in.Rewards were offered to pupils who had shown evidence of engagement with remote learning.Action plans were put in place for Year 10 pupils during the Summer term so that they could caych up on any work missed..Bedrock was used to support literacy for pupils in Year 7 and Elevate ensured that 80% of pupils were at age related learning levels in Maths and English |
| **Total PP Expenditure****Academic year 2019-2020** | **£166,000** |  |  |  |

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| **Comparison of Year 11 results 2020 with previous year** |
|  | Whole School 2019 | Pupil Premium 2019 | Whole School 2020 | Pupil Premium 2020 |
| Total Year 11 Students | 122 | 26 | 124 | 19 |
| Average Attainment 8 grade | 5.63 | 4.83 | 6.15 | 5.28 |
| Average Total Attainment 8 | 56.34 | 48.32 | 61.54 | 52.75 |
| Ave. English Attainment 8 Grade | 6.16 | 5.44 | 6.4 | 5.17 |
| Ave Maths Attainment 8 Grade | 5.31 | 4.69 | 5.8 | 4.84 |
| Average English progress 8 | 0.561 | 0.111 | 0.76 | 0.68 |
| Average Maths Progress 8 | 0.112 | -0.175 | 0.31 | 0.11 |
| Average total progress 8 | 0.335 | -0.185 | 0.57 | 0.29 |
| Attendance Year 11 | 93.5% | 90.13% |  |  |
| Attendance Years 7-11 | 94.7% | 92.8% |  |  |
| Exclusions 7-11 | 45 sessionsHalf day | 21 sessions |  |  |