



## Review of Pupil Premium Strategy 2019 - 2020

1. Summary Information for 2019 - 2020					
Academic Year	2019/20	Total PP budget allocated	£9,650	Total PP grant received	£9,350
Total number of students	Max 74	Number of students eligible for PP (significant variance during the year)	16	Date of review of this strategy	September 2020
Forces children	1	Number of LAC	1	Total PP expenditure	£16,262

2. Summer 2020 Attainment Outcomes			
Due to Covid-19, Centre Assessment Grades were awarded and the outcomes were as follows:	Students eligible for PP (No of students =8)	Students not eligible for PP (No of students =21)	Whole Cohort (29 students)
% achieving grade 9-4 in English	4/8 = 50%	9/21 = 43%	13/29 = 45%
% achieving grade 9-4 in Maths	3/8 = 38%	9/21 = 43%	12/29 = 41%
% achieving grade 9-4 in both English and Maths	3/8 = 38%	5/21 = 24%	8/29 = 28%
% achieving 5 (9-4) incl. English and Maths	2/8 = 25%	3/21 = 14%	5/29 = 17%
% achieving expected progress in English	4/8 = 50%	13/21 = 62%	17/29 = 59%
% achieving expected progress in Maths	3/8 = 38%	13/21 = 62%	16/29 = 55%
% achieving expected progress in English and Maths	3/8 = 38%	10/21 = 48%	13/29 = 45%
Due to Covid-19, no KS1 or KS2 student outcomes were recorded.	The one eligible student was eligible for KS1 SATs and we considered to be working below age related expectations in reading and maths		

3. Review of Strategy 2019 - 2020				
i. Quality of Teaching for All				
Desired outcome	Chosen action/approach	Impact: Include impact on students not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS1-4 PP students to make expected progress throughout the year	<p>Increase teacher : student ratios</p> <p>Utilize exam board materials to support learning and provide structure</p> <p>Promote high aspirations and focus on how remaining in education can improve students' life chances</p> <p>Promote good attendance</p> <p>Develop bespoke curriculum provision including appropriate alternative options</p> <p>Promote positive relationships with staff to improve self-esteem</p> <p>Use diagnostic benchmarking tools eg Boxall profiles</p> <p>Identify and address barriers to learning through mentoring and rigorous tracking of progress</p> <p>Enable differentiated teaching across primary phase</p>	<p>KS1/2: total of 8 students, on roll during the year, 3 of whom were PP, including one LAC</p> <p>The majority of students made demonstrable progress in reading, writing and maths</p> <p>KS3: total of 4 PP students, 3 of 4 students were making expected progress relative to baselines</p> <p>KS4: total of 9 PP students 8 of whom were in the Yr11 cohort of 29 students who completed the year; and the remaining 1 PP was in the Year 10 cohort of 9</p> <p>For Yr11 results, see data above</p>	<p>Strategies to be continued</p> <p>Flexibility is essential to adapt to changing profile of students</p> <p>Hard to reach students need creative packages which may need to be delivered at offsite venues</p>	<b>Staff costs £3,000</b>
KS1 & KS2 PP students achieve age expected progress in phonics and SATs	<p>Targeted and creative teaching using the support of engaging materials</p> <p>Practice with past materials and consideration of appropriate delivery arrangements</p>	<p>Of the 3 PP, one was in Yr2, none were in Yr6</p> <p>SATs scheduled for May 2020 were cancelled due to Covid-19</p>	Ongoing assessment practice is essential	

<p>Yr11 PP students to meet their target grades at GCSE</p>	<p>Intensive revision programme over Easter targeted to students and specific subjects to optimize outcomes Alternative provision provided for vocational learning support Before &amp; After school sessions In school 'study leave' programme Develop engaging resources &amp; online learning options to support revision</p>	<p>Easter school was planned then abandoned due to Covid-19 and lockdown Remote 1:1 learning using Microsoft TEAMS was employed to optimize learning experience beyond lockdown, including through the Easter holiday for disadvantaged students For results see data above PP students performed broadly in line with non-PP students; 6 non PP students were not entered for GCSE English and/or Maths</p>	<p>Easter School will be reconsidered again for next year With a receptive cohort and good advance planning it will be an invaluable strategy, but the target cohort must be receptive Before/after school sessions continue to be a successful strategy for expanding and personalising the curriculum where necessary</p>	<p>Admin planning <b>£100</b></p>
<p><b>ii. Targeted Support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Impact:</b> Include impact on students not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Y11 students move onto post 16 courses or apprenticeships that are suitable for their life choices and offer clear progression</p>	<p>Moving on Co-ordinator to have scheduled meetings with students individually on a half termly basis to ensure they are supported in next steps planning. Offer a variety of work experience opportunities and taster sessions Support students attending taster sessions at College</p>	<p>Data for September 2020 shows all but 1 Yr11 student were continuing in education or an appropriate form of employment with training in September, covering a wide range of college courses and apprenticeships The 1 NEET student in Sept 2020 is not in the PP group</p>	<p>Strategies to be continued Internal arrangement of work experience was considerably more successful and to be repeated For some students more than one work experience opportunity would probably be beneficial More rigorous tracking of post-16 outcomes would be helpful</p>	<p><b>Staff costs: £4,000</b></p>
<p>PP students are fully integrated into school life and enabled to participate and succeed</p>	<p>Induction period to explore the individual's aspirations and areas of interest. Allocation of a Mentor Support in building relationships Medical / vulnerable students encouraged to receive education on site as soon as ready</p>	<p>Barriers to engagement were identified and strategies developed to overcome them PP students' attendance is slightly lower than the counterpart cohort A2Ls are in place for all students and are monitored half termly to track progress</p>	<p>To be continued Personalised curricula are essential to provide the necessary support to all students An effective mentoring process is key Extra-curricular and enrichment opportunities need further development and rigorous tracking</p>	<p><b>Staff costs: £1,000</b></p>



PP students have a wide range of enrichment opportunities	Targeted Cultural Capital opportunities Use of student voice to identify areas of interest Cultural capital as a key college priority to be supported through teacher appraisal	Enabled students to engage in education and avoid fixed term external exclusions 1:1 learning opportunities No Fixed term exclusions for LAC students	Lead in time is needed to address anxieties which may present as a barrier to accessing these opportunities	
To engage and support children in care when their school placements are fragile	Emergency support. Curriculum provision, facilitated at Foundry or off site through the use of Tutors 1:1 staff support by a qualified teacher or a behaviour support specialist available as the need arises and for however long to stabilize school placement.	One LAC student was permanently excluded from a Specialist setting and required Foundry support Student has received 1:1 education delivered by a well-qualified tutor, delivered in the home and through TEAMS From Sept 2020, this provision will move to onsite, enabling the student to "go to school" and integrate with other students in a learning environment	Having the capacity available to respond to need was greatly advantageous Ad hoc emergency and sustained support of LAC is essential although no bespoke funding was made available to Foundry in this financial year	<b>£956</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Include impact on students not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Resilience and self-esteem are improved and students make progress with emotional development	To offer students a variety of sporting and enrichment opportunities throughout the year 1:1 social / emotional intervention support through mentoring Application of an attitudes matrix for monitoring life skills Participation in Mental Health Project	Inconsistent impact due to continuous upheaval caused by new arrivals leading to unplanned constraints to the timetable and staffing capacity 71% of managed moves from Foundry either to mainstream or special school were successful. 100% of Yr11 leavers had successfully secured EET plans.	To be continued and further developed Attitude to learning matrices are a useful tool in monitoring progress with softer skills. To be developed for M/V students	Mountain bike £1560 Trampoline £170 Boxing £400 Pool £112 TVAP £480 LP £60 Golf £24 Oakwood £600 <b>Total: £3406</b>



Reduction in loss of learning time due to smoking breaks and use/impact of illegal substances	Rigorous monitoring and sharing of information with parents/students. Small steps targets Work with St Giles' Trust	Invaluable forerunner to follow up discussions and educationally valuable from a first-hand experience perspective as the students engaged very well Individual success stories	Very expensive intervention and difficult to determine real impact...did a student resist and make good choices as a result? 1:1 mentoring from staff from St Giles Trust or equivalent may be a better way forward, but this is entirely cohort driven	St Giles Trust <b>£3800</b>
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**Total expenditure: £16,262**