

## Pupil Premium Strategy Review: last year's aims and outcomes 2020-21

Aim	RAG	Outcome
Further embed precision/incremental coaching for all teaching staff to improve the quality of teaching & learning in the classroom and impact positively on student outcomes.		<p><b>Incremental Coaching</b> was introduced the previous academic year but needs time to embed. This process was disrupted this academic year due to further Covid-related restrictions and a period of school closure. All teachers will be coached in September 2021.</p> <p>Lessons learned: Time factors remained the issue for both Coach and Coachee, alongside Covid restrictions. A new Coaching team has been appointed to ensure consistency in the 2021-22 academic year.</p>
Knowledge Organisers are reviewed / amended across the school so that core knowledge is effectively 'synthesised' and broken into clear learning chunks for students, in order to improve knowledge retrieval techniques and increase engagement with home learning and independent study.		<p><b>Knowledge organisers</b> are fully embedded across all year groups and are an integral part of lessons and home learning. Based on evidence gathered through Curriculum Teaching and Learning Reviews, team leaders have said that students are able to recall information faster and more accurately; this has been based on evidence they have collected through their subject QA i.e. learning walks, work scrutiny and student voice. This is also evident in engagement with homework.</p>
Educational technology packages to support English and Maths (Lexia and Sparx).		<p><b>Lexia:</b> All students using the Lexia programme made progress, with 13% of students advancing their skill status in at least one of the three strands. The average number of units of progress made by each student was 71 over the five weeks. Of the 12 students who made more than the average number of units of progress, 5 of them were DS. Of those below the average, only 3/18 students were DS. Of the ten students with the greatest progress in units/time, 50% were DS, indicating an equal level of progress as the non-DS. One particular disadvantaged student made 108 units of progress and achieved the greatest amount of progress over the course of their usage.</p> <p><b>Sparx:</b> Sparx Homework was used by all students in 20-21, it provides long term retention and consolidation of work completed in class. In the period following the second National Lockdown (03/21 - 07/21), DS students had a greater average proportion of weekly homework completed compared with non-DS students. Average weekly completion of Sparx</p>

		<p>for DS students was 68% compared to 63% for non-DS students.</p> <p>This continues to improve week by week with targeted support where needed.</p>
<p>Evolve the Isca 6 so that each focuses explicitly on a 'principle' of teaching in order to positively impact on student learning and outcomes. These create a consistent language and experience for all students in every lesson.</p>		<p><b>The Isca 6</b> have evolved into the Ted Wragg Offer, focusing on a set of teaching principles which will be fully embedded in the academic year 2021-22. This year saw the successful introduction of a common language with Thresholding, STAR and I/We/You playing a vital part in ensuring 100% engagement in lessons and disruption free classrooms. This has created a consistently high standard in all levels and for all children.</p>
<p><b>English/ Literacy.</b></p> <p>Literacy Intervention Co-ordinator in post: in-class as well as out of class intervention offered to those students whose reading and/or spelling age puts them into urgent intervention. Impact reports are produced termly to ensure progress is being made.</p> <p>Lead practitioner support in English.</p> <p>Extra classes in English.</p> <p>Targeted academic support Literacy/MFL.</p>		<p>AR provision was hugely interrupted because of lockdown, however DS students showed an average increase of +7 months in reading age, which suggests that the use of AR has supported and motivated disadvantaged students. This could be explained by the fact that, when in school, library lessons were run strategically by the English Team – with DS and SEN students prioritised so that they were read to and listened to, and that these students felt early success.</p> <p>Work continued to improve students' range of vocabulary with a focus on embedding tier 2 vocabulary. This has the potential to make a difference, particularly noting the vocabulary gap that is experienced by many disadvantaged pupils. We know this strategy has made, and continues to make a difference as subject QA and Curriculum, Teaching and Learning Reviews demonstrate that students are using tier 2 vocabulary and increasingly tier 3 vocabulary with increasing confidence and precision, thus supporting them to articulate their understanding at a higher level.</p> <p>The MFL Assistant provided small group and 121 sessions with primarily disadvantaged students to support language learning in the classroom for those whose progress was a concern. This enabled them to keep up with their peers and achieve to the best of their ability, as well as increasing confidence in learning a language.</p>
<p><b>Maths Intervention.</b></p>		<p>Catch-up funding was used to appoint an Academic Mentor (NTP) in Years 9-11 to</p>

<p>Small group and individual intervention for underperforming Year 11 students.</p> <p>Lead practitioner support in Maths.</p> <p>Extra intervention classes for Maths.</p>		<p>provide tailored support 1:1 and in small groups including disadvantaged students and those under-achieving who may not have been disadvantaged. The Academic mentor worked with 21 students and saw their grades improve by a total of 22 grades from the November Mock Exams to the CAG Assessments.</p>
<p><b>Mental Health and Wellbeing</b> support and provision for targeted students who become dysregulated.</p> <p>2 x Attendance Welfare Support Coordinators.</p> <p>Small group Art Therapy for targeted pupils, Breakfast club and exam study sessions.</p>		<p>Provision is good with a stronger support system in place for students. Over 600 students accessed 'Studio 71' online on a regular basis throughout the second Lockdown period (Jan-March), using this service to support their mental health and wellbeing.</p> <p>The two AWSCs developed relationships with many of the families on a caseload list and worked in collaboration with parents and students in many cases to support the student in returning to school after Lockdown and in maintaining an improving level of attendance. Home visits happened when required. The AWSCs often met students in Reception to assist them in coming into the school building. They also met with students during the school day, and were available for students to come and talk to if they were having a bad day. Accurate records of contact were kept to measure the impact on attendance. (See ** below).</p>
<p><b>CoachBright academic mentoring</b> for 27 x Year 9 students.</p>		<p>Due to Covid restrictions, this programme moved online during the spring/summer term and numbers were therefore reduced, with only 10 students participating in this mentoring programme. An impact report is available, which highlights the value of this programme for students. .</p>
<p><b>Increase attendance of disadvantaged students.</b></p> <p>Educational Welfare Officer.</p> <p>Attendance and Welfare Support Coordinator (in place from Nov 2020).</p>		<p>**Following the lockdown period, a caseload of 50 students who were an attendance concern were allocated to the AWSCs who supported both students and families. Of the 50 students, 28 were disadvantaged. Of those, 14 students' attendance improved and 6 students' attendance stayed the same. This work continues.</p>
<p><b>Improve Pupil Passports</b> for disadvantaged students across all year groups to enable teaching staff to meet the needs of students in the classroom.</p>		<p>A consultation took place with teachers and all Pupil Passports were revised for children in all year groups in order to support teachers in the classroom. These are ready for the new academic year 2021-22. CPD is being offered, a focus of the SIP for this year.</p>

<p><b>Improve attendance to extra-curricular clubs and trips.</b></p> <p>Remove barriers to participation (tech contributions, DofE, Uniform, CCF).</p>		<p>Limited access to clubs, and no trips took place due to Covid 19. Increasing numbers of students accessed remote learning following distribution of portable devices to all students who needed one. To ensure wider curriculum engagement is even more inclusive and to achieve 100% participation, from September 2021 the school day has been extended for all year groups (on certain nights) with a focus on character development in all years with additional core subject teaching time in Years 10 and 11.</p>
<p><b>Develop the Buddy Programme</b> so that Year 10/11 Student Leaders support all Year 7 disadvantaged students via tutor time interventions.</p> <p>Student Leadership Training to develop Year 10 leaders.</p>		<p>The Buddy programme was paused for 2020-21 due to Covid 19 restrictions that prevented mixing of year groups.</p> <p>Student Leadership Training was also paused due to the pandemic, however a new Student Leadership Programme including several Head Students leading a Year Group Council is now in place for 2021-22 academic year, with disadvantaged students proportionally represented.</p>