

Pupil premium strategy: English Martyrs School and Sixth Form College 2020/21

1. Summary information					
School	English Martyrs Catholic School and 6 th Form College				
Academic Year	2020/21	Total PP budget	£333295	Date of most recent PP Review	Jan 2018 (external - full) May 2019 (external - update)
Total number of pupils	1518	Number of pupils eligible for PP	380	Date for next internal review of this strategy	November 2021
Total Percentage per year group.	Year 7 33%, Year 8 27%, Year 9 30%, Year 10 29%, Year 11 28%				

2. Current attainment				
External Data: Results 2018/19	Pupils eligible for PP		Pupils not eligible for PP	
Progress 8 score average	N/A CAGS		N/A CAGS	
Attainment 8 score average	N/A CAGS		N/A CAGS	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The single biggest academic barrier our disadvantaged students currently face is a nationally shared issue: managing the challenges to learning caused by the COVID 19 pandemic. This includes providing and monitoring access to remote learning; modification of the curriculum to support learning and the increased pastoral support needed to sustain and encourage engagement.
B.	Despite the fact that our A8 and P8 scores continue to improve and we were on an upward trajectory prior to the COVID crisis, narrowing significantly in the last formal exam season from -0.72 to -0.41, we remain ambitious to continue towards an FFT 20 target for our PP students. We are extremely conscious that a different set of challenges than usual face this cohort and will not lose sight of the fact that the last set of formal exams revealed a need to continue our focus on stretching HPA students in receipt of the PPG.
C.	Although it improved in the last formal exam season, the Progress 8 score for English remains below Maths for students in receipt of the PPG indicating the need to develop literacy skills.
D.	12.55% of our current Y8 and 15.77% of our current Y9 arrived from primary scores with scores under 100 demarcating them as not “secondary ready” however, almost double this number in each year group arrived with scores of 103 or lower meaning that there are significant numbers of students who they are only just secondary ready in terms of literacy and numeracy. The absence of SAT assessments for Y7 means that their exact figures are unknown, necessitating rigorous baseline assessment to establish which of these students need this support prior to us acting upon this.

E.	EMS6 has had another record year for value added generally and for disadvantaged students specifically last time formal assessments took place. Given the strength of EMS6's disadvantaged outcomes, the number of disadvantaged students making the decision to take the academic route remains lower than we would like. Ensure that disadvantaged students continue to benefit from specialist advice and guidance to ensure that they are encouraged onto individualised and appropriate pathways post 16
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
F.	Despite being above national averages for attendance and PA figures for all students, there remains a gap between the attendance of disadvantaged students and those not in receipt of the PPG which will need to be further mitigated in the face of the corona virus pandemic.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
A.	That the disruption to learning caused by the corona virus pandemic is mitigated by strong online provision that is assessible and readily accessed.
B.	Continue to improve the already improving outcomes for disadvantaged students in KS4 and continue to reduce difference between disadvantaged and non-disadvantaged students across all Key Stages so that a greater proportion of disadvantaged students achieve their FFT 50 GCSE targets and increasing numbers aspire beyond these to reach FFT 20 .
C.	Accelerate the progress of disadvantaged students in English at all Key Stages so that they at least move into line with Mathematics.
D.	Accelerate the progress made by disadvantaged students identified as not secondary ready or only just secondary ready by KS2 test in all subjects, in both key stages and especially in Maths and English enuring that the impact of COVID is minimized.
	Success criteria
	Students' access to ICT is logged and support given where possible. Departments blend their curricula and modify working practices to accommodate those at home. Students access their blended curriculum and make progress.
	KS4 PPG students' individual progress will be tracked at data collection points against FFT 50 and 20 predictions and measured at publication of final 2021 exam results. KS3 PPG students will be tracked against FFT 20 targets and supported to meet their end of year targets. FFT 50 – End of Year Targets Y11: 4.7 Overall, 4.7 English, 4.6 Maths, EBACC 4.6, OPEN 4.9 66% 4+ English and Maths 41% 5+ English and MATHs FFT 20 – 5.1 Overall, 5.2 English 5.0, 4.9 Maths, EBACC 5.1, Open 5.3 Expected progress = 70% in Years 7, 8 & 9
	Close the gap between PP and NPP students in English progress scores at all levels. Improving English PP outcomes in KS4 results.
	Identification of Y7 in need of Maths and English support through rigorous baseline testing. Tracked at data collections and measured at publication of final 2020 exam results. Expected progress = 70% in Years 7, 8 & 9 90% of Year 7 students are deemed secondary ready by the end of the academic year Close the gap between PP and NPP students in English progress scores at all levels. Improving English PP outcomes in KS4 results.

E.	Maintain strong destinations profile for PP and NPP students alike. Raise academic profile of PP next steps.	NEET: Zero
F.	In the current climate of inevitable absence for periods of self isolation, we are ambitious in maintaining and encouraging engagement with online learning and ensuring excellent pastoral care and support.	<p>Former national averages are not appropriate measures of success this year. Instead we will strive to ensure:</p> <p>PP students self -isolating are contacted within 2 days to ensure they are accessing online learning.</p> <p>There will be a round robin to teachers and with a check on their engagement and further contact with home if this is not satisfactory within the first week.</p> <p>There will be an additional welfare call in the second week.</p>

5. Planned expenditure							
Academic year – Spend overview						2020/21	
	% of cost funded by PP		No. of hours	No. of Staff/ Students	No. of weeks	Estimated Total	% of allocation
Quality Teaching For All							
Contribution to allowances for designated Lead Practitioners for PP				2		10000	43% of overall spend
Subject development and departmental improvement in English						2000	
Accelerated Reader License	33%	9000				3000	
Increased support in the Pastoral Team	100%	31.44	25	3	35	82530	
Additional support for the Bridge	100%	26.13	25	2	35	45727.5	143257.5
Targeted Support							
Alternative Provision (e.g. ACE/PRU)						2000	
Transport for student accessing alternative curriculum provision						1000	
Intervention for identified students, especially in English and Maths (e.g. for LAC students)	100%	26.13	5	4	35	18291	
Subject-specific stationery and materials (e.g. Revision guides for PP students and extra materials for after school intervention)						3000	
Additional LSA post to support intervention e.g. supporting blended learning	100%	26.13	25	1	35	22863.75	
Numeracy, Literacy intervention (e.g. Additional lesson for Alternative Curriculum Students)	100%	44.45	7	2	35	21780.5	
Lexia Literacy Intervention TA support (e.g. LSO overview of Lexia)	100%	26.13	5	2	35	9145.5	

Behaviour/Social intervention	100%	26.13	7	3	35	19205.55	49% of overall spend
Increased capacity for support provided by Home School Liaison Officer	100%	26.13	25	1	35	22863.75	
Increased capacity for attendance monitoring and intervention	100%	26.13	25	1	35	22863.75	
Transport funding for PP students for intervention or emergency						1000	
Lexia Licence	75%	2345	1	1	1	1758.75	163772.55
Other Approaches							
Opportunities for residential experiences		2000	1	1	1	2000	8% of overall spend
Support for educational visits and field trips		3000	1	1	1	3000	
Brilliant Club		1900				2000	
ICT equipment to support home learning						6000	
Support for individual musical tuition		1000	1	1	1	1000	
Online Tuition						4000	
Departmental bid pot						5264.95	
School uniform		1500	1	1	1	2000	
Breakfast provision	100%	500	1	1	1	1000	26264.95
Total							333295

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Please be aware that some ongoing whole school foci in “Quality of teaching for all” are not covered in the scope of this document because they are not tied to PPG specific expenditure although they are specifically hoped to positively affect PPG outcomes. These include:</p> <ul style="list-style-type: none"> • Triangulation of staff CPD, Performance Management and lesson observation to improve QFT. • Continued focus of monitoring calendar and PPG specific work scrutiny events. • Continued PPG specific analysis of data at w/s level. • Continued prioritisation of PPG students in STEP through SLT links. • Curriculum developments to support students missing lessons • Continued focus on key aspects of QFT including: <ul style="list-style-type: none"> ○ Continued embedding of metacognition and incisive feedback work begun in previous academic years ○ Continued focus on vocabulary, interleaving, stretch and challenge and low stakes testing in planning and structure of modules ○ Continued embedding of Rosenshine Principles across school. 	BCD				
<p>Students who need to isolate at home as a consequence of exposure to Corona Virus are supported to learn at home through the implementation of a Blended Learning plan delivered through Microsoft Teams using visualisers in class.</p> <p>This includes</p> <ul style="list-style-type: none"> • ensuring students have the appropriate ICT equipment at home and access to the internet. • Additional time from support staff and teachers liaising with home to ensure engagement. • Additional visualisers/mics in school. <p>All of this is done with a specific lens on the prioritisation of PPG student access and engagement and supplemented with welfare and academic support calls on a regular basis.</p>	AF	EEF documentation regarding remote learning and our own internal “lessons learned” reflection from the initial lockdown pre-September.	A cycle of regular contact with students and parents and regular liaison with teachers for engagement information and follow up.	SLT for all students. Additional time allocated to PP Lead pracs for this.	Checking online learning in line with monitoring calendar. Contact as and when students isolate as indicated in Actions F. Monthly identification of additional absences and support.
<p>Students identified as “not secondary ready” are supported to makes strides in progress to close gaps between them and their peers through additional lesson and numeracy lesson for Alternative Curriculum Students.</p>	B / C /D Students with greatest need are provided with supported opportunity to accelerate progress in key skills	These students are already identified as below school readiness age so they need an extra lesson on these skills rather than trying to gap fill in maths or English.	Observation and data tracking of nurture group.	AHT vulnerable groups	

<p>All students receive high quality pastoral care through increased numbers of non-teaching Pastoral Managers</p>	<p>ABCDF Improved outcomes Improved attendance Improved behaviour Improved parental engagement</p>	<p>A dedicated pastoral teams are able to meet the complex individual social needs of our students are available to engage with students and parents throughout the school day and are unimpeded by teaching</p>	<p>Regular monitoring of attendance / bridge / progress data through Pastoral Team Meetings</p>	<p>DHT – Behaviour and standards</p>	
<p>Continued development of reading culture at KS3 through continued subscription to Accelerated Reader License for targeted students.</p>	<p>ABCE – Many students come to us with lower than average reading ages as indicated by STAR reading tests. AR aims to bolster this and increase vocabulary skills too.</p>	<p>This is a programme that has research supporting its success and has been positively evaluated here in previous years.</p>	<p>STAR reading tests. Lesson drop in.</p>	<p>TLR holder for literacy.</p>	
<p>Whole year group school vocabulary booklets to be distributed and supplemented termly.</p>	<p>ABCD – English underachievement in writing stems from poverty of expression. Focused teaching is necessary.</p>	<p>R&D work based on Alex Quigley’s research.</p>	<p>Spelling booklet checks to become part of planner checks when safe to touch.</p>	<p>TLR holder for literacy.</p>	
<p>In order to ensure that students receive the highest possible quality provision in all subjects, specific targeted support will be allocated to the English Department will be maintained.</p> <ul style="list-style-type: none"> • Support for new HOD • Review of assessment design and implementation of new curriculum • Targeted work scrutiny • Measures to support provision and provide further enrichment 	<p>BCD Improved outcomes in English</p>	<p>English P8 for disadvantaged students is not improving as quickly as it is for Maths</p>	<p>Review data / book scrutiny / regular meetings / production and review of action plan</p>	<p>SLT Link for English</p>	

<ul style="list-style-type: none"> ○ E.g. All students have access to theatrical performance of their GCSE set text. ○ Targeted days for specific cohort intervention 					
ii Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Students' potential for success is maximised by ensuring strong attendance figures through Increased capacity for support provided by Home School Liaison Officer in these difficult times.	F Home/school communication is enhanced and students' attendance is maximised through appointment of Home School Liaison Officer and Attendance Monitoring and Intervention support workers.	Formerly centralised services now need to be funded in house.	Attendance figures PA figures and engagement feedback from teachers.	DHT – Behaviour and standards	
Where attendance issues emerge, students are supported in their speedy return to school where possible through Increased capacity for attendance monitoring and intervention. Where it is not possible due to issues such as shielding or self-isolation, contact is effectively maintained.	AF Home/school communication is enhanced and students' attendance is maximised through appointment of Home School Liaison Officer and Attendance Monitoring and Intervention support workers.	Formerly centralised services now need to be funded in house.	Attendance figures PA figures and engagement feedback from teachers.	DHT – Behaviour and standards	

Additional support staff for Foundation Learning Students	A / B / C /D students with greatest need are provided with supported opportunity to accelerate progress in key skills	These students are already identified as below school readiness age so they need an extra lesson on these skills rather than trying to gap fill in maths or English.	Observation and data tracking of nurture group.	AHT vulnerable groups	
Lexia Literacy Intervention TA support (e.g. LSO overview of Lexia) Lexia Licence	A/B/C/D Students not identified as “secondary ready” from SATs results are given targeted support to accelerate their literacy skills.	These students are already identified as below school readiness age so they need extra support to bridge the gaps in their reading skills.	Lexia data and registers.	SENCO	
Students are supported to make the most positive start possible to their secondary education through our Enhanced Transition Summer School that will continue as soon as possible after the pandemic ends.	DF Summer school is designed to build students’ confidence with the building and aspects of the curriculum	Decision made jointly with feeder primaries as best course of action in supporting students	Pupil voice and cohort progress.	Nurture leader	
Intervention for identified students, especially in English and Maths by external tutors (e.g. for LAC students) and online tutors. This will be extended this year given the current climate and the need for some students to be at home at specific points.	A/B/C/E Resources are allocated to support PP with specific struggles as the year commences to bridge gaps as they emerge.	The need of this particular cohort is not fully evident as yet and will be pinpointed from Mock 1	Subsequent Data Drops	AHT Vulnerable groups	

Purchasing additional PP specific ICT materials	A Students who are not able to access their education in the classroom over a long period of time are able to access curriculum resources	ICT equipment access surveys reveal gaps in student access. Without these being filled, students cannot access our blended learning plan effectively.	Access records checked		
Students' capacity to engage effectively with lessons is supported in house through behaviour and social interventions supported by the Student Hub.	F – students' capacity to self regulate at this time is vital for them to stay in school.	Cuts to services locally means that these services are supported internally	Attendance and behaviour statistics for students involved.	DH Pastoral Student hub.	
Brilliant Club	BCE Raised aspirations and improved outcomes for higher prior achieving PP students.	Positive feedback from Durham University and from students involved.	Feedback reports Track progress	Lead Practitioner – vulnerable groups	
Support for educational visits and field trips	Enrichment of subject specific knowledge and enjoyment	Equity of opportunity	Pupil voice	Relevant staff leading trips	
Support for individual musical tuition	Enrichment	Increased budget in this area as it is growing in popularity	Students grades Student enjoyment	Teacher reports	
School uniform	G Attendance	This is a basic need			
Opportunities for residential experiences	Enrichment of self-esteem and sense of belonging		Pupil voice	Relevant staff	

				leading trips	
iii Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Allocation of Lead Practitioners' remits to include PPG students' progress and intervention	Strategic overview of planning and expenditure for PP. Regular contact. PP specific tutor group in KS4.	W/S prioritisation	Production, implementation and review of action plan	LP PP and vulnerable groups	
Breakfast provision	Improved attendance and concentration	This was successfully trialled two years ago	Attendance of participants	Lead Practitioner – vulnerable groups	
Transport funding for PP students for access to after school activities e.g STEP	No lapses in after school activity attendance for this reason.	This issue emerged several times.	Attendance of participants		
Opportunities for students across the curriculum are maximised where need is identified through the potential for departments to bid for their own ideas.	Departments have scope to be creative and ask for additional money based on their own assessment of need and potential impact.	PP spending has been centralised and, as such, has limited creativity and ideas for building cultural capital.		Individual staff issuing bids.	
6.					
Previous Academic Year					

	% of cost funded by PP		No. of hours	No. of Staff/ Students	No. of weeks	Estimated Total	% of allocation
Quality Teaching For All							
Contribution to allowances for designated Lead Practitioners for PP		10000		2		10000	42.7% of overall spend
Subject development and departmental improvement in English	60%	9000				5087	
Accelerated Reader License	33%	9000	1	1	1	3000	
Increased support in the Pastoral Team	33%	30.6	25	3	35	80325	
Increased time allowance for Heads of Year	100%	43.16	1.5	4	35	9063.6	
Additional support for the Bridge	100%	25.43	25	2	35	44502.5	£152291.1
Targeted Support							
Alternative Provision (e.g. ACE/PRU)						35123.82	52.8% of overall spend
Transport for student accessing alternative curriculum provision						4179	
Intervention for identified students, especially in English and Maths (e.g. for LAC students)	100%	25.43	5	4	35	17801	
Purchasing of on-line tuition packages and materials (e.g. EdLounge and EdClass)	100%	5000	1	1	1	5000	
Subject-specific stationery and materials (e.g. Revision guides for PP students and extra materials for after school intervention)						2397.25	
Additional LSA post to support intervention (e.g. On the Bridge)	100%	25.43	25	1	35	22251.25	
Numeracy, Literacy intervention (e.g. Additional lessons for Alternative Curriculum Students)	100%	43.16	7	2	35	21148.4	
Lexia Literacy Intervention TA support (e.g. LSO overview of Lexia)	100%	25.43	5	2	35	8900.5	
Behaviour/Social intervention	100%	25.43	2	6	35	10680.6	

RBA Baseline - CaterPillar and SAFC		515				515		
SEMH Support - Yoga	100%	60	10			600		
Increased capacity for support provided by Home School Liaison Officer	100%	25.43	25	1	35	22251.25		
Increased capacity for attendance monitoring and intervention	100%	25.43	25	1	35	22251.25		
Transport funding for PP students for intervention or emergency	100%	200	1	2	1	904.2		
Additional support staff for Alternative Curriculum Students	100%	43.16	8	1	35	12085		
Lexia Licence	75%	2345	1	1	1	1758.75	£187847.07	
Other Approaches								
Opportunities for residential experiences						1096	4.5% of overall spend	
Support for educational visits and field trips						500		
Brilliant Club						1920		
Support for individual musical tuition						7287		
Author visit						150		
Departmental bid pot						3249.21		
School uniform						1738		
Breakfast club						171		
							£356249.3	
							Total	8
i. Quality of teaching for all								
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact	Lessons learned (and whether you will continue with this approach)	Specific Costs are identified as				

		on pupils not eligible for PP, if appropriate).		appropriate (blank ones indicate cost absorbed elsewhere)
<p>Triangulation of staff CPD, Performance Management and lesson observation to improve QFT.</p> <p>Sharper focus of monitoring calendar and PPG specific work scrutiny events.</p> <p>Continued PPG specific analysis of data at w/s level.</p> <p>Continued prioritisation of PPG students in STEP through STL links.</p> <p>Curriculum developments to support students missing lessons</p> <p>Continued focus on key aspects of QFT including:</p> <ul style="list-style-type: none"> o Continued embedding of metacognition work o Continued embedding of incisive feedback o Continued focus on interleaving in structure of modules o Continued work on low stakes testing. o Continued embedding of stretch and challenge work 	<p>Students in receipt of PPG's attainment improves so that increasing numbers of PPG students achieve FFT 20.</p>	<p>It is difficult to quantify the impact this academic year given that external exams did not take place and only formal assessment point 1 was recorded internally before Lockdown for other year groups. Without data drop 2 it is impossible to glean the impact of the interventions in between. KS3 PPG students will be tracked against their internally generated "Flight Path" targets and supported to meet their end of year targets.</p>	<p>Although these results do not indicate the impact we had hoped specifically for our pupil premium pupils in 2019/20, this was a year like no other. There were some real positives in terms of the smooth running of operations, strategic insight into deployment of resources and staff morale regarding CPD. In this unprecedented climate, boiling these additional positives down to an unreliable "bottom line" seems counterproductive especially when we know the research from the EEF surrounding the methods listed to the right is sound.</p>	
<p>Students identified as "not secondary ready" are supported to makes strides in progress to close gaps between them and their peers through additional lesson and numeracy lesson for Alternative Curriculum Students.</p>	<p>Students with greatest need are provided with supported opportunity to accelerate progress in key skills</p>	<p>Observation and data tracking of nurture group.</p>		<p>Time – staffing costs</p>
<p>All students receive high quality pastoral care through increased numbers of non-teaching Pastoral Managers</p>	<p>Improved outcomes Improved attendance Improved behaviour Improved</p>	<p>Initial attendance records followed traditional patterns however, the pandemic has meant this year's attendance figures are much lower than usual.</p> <p>Pastoral managers have been invaluable in</p>	<p>Pastoral managers will continue to play an important role in the home/school link as we embark upon a year of blended learning.</p>	<p>Salaries identified above</p>

	parental engagement	maintaining with home during lockdown and liaising with departments regarding work and engagement.		
Student opportunities are maximised by developing a clear system for individual teachers to suggest appropriate interventions to the PP Lead and “bid” for funding.	Staff are empowered to make suggestions to the PP lead. And to take ownership of responsibility for outcomes for PP pupils.	Not yet embedded but paperwork written	Development of intervention request process with clear identified method of measurement of impact	Time – lead practitioners
Increased parity of opportunity for all PPG students through tracking of individual students’ participation and selection for interventions and enrichment and improved quality of said opportunities through improved measurement of impact of spending.	Individual provision tracking for all PP students Update at each data drop at least	Significant amounts of STEP / Enrichment data now centralised meaning students who have received fewer opportunities beyond classrooms are apparent and they can be given.	More people need access to populate the database. Improved communication with careers rowards end of year had positive impact on range and diversity experiences available for PP students. Impact measurement of academic provisions can be improved further by tacking start and endpoints	Time – lead practitioner
In order to ensure that students receive the highest possible quality provision in all subjects, specific targeted support will be allocated to the English Department. Outreach to local successful English Departments and time to explore and embed new ideas <ul style="list-style-type: none"> • Review of English leadership structure • Review of curriculum • Review of assessment design and implementation • Targeted work scrutiny • Measures to support provision and provide further enrichment 	Improved outcomes in English	Review data / book scrutiny / regular meetings / production and review of action plan	Although these implemented changes are yet to bear fruit, significant changes to the department’s structure and ways of approaching vocabulary teaching, assessment and revision took place – many of which are likely to have more impact on the current Y11 than the outgoing one. Lots of other beneficial processes took place like working with external agencies to ensure the accuracy of marking and therefore effectiveness of standardiation processes in both subjects.	Costs outlined above

<ul style="list-style-type: none"> ○ E.g. All students have access to theatrical performance of their GCSE set text. ○ Targeted days for specific cohort intervention 				
<p>Learning environments of all students are optimized through additional capacity created to support behaviour intervention on the Bridge.</p>	<p>Improved outcomes for all through minimised disruptions. Improved attendance of those struggling to access lessons.</p>	<p>Initial bridge records followed traditional patterns however, the pandemic has meant this year's figures are limited.</p>	<p>This system does not work in our current "bubble" dynamic so this member of staff is being redeployed in a proactive capacity to support lessons.</p>	<p>Salaries listed above.</p>
<p>Students' continue to experience higher quality of Teaching and Learning by training and monitoring staff engagement with EEF recommended strategies identified in previous PP reviews. Training provided on:</p> <ul style="list-style-type: none"> Effective feedback Interleaving Cognitive load Low stakes testing 	<p>Improved quality of teaching</p>	<p>PP P8 improved from -0.72 to -0.4 previously prior to CAGS..</p>	<p>Embedding these practices needs to be a continued focus for whole school monitoring into the next academic year.</p>	<p>Time – Lead Practitioner and AHT T&L planning and delivery and SLT and HOD monitoring.</p>
<p>Quality of PP student experience is improved through targeted monitoring activities</p>	<p>Improved presentation of work for all students and poor presentation is consistently challenged. PP student's poor quality work is challenged effectively in line with non-PP students</p>	<p>Improved quality of presentation seen and commented on by OFSTED 2019 and has not dipped in internal monitoring.</p>	<p>Needs to continue.</p>	<p>Time – SLT and HODs</p>

Improve support for PPG students' home learning and revision opportunities by investigating and implementing online resource for students to improve use of digital technology in learning.	Students are able to access free coherent revision resources.	Microsoft Teams rolled out and depts set up class areas to share key resources. CPD time allocated. Seneca learning recommended across school.	Embedding of SENECA and POD into classroom practice needs to continue as it is particularly effective for homework. This will contribute to our blended learning agenda moving forward but we realise as this is further centralised, investing in student's ICT needs will be a priority.	Time – CPD and teacher overseeing
Students achievement is optimised as they receive extra afterschool support towards exams through STEP because the administrative elements are centralised to facilitated slicker implementation.	Improved participation and support is more effectively targeted.	Improved results last year were largely maintained. PP students first focus on STEP	Step has often been driven by 3to4 and 4 to 5 borders. Lead Pracs need to continue to champion PPG numbers on STEP.	Time – Lead Prac and admin support
Learning environments of all students are optimised through additional LSA post to support behaviour intervention on the Bridge.	All students in and out of mainstream lessons receive the highest quality of education possible.	Students are supported across a range of subjects to complete work set by staff so that interruption to learning resulting from removal from lessons is minimised.	This continually supports students at risk of FTE to stay in school.	Salary contribution listed above
Home/school communication is enhanced and students' attendance is maximised through appointment of Home School Liaison Officer and Attendance Monitoring and Intervention support workers.	Improved attendance and parental engagement	Attendance figures appended below	This is an ongoing learning curve to be taken on a case by case basis. Overall the additional strategies used have had some success but it has not been across the board.	Salary contribution above
			Total for Quality Teaching for all	£152291.14 6 42.7%
i. Targeted support				
SEMH support through Yoga Sessions	A small cohort of students struggling with the	Positive pupil voice. Well attended. High rates of participation.	Given current climate, there will be a greater need than ever for SEMH support this academic year so it is something that is likely to be continued albeit in a different format given COVID regulations	£600

	pressures of the curriculum sought extra support with anxiety.			
PPG students receive Purchasing subject specific revision guides that are paid for directly by LP ic PP. Checked on by mentors and pursued too.	PP students have same access to high quality revision aids as NPP students	Improved outcomes Another significant increase in expenditure on revision guides from last year showing that this centralisation of process is effective.	The figure feels much more reflective of ALL students in ALL subjects.	£2249
Targeted stress management support for some of our most vulnerable students with SEMH issues through the Student Hub.	Students are supported to cope with the pressures of school work.	The continued attendance of these students as a consequence of the continued support they receive is indicated by our lower than average PA statistics.		Contributions to salaries above
License for Ed class / Ed lounge	Students who are not able to access their education in the classroom over a long period of time are able to access curriculum resources	Specific case study of Home and Hospital user who has successfully managed to complete several of her GCSEs despite not being able to attend.	This package is being phased out and the school's blended learning programme will be sufficient going forward.	£2500
Numeracy, Literacy intervention additional support for Alternative Curriculum Students	Extra support for LPA students to bridge gap with some	No end of year data to analyse – only DD1.	The impact of this is difficult to glean in the context of a year cut short with 1 assessment period so we must look to the success of this programme the year before as a fairer measure.	Salary contributions above

	basic skills including additional maths and English sessions.			
Lexia Literacy Intervention – license for the product and additional TA time to oversee	Extra support for students with low reading scores in SATs.	Year not completed to evaluate effectiveness of programme over appropriate amount of time. This has historic success with most students participating.	Students are engaging and making progress. Some students try to avoid their or “forget” and systems to catch them and embed Lexia’s importance are increasingly successful.	Licence and LSO salary contributions
Uniform support	Lack of uniform can be an attendance barrier.	Students provided uniform were able to attend school unimpeded.	This needs to be ongoing and does not require any evaluation. However, we expect this figure to rise next year with the difficult economic climate.	£1738
Alternative provision – ACE and PRU	Students who may be excluded or struggle to attend go to an alternative location to avoid PX or prolonged absence.		Despite the size of this expenditure, the students who attend here ultimately are at significant risk of underachievement by comparison to their peers. The current COVID climate means this will not function as usual so we anticipate this cost to be significantly reduced this year.	£35,123.82
Specific additional intervention for identified students, especially in English and Maths	Y11 PP students at risk of not achieving 4 / 5 or their target given extra support to get to	Students receiving extra support in English intervention were achieving well pre-lockdown. However, without formal exams, a true measure of the impact of this moving forward is difficult.	Bringing an external person to deliver these sessions added an extra sense of urgency and intrigue for students involved and informal pupils voice on this was unflinching positive.	Integrated into English spend

	these goal posts.			
Transport funding for PP students to attend school or extra classes or anything off site / out of hours	Some PP students do not attend after school sessions as missing the school bus incurs extra costs.	Removing barriers to accessing extra support.	This spend was much greater than last year which is a real positive indicating that staff are able to be more direct with parents and students alike about our capacity to removing this barrier to accessing additional provision and support.	£904.50
Breakfast club	Offering breakfast to students with low attendance is an incentive for them to come in early and regularly.	Difficult to measure daily but bacon sandwich incentives boosted English morning intervention for PP boys.	Contact from Pastoral Managers requesting this for specific students was much more proactive this year which was a real positive. Moving forward, breakfast does not exist in school in the same format so we must look to provide fruit in forms.	£171
Our last set of formal examinations showed results for HPA students to be below FFT 20 so we are working to raise aspirations across age groups. This programme was trialed with KS3 last year as a result of recommendations by other local schools. Many students involved engaged well and progressed.	Raised aspirations and improved outcomes for higher prior achieving PP students.	This was not fully completed due to lockdown but the feedback reports the previous year from Durham University were extremely positive and showed students had made strong progress and engaged effectively with Higher Ed institutions. These students will continue to be tracked to their destinations.	To ensure spending is wisely allocated, this will be used to keep students who leave Shine motivated.	£1920
Shine programme	Last year's results showed improving		A transitional year in terms of its organisation. Pupil voice to be implemented as a matter of course moving forward in whatever form it takes for 2020!	Free

	results for HPA students so we continueing to work to raise aspirations across age groups.			
Academic monitoring Ideas for mentoring programme were inspired by EEF metacognition recommendations and combined with a successful intervention strategy from a local school with a low PP / NPP achievement gap	PP students identified as causes for concern are supported in improving their grades.	Not fair to say given that these were CAGs rather than exams so some of these students hadn't had the opportunity to "turn things around" in the exam the way several did last year. Passport to Prom made this feel much slicker. However, this was instrumental in the progress some students made the previous year that saw our negative progress halve.	Continue using 6 th form tutors' time – this worked well for quality conversations and availability of appropriately matched staff and students. Staff voice said to identify areas to meet for people without offices – maybe Teams for social distance or music rooms.	Lead prac and staff time
Increased capacity for attendance monitoring and intervention.	Greater capacity to intervene so that gaps in attendance are limited and low attendance is minimised.	Attendance figures are positive and above last year's national. See appended attendance table.	Cuts in centralised services mean that the effective running of this needs to come from the school. Many of our attendance concerns are PP. This is likely to worsen during lock downs / periods of self isolation meaning that this contact is all the more essential.	Salary contributions
Behaviour/Social intervention Other types of preventative behaviour interventions include the creation of a safe space for students who have anger issues and work is done with them on coping strategies	Greater capacity to intervene so that gaps in attendance	Exclusions minimised and the ethos of the school upheld by providing targeted, focused support for	Cuts in centralised services mean that the effective running of this needs to come from the school. Many of our attendance concerns are PP	Salary contributions

	are limited and low attendance is minimised.	students struggling to access mainstream lessons for social and emotional issues.		
			Total cost of targeted interventions	£187847.07 52.8% of spend
iii. Other Approaches				
Music tuition	Ensuring equity of access to opportunities	See music depts documentation for individual success stories	For the second year running, more students than ever took music suggesting better than ever buy in or better clarity in availability of support . The budget was extended to accommodate as we believe this is a positive, egalitarian expenditure.	£7,287
Support for trips and visits	Ensuring equity of access to opportunities	Anecdotal positive experiences from Paris trips	Much lower than usual uptake as most trips happen in summer.	£500
Support for residential experiences	Ensuring equity of access to opportunities	Anecdotal positive experiences from Keswick and Ampleforth	Lower than usual spend as most trips happen in summer.	£1096
Raising aspirations – specific trips and visits relating to Oxplore	Ensuring equity of access to opportunities	Access outreach programme led by Oxford University.	Positive pupil voice. This trip was warmly received by all involved. The additional sessions surrounding it were well attended. This was lots of work but well worth the “buzz” created amongst our most able PP students.	Lead prac time and cover costs Costs covered in conjunction with careers
			Other Approaches Total	£16111.21 4.5%