

Pupil Premium Evaluation 2019-20

Priorities	Outcome
Teaching Priorities:	
<p>Priority 1 Ensuring consistent high-quality teaching and developing more robust assessment mechanisms to more clearly understand students' progress</p>	<p>Substantial curriculum development has been undertaken in maths and science in order to develop the quality of the curriculum and to improve the overall quality of learning. The KS4 maths curriculum has been significantly developed in the last year, with all core skills for both foundation and higher GCSE mapped onto the scheme of learning, a lesson-by-lesson plan and units being linked to online learning through Hegarty Maths and MathsWatch. Feedback lessons are built into the scheme of learning approximately every two weeks, giving staff and students an opportunity to go through key misconceptions identified from homework and classwork and to practice after improving these. Assessments are built into the scheme of learning each half-term.</p> <p>In Science the curriculum has been developed to incorporate Best Evidence Science Teaching (BEST) resources that tackle misconceptions and have been identified by the EEF as effective in raising attainment in science and translating research into classroom practice.</p> <p>To support effective teaching and learning across the school a Wednesday morning CPD session has implemented, focusing on key T&L priorities identified in the School Improvement Plan and offering opportunities for colleagues to share good practice across the school. Key priorities have included behaviour for learning training for staff focusing on culture, strategies and systems to set and maintain high expectations for students' behaviour and to improve attitude to learning through deliberate practice of core routines.</p> <p>The Teaching, Learning, Assessment and Feedback policy developed through 2019-20 builds an aspirational approach to assessment and feedback and ensures a robust and transparent approach from each curriculum area, allowing effective triangulation. Also facilitates development of more consistent approach to homework setting in KS3 from September 2020, supporting students and families by ensuring the quality of homework as well as wellbeing and workload.</p> <p>For the first time, curriculum area meeting time was specifically focused on moderation and student progress. Pupil premium students were prioritised in these discussions to ensure appropriate monitoring and support as well as to identify and eradicate any unconscious bias.</p>

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<p>Priority 2 Raising the profile of disadvantaged students in all classrooms across all subjects so that staff are implementing appropriate support and challenge to improve progress and attainment.</p>	<p>A Pupil Premium Provision Map has been established to ensure that all staff have access to appropriate information about students. This was developed through discussions with students, liaison with families and detailed conversations with pastoral leaders and form tutors to identify key strategies to support each individual. CPD delivered to all staff by MWO to explain how to use the Pupil Premium Provision Map and greater focus on individuals and personalised strategies is observed through lesson reviews. Attitude to Learning (ATL) data from Data Harvests 1&2 showed that the gap in ATL score between disadvantaged students and other students narrowed from Data Harvest 1 to 2 demonstrating improvements for disadvantaged students in Key Stage 3.</p> <p>A Raising Standards Group was established and met weekly to identify key concerns in KS4. Effective in raising profile of disadvantaged students and supporting curriculum leaders to monitor engagement and progress of students across their subject areas. Also helped to build greater collaboration between pastoral and curriculum teams to ensure support for students is coordinated and fully informed.</p> <p>In order to raise standards for disadvantaged students in science, a mixed ability approach to GCSE Science Trilogy classes was implemented in Year 10 on a trial basis in 2019-20. Although changes to data recording and reporting mean a year-on-year evaluation of progress and behaviour data is not possible, science teachers reported significant improvements in progress and attitude to learning and are adopting this approach for Years 9-11 from September 2020.</p> <p>During school closure period March-July 2020, student services colleagues made frequent contact with families of disadvantaged students to support with access to curriculum and overall wellbeing. Liaison supported the process of providing IT equipment where needed as well as maintaining positive communication with teachers regarding circumstances and any necessary adjustments to school work.</p>
<p>Priority 3 Recruitment, retention and professional development in EBacc subjects (especially Science, MFL, and Computer Science)</p>	<p>Science department fully staffed for September 2020 following successful recruitment of high calibre teachers prior to Covid-19 closure. Successfully recruited new Curriculum Leader for Computing (for Sept 2020) and Curriculum Leader for Modern Foreign Languages (for Jan 2021). Curriculum Leader for Science will depart in December 2020 due to family relocation and recruitment for this role has been prioritised through the development of this role into a leadership scale role with whole school responsibilities. Recruitment process due to be concluded in October 2020.</p> <p>Following challenges in previous academic years, professional development in science has been prioritised through engagement with South Central Science Learning Partnership. Staff in science have benefitted from additional professional development to support challenge in lessons for all students. Furthermore, all staff undertook training on AO1, AO2 and AO3 questions including giving feedback and training students in exam relevant techniques. Additionally, one science teacher has undertaken training to broaden their specialism to include Physics to KS4 through a year-long CPD programme, bringing greater depth of subject knowledge and pedagogy to the team. The Curriculum Leader for science has also redrafted the KS3 science curriculum to bring it in line with evidence-based teaching and learning strategies, following professional development on Improving Secondary Science through the Sandringham Research School. The department is currently focussing on implementing this new curriculum in Key Stage 3, particularly looking at addressing misconceptions. In addition, several members of the department have completed courses on metacognition to support students' learning in science.</p>

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	Involvement with The Pixl Club for the first time has supported the professional development of a number of colleagues but has been especially beneficial in maths and science. In maths full use is being made of curricular support through strategies such as personalised learning checklists and question level analysis in Year 11 to provide bespoke feedback to students and families. This approach was especially well-received by families during Year 11 Consultation Evening and meant that families are better able to understand areas of strength and weakness and offer support at home.
Priority 4 Improving literacy and numeracy provision particularly in Years 7-9	<p>Accelerated Reader programme fully embedded in Yr7-8 with fully resourced library to support, thrice-weekly reading in registration and literacy lessons, as well as four STAR reading tests per year. Outcomes and progress in AR quizzes and STAR testing shared within English team to inform classroom teaching and to support planning of individual support. A tablet device has been purchased for each tutor group in Years 7 and 8 to enable students to complete AR quizzes in tutor time in a controlled manner. This will ensure that the information provided to English teachers accurately reflects students' progress. Additionally, these will now support students in accessing the Library through a book ordering system whilst Covid-19 restrictions are in place.</p> <p>The AR programme has been reviewed and discontinued in Year 9 as it was less impactful. Literacy Coordinator considered evidence around alternative approaches and is implementing a Class Reader approach where tutor group all read same text together aloud with their form tutor to maintain motivation and calibre of texts. Covid-19 closure affected implementation but full roll out taking place in September 2020 in Year 9. Improvements in implementation supported through attendance of MWO at 'Making a Difference for Disadvantaged Pupils' 3-day training course at Sandringham Research School. Attended 2 of 3 days before Covid-19 closure. Strong focus on implementation using EEF guidance has supported development of skills in this area, enacted in literacy approach for disadvantaged and other students through implementation plans for KS3 reading and reciprocal reader programme, following liaison and training of Literacy Coordinator.</p>
Total Expenditure	£36,866

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Targeted Academic Support:	
Priority 1 Literacy and numeracy interventions for low attaining disadvantaged pupils in Years 7-9	<p>A specialist TA has been trained to administer the Lexia programme as well as disseminating training to support staff colleagues and one Teacher of English who led Yr7 NSSR intervention. BPVS3 package purchased to support assessment of students' vocabulary and training completed ahead of use in 2020-21 academic year (delayed due to Covid-19 closure). This will support class teachers in identifying where students may face challenges in using Tier 2 and Tier 3 vocabulary. Timetabled Lexia intervention including taught sessions implemented with specialist English teacher in weekly sessions, complemented by home sessions following parental liaison. 83% of students participating made progress from Foundational to Intermediate in Word Study & Grammar.</p> <p>Reading Buddies programme was a great success involving 46 Year 7 students who were below their chronological reading age, reading with a Yr12 buddy once weekly. Engagement demonstrated by consistent turnout of students at 8:40 weekly including those who had been supported with punctuality issues by Attendance Officer. Unable to measure improvements in reading age in 19-20 due to Covid-19 closure.</p>

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	<p>Three strand approach developed that will be matched to students' needs. Covid-19 closures have impacted available data to identify NSSR students but information from primary schools will be used alongside CAT4 tests, STAR reading and Maths assessments and teacher judgements from September 2020.</p> <p>A timetabled intervention group with a specialist maths teacher was established for students of significant concern in Year 7 where students were deemed to be not secondary ready. In mainstream lessons teachers developed the quality of collaboration with teaching assistants to ensure provision was scaffolded to meet students' needs. Additionally, spare teaching capacity was deployed to allow team teaching in key classes where additional maths expertise was targeted towards disadvantaged students.</p>
<p>Priority 2 Implement targeted interventions for underachieving students and those who can be challenged to exceed expectations</p>	<p>A Curriculum Area Data Harvest Review process has been developed to support middle leaders in effective use of progress data to identify strengths and concerns and plan next steps. Timetabled process in place following each data harvest leading to a clearer understanding of disadvantaged students' progress and necessary follow up actions.</p> <p>Targeted subject interventions in Maths were coordinated by CL Maths utilising team members who are not form tutors and focused on Year 11 disadvantaged students. Carefully planned classroom interventions implemented in science in Year 11 following concerns over the attitude to learning of lower attaining disadvantaged students. A combination of high expectations, staffing changes, carefully designed learning activities and intensive SLT support led to students achieving positive CAG outcomes.</p> <p>Specific work undertaken to improve engagement with families of disadvantaged students, including extensive contact with families during Covid-19 closure. Priority appointments in place for all disadvantaged students organised through Student Services Manager and leading to improved participation (e.g. 77% participation in remote parent consultations in June 2020 compared to 60% for Year 9 consultation for this cohort in 2019).</p> <p>Clear process developed for intervention referrals with specific success criteria and detailed information shared by curriculum/pastoral teams to support success of intervention. Delayed implementation due to staffing challenges in intervention team but operational from September 2020.</p>
<p>Priority 3 Ensuring students have appropriate resources for success</p>	<p>All disadvantaged students are able to access financial support for school equipment and uniform. In 2019-20 a total of £1027.41 was spent on individual resources for students. This included core texts for English to allow students to make annotations on their own personal copies, ingredients and materials for Food Preparation and Nutrition and Design Technology, ensuring students can access the full curriculum offer and support with materials across the curriculum.</p> <p>Due to Covid-19 closure some planned provision was affected including exam pencil cases and exam breakfasts but additional support for students was made available to support remote learning. As well as the provision of IT equipment where necessary, students without internet access at home were provided with printed materials by post. A full Free School Meals provision was delivered through voucher access for families.</p> <p>For September 2020 additional funds have been spent on additional PE kit items for disadvantaged students in light of Covid-19 and the inability to use our changing facilities. This means that students are able to fully access PE lessons without undue financial strain on families.</p>

Priorities	Outcome
Total Expenditure	£34,191

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Wider strategies:	
<p>Priority 1 Improve attendance of disadvantaged students</p>	<p>Dedicated Attendance Officer in post since January 2020 with focus on attendance of disadvantaged students. Attendance meetings organised when students meet trigger points with specific targets implemented. Scheduled fortnightly meetings take place between the Attendance Officer and pastoral leaders, identifying trends and developing student-specific strategies.</p> <p>Weekly reporting shared with curriculum and pastoral leaders supports identification of attendance patterns and also ensures that curriculum teams have a full picture of students of concern so that subject-level support can be put in place. Effective mechanisms now in place for ensuring that evidence is provided to support absences where appropriate. First day call-backs for disadvantaged students to take place from Sept 2020 due to Covid-19 closure.</p>
<p>Priority 2 Improve communication and engagement with families of disadvantaged students</p>	<p>Reporting Reviews implemented for disadvantaged Year 7 students following Data Harvest 2. Each family received a call from form tutor discussing and explaining the report. Any further information from calls was fed into the Disadvantaged Students Provision Map to improve provision moving forwards.</p> <p>Successful launch of Making the Grade Evenings saw overall average of 60% of disadvantaged students families attending (compared to 50% non-disadvantaged). Families of disadvantaged students were contacted via text message as a trial 2 weeks prior, 1 week prior and 2 days prior to the event to share key messages and build 'buy-in'. Events give families direct contact with their child's subject teachers and explanations on how best to support progress at home.</p> <p>Successful Year 7 coffee mornings with disadvantaged families, further improving parental liaison. 80% participation from disadvantaged families with follow-up calls to those not in attendance and actions taken following discussions on their child's progress.</p> <p>Following families' survey in Autumn 2020, communication has been a specific focus of improvement. Families had commented on not being able to easily reach key staff and so alongside the new schools system launched for September 2020 we have implemented dedicated email addresses for each school team. These are widely promoted through school newsletters and the school website and ensure that families can directly contact staff members who are working with their child. These communications are then handled according to our communications procedures and responses are tracked to ensure we always 'close the loop'.</p>
<p>Priority 3</p>	<p>KS3 Brilliant Club programme established with students identified. Programme was due to take place in summer term 2020 but delayed until Autumn 2020 due to Covid-19. Will participate in KS3 and KS4 programme in 2020-21.</p>

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<p>Build aspirations amongst disadvantaged students, ensuring they have a clear understanding of all of the pathways available to them and opportunities to develop cultural capital through enrichment activities.</p>	<p>All disadvantaged Year 11 students were prioritised for careers advisor appointments and Year 10 were scheduled for summer term but did not take place due to Covid-19. These will be prioritised in Autumn term 2020.</p> <p>Initial engagement with Rotary Society competitions in DT and Food, promoting participation of disadvantaged students with plans to grow this provision in 2020-21.</p> <p>Induction of Curriculum Development Manager has created process for monitoring participation in enrichment and extracurricular activities as well as developing more opportunities for extracurricular activities and competitions. A full programme of intra-school competitions has been developed for the 2020-21 academic year providing opportunities for students to participate in a wide range of extracurricular activities across a spectrum of disciplines. These will be coordinated via the school teams to ensure the broadest possible participation.</p>
<p>Total Expenditure</p>	<p>£20,659</p>