

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	The Marches School				
Academic Year	2020-21	Total PP budget	£380,429	Date of most recent PP Review	July 2020
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	July 2021

2. Current attainment (unverified internal data)			
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (our school)</i>	<i>Pupils not eligible for PP National Average</i>
% achieving BASICS 9-5	41.0	57.1	
English Baccalaureate Average Point Score	4.0	4.87	
% entering the English Baccalaureate	55.7	71.7	
Progress 8 score average	0.11	0.51	
Attainment 8 score average	42.4	46.95	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Inconsistent behaviour amongst disadvantaged students
B.	Lower level of extra-curricular engagement
C.	Lower aspirations and lack of choice of destinations on leaving school
D.	Exploration of impact of low KS2 scores on entry – responded to with elevated target grades.

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
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E.	Lack of resources and support to enable completion and a consistent quality of home learning.
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F.	Lower attendance
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G.	Lower level of parental engagement
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4. Outcomes

As a school we have adopted the phrase **Golden Thread**- an idea shared by RADY, who we work in partnership with. This acts as a prompt and reminder to all staff that we will make considerations for Disadvantaged students in **EVERYTHING** that we do- this includes within the classroom and the wider life of the school.

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Disadvantaged students are highly engaged in the curriculum leading to consistent, positive, learning behaviours.	Lesson grading, number of detentions and number of exclusions (internal and external) show no difference for Disadvantaged and Non-Disadvantaged students.
B.	Disadvantaged students have access to the same Extra Curricular opportunities as Non-Disadvantaged. Disadvantaged student engagement in extra-curricular activities increases. This includes opportunities to access trips, nationally and internationally.	Numbers of Disadvantaged students engaging with Extra Curricular opportunities increases. The Disadvantaged Student group is at least proportionally represented in extra curricular opportunities- including international experiences.
C.	All students have high aspirations. Disadvantaged students are supported to be fully aware of pathways for future options- including Sixth Form, College and Apprenticeships.	Disadvantaged students will proceed to appropriate further education providers after Year 11. This is captured in Destinations data.
D.	KS2 grades elevated for Disadvantaged students, leading to higher expectations from teachers.	Students make more progress and achieve higher grades due to teachers having higher expectations as a result of uplifted minimum expected grades.
E.	The gap between progress for Disadvantaged students and Non-Disadvantaged students closes.	The progress for Disadvantaged Students through KS3, 4 and 5 is, at least, in line with the progress of Non-Disadvantaged students. All students are achieving, at least, their minimum expected grade- where this is not the case intervention will be implemented.
F.	Students are fully equipped to enable access to all independent learning. Students engage fully in independent learning tasks and homework.	Standards of independent learning and homework tasks show no difference between Disadvantaged and Non-Disadvantaged Students.
G.	The gap between attendance of Disadvantaged Students and Non-Disadvantaged students decreases.	Disadvantaged students attendance improves, target for this year is to increase to 93.5% and a reduction in the gap to Non-Disadvantaged students attendance to 3%.
H.	Parents engage in supporting the learning of Disadvantaged students.	Attendance at parents events shows no difference between Disadvantaged and Non-Disadvantaged families.

5. Planned expenditure

Academic year	2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
As a school we have adopted the phrase Golden Thread - an idea shared by RADY, who we work in partnership with. This acts as a prompt and reminder to all staff that we will make considerations for Disadvantaged Students in EVERYTHING that we do- this includes within the classroom and the wider life of the school.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	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>The progress gap is reduced (G) and students are engaged in the curriculum (A).</p> <p><i>Quality First Teaching</i></p>	Teachers know who the Disadvantaged Students are in their lessons and place a specific focus on them. Teachers plan for what will work best for the specific needs of these students.	Teachers having a real knowledge of the Disadvantaged Students in their lessons and responding with bespoke strategies to support them allows for greater progress.	<p>Teachers will be asked to share examples of good practice. Evidence of Disadvantaged student's progress will be seen in Learning Walks and Work Scrutiny.</p> <p>Ultimately the progress of Disadvantaged Students will be measured by their external exam data.</p>	The leadership team.	At each pillar.
<i>Sharing good practice</i>	Strategies and Teaching/Learning approaches that have been successful will be shared by teachers in meetings and department, whole school and Trust-wide levels.	Sharing of good practice will increase the standard of provision teachers can provide for their Disadvantaged Students.	Approaches and strategies will be seen on Learning Walks and in student's books.	Associate Assistant Headteacher Subject Directors	Ongoing
<i>Feedback/marking</i>	Disadvantaged students are a priority in terms of feedback from their teachers. Teachers will mark the books of Disadvantaged students first. Other feedback strategies	Higher quality of feedback and the learning dialogue will lead to improved student performance.	Approaches and strategies will be seen on Learning Walks and in student's books.	Subject Directors	During Learning Reviews

	<p>will also have a focus on the Disadvantaged Students. This will include live marking- which is happening within the lesson and whole class marking- teachers will include a section for Disadvantaged Students.</p>				
<i>Teachers' Professional Development</i>	<p>All teaching staff will undertake a Research Based Learning Project as part of their Professional Development- the Golden Thread, consideration of Disadvantaged Students will be included in all projects.</p>	<p>More collaborative approach to Professional Development allows for teachers to be more creative with ideas to improve their own practice- this leads to more engaging activities and lessons for Disadvantaged Students.</p>	<p>Evidence will be seen in the written, recorded element of teacher's projects.</p>	<p>Assistant HeadTeacher</p>	<p>Through process of Appraisal- all teachers have one CPD target linked to their project.</p>
<p>Students engaged in the curriculum (A)</p>	<p>The curriculum allows for all Disadvantaged students to access the pathway most suitable for them.</p>	<p>Disadvantaged students have access to more academic pathways (EBACC) where appropriate to them. Also, support is provided for the more vocational pathways, including The Marches</p>	<p>Curriculum Review</p>	<p>Deputy Headteachers</p>	

		Apprenticeship program.			
All students have high aspirations. (C)	RSL to look at Y7 FFT grades for PP students and raise as appropriate to ensure they are aspirational	To overcome any disadvantages experienced in early years. Evidence shows that in Year 7 there is already a difference in the attainment of disadvantaged and Non Disadvantaged students	Learning walks and lesson observations to ensure that work matches expectations.	RSL (Deputy Headteacher)	
Reduced inconsistencies in Behaviour (A)	<p>Monitoring of lesson grading by HAPs- students can be quickly identified where attitude towards learning or behaviour starts to dip. Interventions in place promptly. Behaviour interventions to include:</p> <ul style="list-style-type: none"> • Student report • Contact with home • Consideration of timetable/ curriculum. <p>Monitoring of detentions and exclusions (internal and external) by behaviour team. Interventions in place promptly, to include:</p> <ul style="list-style-type: none"> • Student report • Contact with home • Curriculum offer • RAISE- student support 	<p>HAPs overseeing prompt interventions are likely to have more impact than waiting for termly reports about student's behaviour and then responding later.</p> <p>The behaviour team having a clear picture of where behaviour issues are starting to increase with disadvantaged students will be better placed to intervene.</p>	<p>HAPs will discuss Disadvantaged students who have behaviour concerns in weekly meetings with Associate Assistant Head.</p> <p>Half termly behaviour report.</p>	Associate assistantt Headteacher	

	<ul style="list-style-type: none"> RESET- behaviour support 				
Students can work independently (F)	Following the partial closure of schools due to COVID-19 we were able to ensure all Disadvantaged students had access to all our online learning platform- Office 365. Families without the appropriate devices or connection were supported and now all disadvantaged students are equipped. This will allow for all disadvantaged students to access all home learning tasks that are set online. Also they will have no barrier to engagement with and blended learning that develops as schools reopen.	We have aimed to remove the very clear barrier that would exist where a student physically wasn't able to access home learning set via the online platforms.	All students are able to access the online learning. Their interaction with online home learning tasks is monitored.	Associate Assistant Headteacher	Half termly
Total budgeted cost					£209,771
ii. Targeted support					
Desired outcome	Chosen action / approach	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>Students are engaged (A), have high aspirations (C) and the gap in terms of progress closes (E)</p>	<p>High quality tutor mentoring. All disadvantaged students are mentored at least three times per year. Mentoring is high quality, the school has made extra provisions to ensure meetings can be private and therefore more meaningful. Students will be set targets in these meetings relating to their barriers to making progress. The mentoring conversations are recorded in an efficient and useful way so key information can be shared with the appropriate staff.</p>	<p>RADY shares that the staff in a school having a deep and clear understanding of the Disadvantaged student's barriers is a key to success in terms of putting in place the most appropriate intervention. This is a focus for the school this year to improve the quality of Disadvantaged student mentoring.</p>	<p>RADY champion will oversee the recording spreadsheet- ongoing.</p>	<p>Associate Assistant Headteacher</p>	<p>Ongoing</p>
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<p>Attendance (G)</p>	<p>All Disadvantaged Students absences will be challenged when they return to school by their tutor. Patterns of low attendance for Disadvantaged Students will be monitored by Assistant HAPs who will make contact with families where necessary. More serious poor attendance will trigger involvement from school Attendance Officer and EWO. Approach is always supportive and positive where possible.</p> <p>Students who have more serious issues with attending school can be offered a bespoke package to their needs, examples included in the plan could be:</p> <ul style="list-style-type: none"> • Change to times of the day • Short term access to RAISE • Considerations made of timetable 	<p>Improving student's attendance will lead to improved outcomes.</p>	<p>Weekly attendance report summarises attendance of Disadvantaged Student groups.</p>	<p>Associate Assistant Headteacher</p>	<p>Weekly meetings between Assistant HAPs and Attendance Officer.</p>
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<p>Parental engagement (H). Close the gap from KS2 (D)</p>	<p>Disadvantaged students in Year 6 who are highlighted by their primary school as having potential to struggle with the process of transition are invited for extra transition days in school. Sessions are run in small groups and give these students an extra chance to familiarise themselves with the school and various members of staff. Students are accompanied by their parents so this also provides an extra point of contact between schools and Disadvantaged families.</p>	<p>Ensuring Disadvantaged Students feel like they are a part of the school community, right from the start is important.</p> <p>As RADY advise, the more opportunities for direct contact with parents, the better.</p>	<p>Supervision of sessions by Leadership Group</p>	<p>Year 7 HAP and Associate Assistant Headteacher</p>	<p>September</p>
<p>Closing the progress gap (E) and minimising inconsistent behaviours (A)</p>	<p>Academic Intervention</p> <p>Classroom teachers and departments with analyse data within their subjects to identify students who will need extra support- support is specific to the barriers identified for individual students. Examples include:</p> <ul style="list-style-type: none"> • Change to seat position • Extra one to one support in lessons • Change of set/teacher • Extra sessions outside of lesson time 	<p>Students who receive bespoke and prompt intervention will make more sustained progress.</p>	<p>Students behaviour will improve- less negative lesson gradings and sanctions. Anecdotally their behaviours will improve.</p>	<p>Associate Assistant Headteacher</p>	<p>Ongoing</p>

	<p>Pastoral Intervention</p> <p>Students will be highlighted as needing pastoral intervention through the process of mentoring or because they are receiving numerous sanctions. Pastoral staff to lead small group intervention directed at the missing emotional responses. These can include, for example:</p> <ul style="list-style-type: none"> • Empathy • Sympathy • Patience • Humility • Optimism • Gratitude 	<p>RADY share the idea that students should be taught these more complex emotional responses and will need support when managing their behaviours.</p>		<p>Associate Assistant Headteacher</p>	<p>Ongoing</p>
<p>Extra Curricular (C)</p>	<p>Disadvantaged student will be encouraged to attend or access as many extracurricular clubs as possible. Tutors will set targets for students to attend school clubs as part of the mentoring process. Disadvantaged students can be supported financially so they are able to access trips, including international opportunities. All Year 7 students are invited to attend a trip in their first year of school to Paris.</p>	<p>Students who experience a wider range of Extracurricular activities alongside their academic studies will have a feeling of belonging to the school.</p>	<p>Half termly extracurricular report- ensure Disadvantaged Students are proportionally represented.</p>	<p>Associate Assistant Headteacher</p>	<p>Half termly</p>

<p>Students have high aspirations (c)</p>	<p>Disadvantaged students have a clear understanding of what their potential future pathway options are. They are also encouraged to think positively and have high aspirations.</p> <p>All Disadvantaged Students in Year 9 will receive support when making their GCSE options.</p> <p>Year 11 students will receive a Mock Interview with a member of the local Rotary club.</p> <p>All students have at least one careers interview with the school's Careers officer- further support can also be accessed where necessary</p>	<p>Students who have a good understanding of how their choices in school can inform their future opportunities will have a better attitude towards their studies. Disadvantaged students need support to have high aspirations and be confident that they can have success.</p>	<p>Figures for NEET students released at the end of the Academic Year.</p>	<p>Associate Assistant Headteacher</p>	<p>Ongoing</p>
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Total budgeted cost £90,407

iii. Other approaches

Desired outcome	Chosen action / approach	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>All</p>	<p>Every priority in the school's SDP (School Development Plan) will include a thread for Disadvantaged students. Ensuring that, as a school, decisions at all levels include a consideration for Disadvantaged Students.</p>	<p>We are planning for the needs of all Disadvantaged Students rather than responding with one off, generic interventions.</p>	<p>Line meetings and appraisal.</p>	<p>Headteacher</p>	<p>Weekly</p>
<p>Closing progress gap (E)</p>	<p>Last academic year (19/20) the school shifted the focus away from traditional Heads of Year who had previously had a big focus on behaviour. The new approach was to appoint Heads of Academic Progress (alongside an improved Behaviour</p>	<p>Key staff members can have a focus on knowing the students and concentrating on their progress and attainment without distraction.</p>	<p>Line meetings with RSLs for KS3 and 4.</p>	<p>RSLs (Deputy Heads)</p>	<p>Weekly</p>

	Team) to allow these key staff members to focus on the academic progress of their year groups. HAPs will know the specific detail of the Disadvantaged Students in their care and will be able to put in place specific, bespoke support to respond to timely data that reflect the barriers to their learning.				
Having high aspirations (C)	<p>All students in the school will have their outstanding contributions (Academic, extra curricular etc) recognised in a variety of ways. We will ensure that Disadvantaged students are proportionally represented in any celebrations. Examples include:</p> <ul style="list-style-type: none"> • Phone calls home celebrating a student's good effort • A mention in assembly • Work displayed around school. 	Students will feel proud of their achievements and therefore want to work hard to receive more praise.	Contact with home monitored in full staff meetings. Termly audit of work displayed around site.	Associate Assistant Headteacher	Ongoing
Students engage with school (A)	We have provision in place to support families financially in terms of ensuring all disadvantaged students are correctly equipped, including having the correct uniform for school. Where a Disadvantaged Student presents as not having the correct uniform or equipment the Student Support team will supply what is required.	Students feel they belong in the school when they have the same uniform as their peers. Lack of equipment is not a barrier to them accessing their learning.	All students are correctly dressed and well equipped-checked daily by tutors.	Associate Assistant Headteacher	Ongoing
Total budgeted cost					£80,231

6. Review of expenditure

Review of spending 2019/2020 July review

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Quality First Teaching. Improved outcomes and progress for disadvantaged students in all subjects</p>	<p>All teachers in the school place a specific focus on the pupil premium students in their care.</p> <p>This is nominally calculated at 1 hour of time per teacher, per week, to allow a focus above and beyond the non-pupil premium student.</p> <p>Particular focus on white, male FSM students as a group who are under performing.</p> <p>Data to be produced after each Pillar. Staff target intervention for individuals in their classes.</p>	<p>The gap in terms of the Attainment 8 measure for the last academic year was 17.75.</p> <p>For this year (using teacher assessed grades due to exam cancellation) the gap is only 8.44 for the same measure of attainment.</p> <p>The gap in terms of Progress 8 last year was 0.88. For this year (using teacher assessed grades due to exam cancellation) the gap is reduced to 0.45.</p> <p>P8 score for full cohort(using teacher assessed grades due to exam cancellation): 0.39</p> <p>Boys: 0.158 FSM: -0.165 White: 0.365</p> <p>The gaps have decreased although there is a clear issue with comparison of the two data sets.</p>	<p>In 20/21 Quality First Teaching will be an even greater priority- the main focus of The Golden thread (RADY).</p> <p>Data will continue to be produced and analysed in the same way.</p>	

Curriculum	PP students to be seen to have prior disadvantage accounted for in setting. Curriculum pathways ensure all PP students have the option to study the EBAC	Target setting policy elevates PP resulting in aspirationally appropriate sets – seen in action for Year 7 Options designed to meet this aim – 100% able to choose a language, all to choose a humanities. 65% of the cohort directed into a language	Optional Language set has run, with high engagement. Some drift of students down sets over time identified– to be a focus next year with the introduction of the RADY champion.	
Improved rates of progress for all PP students at KS3 and KS4 – Supported by 5 HAP's (Head of Academic Progress)	Appointment of HAP's for each year group, focused on the academic performance of students (in particular PP).	HAPs have reported: Being able to spend more time focussed on progress (often instead of responding to behaviour) The ability to provide a range of interventions to Pupil Premium students. <ul style="list-style-type: none"> • Uniform • Equipment • Small group mentoring • Time in staff briefings to promote Pupil Premium Students and strategies to support them. • Revision materials. 	The HAP role will continue to develop and will work closely with Pupil Premium lead. Focus is quality mentoring by tutors to identify barriers for students and therefore higher quality intervention. Also focus will be on recording information.	
Total budgeted cost				2019/2020 £209,771
ii. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attendance	Attendance levels for all disadvantaged students are checked and acted upon.	Last year the gap between the attendance of Pupil Premium students (89.75%) and Non Pupil Premium Students (95.12%) was 5.37%.	Pupil premium unexplained absences will continue to be a focus of the Assistant HAP role- they will continue to work closely with Attendance Officer and Education Welfare Officer.	

	<p>Assistant Progress Leader and Attendance focus on Disadvantaged student's attendance each week.</p>	<p>This year (measured until 6th March, before COVID 19 started to impact) the gap between Pupil premium (90.5%) and Non Pupil Premium (95.6%) had decreased slightly to 5.1%.</p>	<p>HAPs will continue to hold strategic overview of most serious cases.</p>	
	<p>HAP's know who is of concern - action plans are leading to improvement case studies evidence improvement</p>	<p>Assistant HAPs led on The Tutor Challenge- liaising between the Attendance Officer and Tutors to ensure all Pupil Premium unexplained absences were challenged.</p>		
	<p>Identify groups for mentoring in Tutor time, Student Support with a focus on PP attendance. Groups in Year 7, 9</p>	<p>Assistant HAPs also share most concerning attendance cases with HAPs- ensure action plans are followed and excellent examples of case studies exist.</p> <p>Assistant HAPs led small mentoring groups for students with concerning attendance- identifying barriers, e.g. Anxiety about certain subjects and taking actions in school.</p>		
<p>Staff have raised expectations of disadvantaged student attainment</p>	<p>RSL to look at Y7 FFT grades for PP students and raise as appropriate to ensure they are aspirational</p> <p>Share rationale with staff</p>	<p>Pupil Premium Students Minimum grades increased by one grade, thus targeting for no gap.</p>	<p>This process will continue next year.</p>	
<p>Increased Parental Involvement in supporting their child's learning</p>	<p>Parents events. Targeting hard to reach parents prior to events with phone calls email invitations and pre - booked appointments. Follow up engagement of Non-attendance gives feedback to these parents.</p>	<p>Attendance at Parents Evenings has remained consistent at approximately 75% across year groups.</p> <p>Attendance at Parents evenings for Disadvantaged families has also remained constant. 56% across all year groups.</p>	<p>Tutors to ensure personalised invitations by phone are made to Pupil Premium parents in advance of the event.</p> <p>Booking specific time slots is high effort and low impact so will stop.</p> <p>After the event Parents will be physically invited into school for a further event- avoiding sending information by email which provides an easy option for parents to not attend.</p>	

	Extra parental events for hard to reach families, with the student being an integral part of the event.	Number of families who have never attended any parent event is reducing. Case study Year 11, reduced from 25 families to 14 over 2 year period. Parents attending 'Follow up' bespoke meetings with Year team to discuss progress.	These follow up events to continue- sending general round robin replies by email to cease.	
Increased engagement, sense of achievement and motivation.	HAP analysis of lesson grading. Focus on Disadvantaged group. Weekly report generated by HAP's and bespoke intervention put in place	Students whose engagement or attitude towards their learning is a barrier to progress are identified immediately and interventions like Report Card or contact with home arranged. Before this system was in place HAPs would have needed to wait for half termly data collections to put these interventions in place.	System will remain in place, weekly meeting with HAPs to ensure Pupil Premium students are Priority.	
	Home learning intervention groups to support disadvantaged students after school.	Home learning and Revision support sessions ran after school and were routinely attended by approximately 10 students from Year 11 who focussed on Core subjects.	To continue next year but with a focus on increasing attendance.	
	Revision guides provided to all disadvantaged students & equipment for learning as required.	Year 10 and 11 Pupil premium students were provided with Revision guides for Exam Subjects.	Revision guides will be provided next year. Also Exam surgeries to run at second Year 11 parent event- students to be correctly equipped for the exam period. School closure before this happened this year.	
Disadvantaged students are as engaged in extracurricular activities as much as Non – disadvantaged students.	Tutor mentoring to identify and support extracurricular engagement. Tutors to set all PP pupils a target to attend an extracurricular activity.	Extracurricular engagement increasing over time. Summer term 2018/19 5% of students taking part in extracurricular activities were Pupil premium. Autumn term 2019/20 this increased to 10% and spring term the figure increased to 14%. Feedback from staff suggested main reason was encouragement by tutors during mentoring sessions.	Similar focus on attendance to extracurricular activities, encouragement comes via tutor during mentoring.	

<p>Increased aspirations for disadvantaged students by participating in at least one international experience during their school career.</p>	<p>Target yr7 disadvantaged students to take part in the May residential on the Opal coast, France, with a discounted price of £90. Target Yr9 & 10 disadvantaged students to participate in the ERASMUS+ project.</p> <p>Support for PP students attending residential trips abroad.</p>	<p>285 Pupil Premium students attended trips. 16% of all students attending trips were Pupil Premium.</p> <p>Two Pupil Premium students attended Erasmus Trip to Sweden.</p> <p>Two pupil premium students received supplemented places on Ski trip- cancelled due to COVID-19.</p>		
<p>Increased aspirations through careers guidance.</p>	<p>Careers advice and experiences are carefully mapped and recorded for all disadvantaged students.</p> <p>All Y9 PP students aware of destination and future options - aims are appropriate and challenging</p> <p>Comprehensive Careers programme matched to GATSBY Benchmarks</p> <p>All Y11 PP students on or close to the entry requirements interviewed for sixth form and given a tour of the sixth form.</p>	<p>All pupil premium students in Year 10 and 11 received one to one careers interview.</p> <p>Destinations planned for all Pupil Premium Year 11 students at time of School closure.</p> <p>Year 9 Pupil Premium students supported through options process- advice and support given at time of school closure.</p> <p>Pupil Premium students wishing to attend The Marches School sixth form interviewed as priority and support given.</p>	<p>Provision for careers and futures pathways support will continue next year.</p>	

Increased aspirations through attendance on Educational Visits and trips	<p>All PP students are supported to have Increased attendance at Trips - in line with None PP students</p> <p>All Y7 PP students attend foreign visit with barriers fully explored</p>	<p>285 Pupil Premium attended trips. 16% of all students attending trips were Pupil Premium.</p> <p>Two Pupil Premium students attended Erasmus Trip to Sweden. Others were booked for visits that were cancelled due to Covid 19</p> <p>Two pupil premium students received supplemented places on Ski trip- cancelled due to Covid-19.</p> <p>PP student received a fully paid place on the Barcelona trip</p> <p>Y7 Collomendy subsidy for all PP students</p>	<p>Through high quality mentoring, clear identification of barriers and knowing the Pupil Premium students well, bespoke intervention in terms of funding places on Educational visits will continue.</p> <p>Soft data from students reflections show wider horizons in their thinking.</p>	
Identification of underperforming groups. Bespoke support programme put in place	Increase academic attainment in 'at risk group'	<p>Pupil premium students involved in a range of bespoke intervention programmes including: Effort Premier League- Impact- reduction in negative attitudes reflected in Lesson grading. (65 Grades increase. Av 2.6 per student compared to Non EPL boy Av increase 1.9 grades per student)</p> <p>Open Your Heart- Impact- target students respond better to challenging situations socially.</p> <p>Tweak to Transform- Impact- students able to self audit skills and strategies of support shared with staff.</p>	To continue, depending on needs arising from the data.	
Total budgeted cost				2019/2020 £90,407
ii. Other Approaches				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Groups of students and individuals have specific intervention which removes their barriers to learning. Knowledge of students pastoral needs are identified effectively and intervention provided to aid progress.	Pupil Premium Champion. To review spending of PP budget for 1 of support. This will include spending on revision guides, equipment and resources.	Spending tracked and reviewed by Pupil premium Champion through the year to ensure only strategies with clear impact are continued. Equipment, uniform and revision guides provided. Students feel included- no visible gap in terms of appearance or equipment.		
	All students are mentored by their tutor in one-to-one conversations. Intervention is put in to place where needed and impact recorded.	All pupil premium students are known well by at least one member of staff. Barriers identified and interventions suggested by tutors.	To continue- focus on being very specific about barriers.	
	Extended Year 6 Transition Programme	Pupil Premium students (alongside other vulnerable groups) were given extra transition tasks and prioritised in terms of getting to know the school and settling in. Mentored first by tutors and HAP for Year 7 focussed on the well-being of these students and building relationships with families.	To continue.	
Total budgeted cost				2019/2020 £80,231
iv. School Closure (COVID 19 Lockdown) Response				

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil Premium students to be able to access learning, minimising the risk that during Lockdown the gap increases	<p>Check Pupil Premium Students have the appropriate devices- initially focussing on Year 10 Students.</p> <p>Provide Paper Work where necessary</p>	<p>All pupil premium Year 10 students either have access to online learning or have been provided with paper based work to complete.</p> <p>Some students brought into school as guidance eased.</p>		
Ensure Pupil Premium students wellbeing during lockdown	<p>Pastoral and admin staff to conduct well-being phone calls to all Pupil Premium students.</p>	<p>All Pupil premium student families contacted and follow up calls made.</p> <p>Some of high concern met on site weekly.</p>		