



Pupil Premium Strategy 2020/2021 Review

Aims:

- 1. Improving 'PP' students' progress, especially in French, Geography and Food Technology**
- 2. Improving 'PP' students' attendance, well-being, attitudes to learning**
- 3. Improving 'PP' students' engagement and aspirations**

Low numeracy skills	The HLTA was responsible for the teaching of small lower ability groups in Years 7-8 and there is evidence of a many students making good progress in these groups. This strategy did not target PP students explicitly so we will be reviewing the allocation of HLTA hours for next year to do so. We also continue to work towards improving the progress of PP students in maths in all year groups.
Lack of adequate revision materials	All PP students in Year 11 received appropriate revision materials for core subjects by end of the autumn term and additional resources were given to students in Art, History and Food Technology. This assisted all students in preparing for their PPEs in both autumn 2 and spring 2. The timely delivery of these resources also helped to ensure that all students were able to prepare for their final summer assessments – they all had the resources they needed to succeed in each set of exams.
Lack of designated member of staff to support the assigned AHT PP provision	While there was an appointment made this year for a Middle Leader to support with driving PP provision, due to the additional pressures on staffing caused by Covid, there were limited opportunities for this to have a significant impact on the implementation of the strategy, although the PP Lead was able to work with specific PP students in year 9 to improve their attendance and behaviour. It has been difficult to gauge the impact on students' progress due to the additional impact that Covid has had on students' attendance and progress generally. The development of this role will continue to be a priority for 2021-22.
Lack of designated member of staff to support PP students with SEND	Teaching Assistants worked with a large number of PP students with SEND during the periods of lockdown, helping those in school to engage with their remote learning, as well as providing remote support for those working at home. This included weekly phone calls and emails. For students who struggled with completing work online, paper copies of work was delivered home and face to face support given where appropriate.
Social and emotional issues impeding students' attendance and behaviour for learning	The persistent absenteeism of some key PP students continued, despite huge efforts by the pastoral team to help them to engage with school and break down the barriers to learning that were impeding their ability to do so. A gap still exists between the attendance of PP and non-PP students. We continue to work towards improving the attendance of PP students, especially those with persistent absenteeism.

<p>Low levels of student engagement with school</p>	<p>Two Pupil Premium students remain in education as a result of alternative provision having been made. These students were at risk of further exclusion/permanent exclusion from school.</p> <p>Our usual rewards for good attendance have not been appropriate this year given the impact that Covid has had on student attendance. However, we will continue to ensure that a proportionate amount of PP students are included in all rewards activities ongoing.</p> <p>Breakfast was again provided for vulnerable students (many of whom are PP) this year in the Learning Support Hub. We continue to work towards improving the attendance of PP students, especially those with persistent absenteeism. The collection of some PP students has again been successful in improving attendance and punctuality and will continue to help close the gap between attendance and punctuality of non-PP and PP students.</p>
<p>Low parental incomes</p>	<p>We supported a number of PP students to continue to access music lessons, and educational activities (where available). We continue to work to support PP students in taking part in extra-curricular activities, through financial contributions and assisted access (use of school minibus to take students home after activities etc.). We were unable to effectively monitor the proportion of students taking part as the vast majority of these were due to take part in the latter part of the year. For trips/activities that did take place, there was a proportional number of PP students that took part.</p> <p>We have provided school uniform and other sundry items for PP students as appropriate this year. This has had a positive impact on student attendance and loss of points for missing equipment. This continues to be a successful strategy for supporting some of our more vulnerable PP students in being able to attend school. It continues to be a standard practice to provide PP students with equipment in lessons and not to sanction as a matter of course. We are confident that we have supported those students who are most in need and will continue to monitor this closely.</p> <p>We have provided bus passes for a number of PP students and this has had a positive impact on their attendance and punctuality. We continue to work towards improving the attendance of PP students, especially those with persistent absenteeism, through the provision of free bus passes. We are confident that we have supported those students who are most in need and will continue to monitor this closely.</p>
<p>Lack of variety of extra-curricular experiences</p>	<p>Our Outdoor Education programme has been curtailed again this year due to Covid restrictions. However, for activities that have been allowed to take place (climbing wall for year 7/inflatable assault course whole school), PP students have been prioritised for taking part in these and, where appropriate, a proportionate number of PP students have taken part. Involvement of PP students in the Outdoor Education programme remains an ongoing priority as we are confident that it continues to be a hugely successful strategy for engaging PP students.</p>
<p>Poor access to IT equipment at home to be able to complete homework</p>	<p>All PP students who did not have access to IT equipment at home were offered a laptop (some of which were provided by Government initiative) to ensure that they could fully access the remote learning curriculum. However, the engagement of PP students with remote learning was generally low and we will continue to evaluate how we can best support PP students working at home, whether for homework and/or remote learning.</p>

Poor access to IT equipment at home meaning students cannot access online learning	It has not been possible due to Covid restrictions on mixing 'bubbles' for us to deliver the Homework Support in the usual way. The completion of homework by PP students remains an issue, therefore we hope to be able to reinstate our support for PP students in completing homework through the Homework Club, in addition to the SEND Homework Club which supports a number of students with both SEND and whom are PP.
Low aspirations post-16	PP students were prioritised for careers advice and all year 11 students had at least one meeting with the Careers Advisor. Access to face to face events have been limited but there have been weekly Careers updates for year 10 and 11 students with the sharing of virtual events being a priority. It has not been possible to monitor the engagement of PP/non-PP students in these events, but all will have been able to access them.