

Pupil Premium 2020-21

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible. The total funding allocated for 2020-21 is: £100,165 (based on 91 pupils)

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This is how these resources will be spent in 2020-2021:

- Each year group has been split into 8 classes to allow for smaller focussed ability groups.
- Reduction of set sizes in Year 6 funding for staffing to reduce class sizes in Year 6 in order to rapidly address gaps
- Reading Intervention - Accelerated Reader, Fresh Start reading programmes
- MyOn has been purchased to allow all pupils to read online.
- Training of ETAs to deliver the Fresh Start programme
- Small group intervention for Mathematics and English by subject teacher.
- Whole school focus on reading, writing and maths. Class specific targets have been set weekly.
- Adjusted curriculum to ensure that the big issues that happened during lockdown were discussed with pupils and that the Life curriculum focused on well being when the pupils returned to school.
- Discuss and Debate sessions have been included in pupils timetables to develop oracy and culture capital which will particularly benefit disadvantaged pupils
- All staff are currently undergoing Phonics training to support reading within school.

- Mathematics Intervention, bespoke programme to be delivered inhouse.
- Upon parental request, money may also be used to subsidise uniform
- Covering the cost of school trips for FSM pupils.
- Specialist equipment for small groups as necessary
- Providing basic school equipment for pupils
- Money budgeted for equipment to allow pupils to work successfully from home.
- Resources for Accelerated Reader and Fresh Start.
- Use fo Attendance Lead, HLTA and support from ABSO to ensure we maximise attendance and commitment to learning, 2 hours additional HLTA mentoring in order to focus on the attendance of disadvantaged pupils.
- ETA salary to provide intervention for disadvantaged pupils with EBD barriers.
- HLTA salary to provide well – being intervention for disadvantaged pupils.
- HLTA salary to provide Handwriting and spelling intervention
- ABSW salary for disadvantaged pupils with behavioural needs
- A programme of assemblies that focus on developing a Growth Mindset
- Whole staff CPD to ensure full engagement by all students in lessons and ensure a fully developed reconnect curriculum.
- Whole staff CPD to develop strategies to support disadvantaged pupils
- Use of Class Charts to ensure all staff know pupils' barriers to learning
- Use Class Charts provision mapping to ensure that intervention for all pupils is appropriate and is accelerating progress
- Use of target setting to ensure that there is no regression for pupils across KS3
- GL testing done on entry for all Year groups in Maths and English.
- All disadvantaged pupils to visit University and College via virtual links.
- Catch up sessions afterschool for disadvantaged in Year 8 and during morning registration for Year 7.

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Lower attendance that can affect academic progress
- Social and emotional needs including attitude to learning
- Home learning

- Lack of equipment to complete home learning.

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Three Fast Track groups to be selected; one for each year group.	Full time UPS teacher with on costs: £55,377 Full time HLTA with on costs: £31,000	Identify pupils in need of social and emotional support. Identify pupils who have gaps in Literacy and Numeracy.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	
Tablets have been purchased by school.	£1200	Identify pupils who do not have the necessary technology at home to access online learning. SIM data cards have been supplied to pupils.	Allow pupils to keep up with their learning and not hampered by technological obstacles.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	
Catch up sessions to be run for Year 8 afterschool. Attendees to be fluid as the need arrives.	RP	Identify and support pupils who are not meeting targets for progress, attendance or behaviour.	To support pupils where they are having difficulties with the curriculum or other aspects of school.	Monitor progress of pupils for progress, behaviour and attendance.	
Continue Fresh Start Reading Intervention Programme	Contribution of: £6000	Identify pupils with low reading and reading comprehension ages	Pupils who can read successfully will have	Reading and reading with comprehension ages to increase.	

		staff; allocate teaching resources and time	greater access to the entire curriculum		
Continue the Accelerated Reader programme and ensure reading materials inspire reading. MyOn has also been purchased to provide pupils with online reading material.	Reading Cloud £744 MyOn Subscription £2400	Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development. Assign a reading mentor to pupils.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	
Intervention of ABSW	School Budget	Identify pupils in need of social and emotional support	Help pupils cope with mainstream school. Put strategies in place to help with obstacles to do with behaviour or issues outside school.	Improved attendance in those pupils. Improved progress made in lessons.	
Monitor and give opportunities to complete homework	School budget	Identify pupils who do not do or complete homework and put support in place. Employ a homework worker with a specific focus on PP pupils who struggle with homework.	This will help those falling behind to catch up quickly.	Reduction in the number of disadvantaged pupils not completing homework tasks.	

		Departments to give opportunities to complete homework within school.			
To develop a positive attitude to learning including a Growth Mindset Programme to promote independent and resilience	School budget	PSHCE staff to identify and provide mentoring for pupils to develop good organisational skills and to develop a Growth Mindset	To encourage high aspirations, resilience and a determination to succeed in disadvantaged pupils	Pupils will take part in a wide range of extra-curricular activities. Pupils will take greater responsibility for their own learning by target setting at mentor meetings	
Refine rigorous monitoring systems of teaching and learning with a focus on disadvantaged pupils	School budget	To maintain a system of monitoring and evaluation that involves Middle Leaders and ensures quality teaching and learning across all subjects.	Quality first teaching will ensure pupils make strong progress.	Gap against non-disadvantaged nationally is closing	
To increase the attendance of all disadvantaged pupils	Involvement of ABSO: £2000 Leadership capacity: £1000	Monitor attendance HLTA to mentor pupils with attendance below 95% Attendance lead to work with Joseph Norton Academy to ensure that attendance increases.	With an improvement in attendance there will also be an improvement in attitude to learning and therefore progress.	Attendance for disadvantaged pupils is above 95%.	

To mentor and support disadvantaged pupils who have mental health issues	ETA trained in counselling	Pupil who need extra support and mentoring for mental health issues are identified and counselling is put in place	If pupils feel supported and safe in school they will attend regularly	Attendance for disadvantaged pupils is above 95%.	
To monitor the progress of disadvantaged pupils every half term and provide intervention for those falling behind.	Leadership and administration capacity released: £6730 (Leadership) £2291 (admin)	CPD provided so pupils falling behind are swiftly identified and relevant interventions put in place.	Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	
To improve the behaviour and attitude to learning of disadvantaged pupils	£11000	HLTAs to provide intervention and mentoring for pupils with EBD barriers. Class Charts introduced so teachers, parents and pupils can monitor behaviour.	With an improvement in behaviour, emotional and social difficulties and mentoring for this there will also be an improvement in attitude to learning and therefore progress.	Reduction in the number of behavioural incidents for disadvantaged pupils. Greater progress across the curriculum for disadvantaged pupils.	
Ensure all pupils are equipped and ready for learning	£1266.15	Provide uniform/equipment to pupils. FFT provide ingredients	Not being fully equipped generates barriers to success and diverts staff	No lost learning time for disadvantaged pupils.	

			attention away from talking about learning		
Provide enriching opportunities for pupils	£2,816.15 Musica - £900 Includes tuition and video resource package.	Subsidise trips including residential and subsidise clubs for pupils currently FSM. Taster sessions offered in Music. Subsidised music lessons offered.	A lack of enrichment leads to under-performance. To succeed, pupils need to have access to experiences beyond the classroom	High attendance and increased engagement with school.	
To provide all staff with high quality CPD that ensures high quality teaching that ensures engagement for all pupils. Also to consider the reconnect curriculum to ensure accelerated progress for disadvantaged pupils	School budget	CPD sessions that focus on engagement and the reconnect curriculum.	Where work is appropriate and challenging with questioning that is open and develops depth of learning pupils will make accelerated progress	Lesson observations and work scrutiny evidence high quality teaching for all pupils	
To ensure all staff are aware of any barriers to learning for individual pupils by	£1950	Identify barriers to learning for every PP pupils and ensure that all staff are aware of these.	If barriers for learning are identified and understood provision can be made to overcome these and	Pupils progress is accelerated and there is no lost learning time	

the use of Class Charts			help ensure these pupils can make accelerated progress		
To use Class Charts provision mapping	£1688 Classcharts price.	To introduce an efficient system to track intervention and monitor its impact CPD session to be held in the Spring Term.	Pupils who receive the correct and timely intervention will make accelerated rates of progress	Clear criteria identified for different interventions. Progress to be monitored and relevant adjustments to provision to be made.	
All disadvantaged pupils in Year 8 to visit University and College virtually this year.	Careers Teacher	To organise university and college visits throughout Year 8 for disadvantaged pupils	To raise aspirations for disadvantaged pupils	Use of pupil voice for feedback on University and College visits	
Limited free places in clubs for Dance, Yoga, Judo and Cookery. If appropriate later in the year.	School Budget	Identify pupils who would benefit from the opportunities	Increase the opportunities for these pupils. Develop confidence that they can bring it to other sections of their life.	Excellent attendance for these pupils and improved progress in lessons.	

Midterm Review: February 2021

Final Review: July 2021