



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

Pupil Premium Strategy

POLICY



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

Policy: Pupil Premium Strategy		
Type: Statutory	Website: Yes	Author: J Holt
Approved: October 2020		Next Review: Autumn 2021
Frequency: Annual		Delegated: Governors - Full
Notes:		

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1.0 AIMS OF THE POLICY STATEMENT:

The pupil premium is extra funding from the government to state schools to help them improve the attainment of their disadvantaged pupils. The pupil premium grant is designed to allow schools to help disadvantaged students by improving their progress and the exam results they achieve. The aim of this policy is to show how the funding which St Cuthbert's receives is used to 'diminish the difference' between the attainment of disadvantaged and non-disadvantaged students.

2.0 LEGISLATION AND GUIDANCE:

Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

Free school meals - Schools get £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

Looked after and previously looked after - Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order. Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's Personal Education Plan.

Service premium - The service premium is not part of the pupil premium as the rules to attract the [service premium](#) are different. Schools get £310 for every pupil with a parent who is serving in HM Forces or who has retired on a pension from the Ministry of Defence. This funding is to help with pastoral support.

The leadership team at St Cuthbert's determine how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils' needs and use funding to improve attainment.

3.0 PRACTICE:

Our choices on how to spend our pupil premium are based on research conducted by national agencies such as the Educational Endowment Foundation (EEF) and what we know about our own pupils and the gaps that we have identified within groups and with individuals. The pupil premium is spent in the best interests of our pupils and is reviewed twice annually. The pupil premium statement is produced by the assistant headteacher, but the policy, statement and actions are regularly reviewed by the headteacher, business manager and link governor to regularly review our practise to ensure that the premium is being managed effectively and meeting the statements aims.

In January 2021, it is planned to have an independent pupil premium review to evaluate the effectiveness of the PP spend.

Linked governors: Mr David Winstanley, Mrs Siobhan Halligan

Review arrangements: progress reports to Standards and Performance Committee and PP's proposed inclusion in the Scrutiny Panel arrangements

This year's spend is detailed below. Individual costings of the planned activities is available upon request.

Pupil premium strategy statement – St Cuthbert’s RC High School 2020-21

1. Summary information					
School	St Cuthbert’s RC High School				
Academic Year	2020-21	Total PP budget	£497,000	Date of most recent PP Review	01/17
Total number of pupils	1132	Number of learners eligible for PP	512	Date for next internal review of this strategy	Jan 2021
Date for external review for the PP strategy: January 2021 (if school risk assessment allows)					

2. Current attainment		
	Learners eligible for PP (your school)	Learners not eligible for PP (national average)
Progress 8 score average	-0.17 (provisional)	
Attainment 8 score average	-0.26 (provisional)	

3. Barriers to future attainment (for learners eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Gap in education for all disadvantaged students as a result of a lack of formal education from March – July 2020
B.	Transition back into school for disadvantaged students (particularly for Year 6 who have had little transition and not finished Year 6)
C.	Lower attainment for middle and higher ability disadvantaged students
D.	Poor behaviour of some disadvantaged learners leading to increased behaviour points, isolations and exclusions
E.	Lack of face to face support with careers education (particularly Year 10 and 11) to support college applications and planning for their future
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Lack of space to work at home to complete homework/independent study
G.	Lower attendance rates and more persistent absenteeism of disadvantaged students
H.	Lack of revision resources at home to support home learning

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria												
A.	Filling gaps identified in baseline assessments to ensure all disadvantaged learners are taught an appropriate curriculum and gaps from COVID 19 missed time are filled. Where pupils may have to shield/isolate, resources are provided to ensure that no further gaps appear. This target will be assessed on attainment data v MEG, progress from baseline and attitude to learning grades for students.	<ul style="list-style-type: none"> All disadvantaged learners to make progress from baseline to DD1 and gaps identified to be plugged based on standards. All disadvantaged learners to meet MEG in July assessments. Students who may not be able to come to school have appropriate resources – IT equipment, revision resources, work provided via class charts 												
B.	Smooth transition for all disadvantaged learners back into school	<ul style="list-style-type: none"> Well-being surveys show students feel safe and happy in school and are making good progress Parental voice states that their child feels safe and happy in school and are making good progress. 												
C.	Year 11 middle and high ability disadvantaged students to narrow the gap with non-disadvantaged peers. H, MH, PP students A8 data from March 2020 ALL – 39.3, Girls – 42.08, Male 38.5 H, MH, nPP students A8 data from March 2020 ALL – 48.54, Girls – 51.98, Boys – 44.92	<ul style="list-style-type: none"> Middle and high ability disadvantaged boys to increase attainment and narrow gap on girls and non-disadvantaged students All disadvantaged students to make progress from baseline (Account must be taken for this data including specialism subject data which will not be included in A8 data summer 2021 as these exams were sat in 2020 on CAGs) 												
D.	Reduce the number of behaviour points received by disadvantaged pupils in all year groups using negative P's as a guideline alongside exclusion data Data up to March 2020 for disadvantaged students:	<ul style="list-style-type: none"> Reduction in negative p points for all year groups for disadvantaged learners to be tracked monthly, particularly male pupils Reduction in exclusions for all year groups for disadvantaged learners to be tracked monthly as they equated to 84% of FTE Reduction in the number of disadvantaged learners that are permanently excluded; 5 in 2019-20 Reduction in repeat offenders to be tracked monthly Support for students who struggle with increased length of lessons and lack of movement 												
	<table border="1"> <thead> <tr> <th>Year</th> <th>Negative P points</th> <th>Exclusions</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1197</td> <td>15 (3 students)</td> </tr> <tr> <td>8</td> <td>1615</td> <td>16 (8 students) 1 PEX</td> </tr> <tr> <td>9</td> <td>1416</td> <td>27 (15 students) 2 PEX</td> </tr> </tbody> </table>	Year	Negative P points	Exclusions	7	1197	15 (3 students)	8	1615	16 (8 students) 1 PEX	9	1416	27 (15 students) 2 PEX	
Year	Negative P points	Exclusions												
7	1197	15 (3 students)												
8	1615	16 (8 students) 1 PEX												
9	1416	27 (15 students) 2 PEX												

	10	1224	21 (11 students) 2 PEX	
E.	Ensure all Year 11 students (2019-20) are placed to reduce NEETs (5% in Year 12 2018-19 cohort). Ensure all current Year 11 students are able to make appropriate college applications based on informed decisions and that appropriate careers education has been put in place with independent careers advice to support			<ul style="list-style-type: none"> All Year 11 students (2019-20) to be in education, employment or training by end of September 2020. All Year 11 students (2020-21) to have made 'appropriate' college applications by end of December 2020 All Year 11 students to receive a wide range of virtual presentations from colleges and universities about their future options to broaden horizons Careers day to be amalgamated into a careers term to ensure that appropriate careers education is delivered virtually.
F.	Ensuring that all disadvantaged learners have a space to work which is appropriately resourced and utilised to allow independent learning for all disadvantaged learners.			<ul style="list-style-type: none"> Study hall provided for all disadvantaged students. Registers kept to observe impact of this Period 6 interventions identified for disadvantaged pupils identified with regular monitoring of impact Student survey to assess student voice on impact of study hall
G.	To increase attendance rates and reduce persistent absenteeism of disadvantaged students Data up to March 2020 for disadvantaged students: Year 7: 91% Year 8: 94.14% Year 9: 92.64% Year 10: 89.88			<ul style="list-style-type: none"> Attendance target to be in at minimum in line with NA - 92.20% for disadvantaged learners Reduction in PAs Education provided electronically for any students who are shielding/isolating/in quarantine
H.	To ensure all disadvantaged learners in Year 10 and 11 have appropriate revision resources at home to support home learning and independent study. To be tracked through progress data from baseline to mocks in March.			<ul style="list-style-type: none"> All disadvantaged students provided with revision books for every subject to help with gap filling on induction day in September Student voice to state that the vast majority of students are able to use revision guides appropriately to enhance revision

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.					
Quality of teaching for all, targeted support and other initiatives:					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	What evidence will be used to ensure that it has been implemented well?	Staff lead	Costing and review of implementation
A. Filling gaps identified in baseline assessments to ensure all disadvantaged learners are taught an appropriate curriculum and gaps from COVID 19 missed time are filled.	<ul style="list-style-type: none"> • Baseline assessments for all students on return to school to identify gaps • Recovery curriculum planned to bridge gap between new schemes of learning and gaps identified • Provision of electronic devices which can be loaned by disadvantaged students for use at home as required for isolating/shielding • Revision books provided for every disadvantaged student in Years 10 and 11 in all subject areas where they will complete exams this year. • Study Hall to be open from 7th September for Years 10 and 11 to allow independent study • Study skills sessions provided to support students with the 'how to' of revision • TEAMS lessons to be provided from 30th September for any 	<ul style="list-style-type: none"> • Six months missed school • Significant proportion of disadvantaged students did not have electronic devices or revision resources to use during lockdown • Assessments at the end of the year indicated that many disadvantaged students had not engaged with/returned set work • We need a viable solution to students who may need to isolate or quarantine and are absent from school 	<ul style="list-style-type: none"> • Progress made from baseline assessments for all students • Student voice indicates pupils feel that have sufficient resources and skills to revise independently • Parental voice indicates that they understand how they can support their child 	<p>JHT</p> <p>AHA</p> <p>PP team</p>	

	<p>pupils isolating supported by work on class charts.</p> <ul style="list-style-type: none"> • Additional period 6 sessions to plug gaps identified from baseline assessments for Years 10 and 11 • Virtual parental information events for all Year groups at the start of the year to ensure all parents and pupils are clear on what pupils will learn this year and how they can be supported from home 				
B. Smooth transition for all disadvantaged learners back into school	<ul style="list-style-type: none"> • Programme of support implemented for all PP mentees with weekly calls prior to July 2020 and throughout summer holidays as appropriate • Telephone calls to all PP students with attendance below 90% prior to summer holidays to encourage improved attendance 2020-21 • Vulnerable student list established for whole school based upon lockdown experience • Recovery curriculum for first week back at school • Induction day with form tutor • Additional pastoral support 		<ul style="list-style-type: none"> • Improved attendance for vulnerable group that has been targeted • Tracking of identified vulnerable group – attendance and attitude to learning 		
C. Year 11 middle and high ability boys to narrow attainment gap	<ul style="list-style-type: none"> • Mentee programme to identify under achieving disadvantaged students main needs and address these 	<ul style="list-style-type: none"> • Impact of mentoring programme last year which saw this group make more rapid progress across terms 1 	<ul style="list-style-type: none"> • Increase in attendance to 95% • Increase in punctuality • Increase in A8 points 	<p>JHT PP team</p>	

	<ul style="list-style-type: none"> • In class support for students identified above • Programme of intervention (p6 and study hall – see details below in G) • Close liaison with parents to ensure triangle of support for underachieving pupils 	<p>and 2 than any other group</p> <ul style="list-style-type: none"> • EEF research into pp funding which states that ‘The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group.’ By getting to know our students well and what impacts upon them 	<ul style="list-style-type: none"> • Use of Fast Track system, if dropping below this to limit gap growing 		
<p>D. Reduce the number of behaviour points received by disadvantaged pupils in all year groups</p>	<ul style="list-style-type: none"> • New behaviour policy to fit in with COVID restrictions implemented • Use of restorative practices to reduce conflict & exclusions • Close monitoring & early identification of students struggling to meet expectations & are becoming repeat offenders • Use of triggers within pastoral intervention allowing early intervention • Use of pastoral staff to assist in hot spot areas to reduce behavioural issues • Use of pastoral data to monitor Negative Ps being issued 	<ul style="list-style-type: none"> • Use of Risk Assessment • Student- teacher relationships improve through restorative meetings. Students given time to reflect • Class charts data – early identification • Wellbeing meeting – appropriate actions/referrals for students whose behaviour is a barrier to learning • Class charts weekly data enables specific areas to be targeted if there is a rise in points i.e PREP/Punctuality 	<p>Reduction in behaviour points by 25% (Negative Ps)</p> <p>Reduction in fixed term exclusions by 20%</p>	<p>DAS</p> <p>TLN</p> <p>JHY</p>	

<p>E. Ensure all Year 11 students (2019-20) are placed to reduce NEETs. Ensure all Year 11 students (2020-21) are able to make appropriate college applications based on informed decisions and that appropriate careers education has been put in place with independent careers advice to support</p>	<ul style="list-style-type: none"> • One to one phone calls made to every Year 11 pupil (2019-20) to ensure placement. Careers advisor to follow up any unplaced students Sept 2020 • Careers programme implemented as part of the personal development curriculum. • One to one applications completed with students following interviews • Virtual college presentations to be made to students. • Use of Xello and Compass+ to record and track careers information • Independent careers advisor available as a priority to disadvantaged students • Colleges invited in to period 6 sessions to present to students and support applications to colleges • Referrals to appropriate support agencies such as the growth company to support potential NEETs • Liaison with parents via virtual presentations to keep them informed throughout the process. 	<ul style="list-style-type: none"> • Building on success of last year's programme • Ensuring traditional careers day which has been highly successful, but is not possible to deliver in its usual manner is implemented elsewhere across the term 	<ul style="list-style-type: none"> • All PP student to have at least one college application completed by October half term • Applications to all colleges to be complete by end of December 2020 • Pupil voice to indicate support has been appropriate. • Parental voice to indicate they have been kept informed and feel that their child has been supported during the application process • NEETs to be in line with or lower than 2018-19 for St Cuthbert's and LA average 	<p>JHT LM GH MD DEE</p>	
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<p>F. A space to work for all PP learners after school from 2.50 to 3.50 with access to PCs</p>	<ul style="list-style-type: none"> • P6 revision sessions for all Year 11 disadvantaged students where under achievement has been identified • Study Hall provided every night in 210 and 210 for Year 11 initially and then all other year groups once restrictions allow for homework and revision – Staffed by teachers and support staff • Provision of resources for independent study • Provision of revision packs for mentored students • Period 6 subject specific sessions for all disadvantaged students who are working below their minimum expected grades following November assessments 	<p>Impact of study hall and p6 interventions 2019-20</p>	<ul style="list-style-type: none"> • Increased attainment (A8) • Narrowing of gaps in attainment between disadvantaged and non-disadvantaged students – See section A. 		
<p>G. To increase attendance rates and reduce persistent absenteeism of disadvantaged students</p>	<ul style="list-style-type: none"> • Regular & Effective communication with parents about the importance of good attendance • Early identification of students whose attendance is dropping • SELECT workshops to reduce barriers to attendance • Appropriate outside agency referrals if necessary • Celebration of students' whose attendance has improved & is above 95% 	<ul style="list-style-type: none"> • Weekly meeting HOY & attendance officer • Home visits • Fast Track system • PA monitoring booklet • Well-being meeting notes; additional support allocated where attendance is a barrier • Rewards system/assemblies – weekly 100% attendance points awarded 	<ul style="list-style-type: none"> • Increase in attendance to 95% • Increase in punctuality 	<p>JK MLT HOYs FTs LK</p>	

<p>H. To ensure all disadvantaged learners in Year 10 and 11 have appropriate revision resources at home to support home learning and independent study.</p>	<ul style="list-style-type: none"> • All students in Year 10 and 11 to be provided with revision guides for all subjects that they will sit in 2020-21 • Study skills sessions to be delivered to all Year 10 and 11 groups to support independent study 	<p>Impact on results last year – pupils using them to support independent study</p>	<ul style="list-style-type: none"> • To raise attainment for Year 11 in core subject areas from baseline assessment to GCSE results • To raise attainment for Year 10 in specialism subjects from baseline assessment to GCSE results 	<p>JHT DEE</p>	
<p>Total spent</p>					<p>£508,000</p>
<p>Individual costings for all activities listed above are available on request.</p>					

Pupil premium strategy statement – St Cuthbert’s RC High School 2019-20 - REVIEW

5. Summary information					
School	St Cuthbert’s RC High School				
Academic Year	2019/20	Total PP budget	£496,690	Date of most recent PP Review	01/17
Total number of pupils	1112	Number of learners eligible for PP	547	Date for next internal review of this strategy	Jan 2020

6. Current attainment		
	Learners eligible for PP (your school)	Learners not eligible for PP (national average)
Progress 8 score average	-0.75 (unvalidated)	
Attainment 8 score average	35.66	

7. Barriers to future attainment (for learners eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Below average literacy and numeracy level on entry for lowest ability PP learners in all years.	
B.	Poor performance by high and middle ability PP learners (especially white British boys)	
C.	Poor behaviour of some PP learners who achieve more behaviour points and exclusions	
D.	Lower attendance and punctuality of PP learners and significantly more PA in PP learners	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Parental support and aspiration signified by lack of attendance at parents evenings etc	
F.	Low aspirations of some PP students combined with a lack of resilience and ability to think beyond school	
G.	Lack of space to work at home to complete homework/independent study	
a. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Rapid increase of literacy and numeracy levels for lowest ability PP learners	All pupils to be removed from urgent need category in AR by the end of Year 7 All pupils to have made more than 11 months progress in AR from September to July Maths form time used to plug gaps highlighted in gap analysis and

B.	Increase in performance of high and middle ability PP students in August 2020	For Year 11 - A8 gap was 6.7 points on average between PP and non PP students. This must be reduced whilst increasing attainment for both groups of students. PP students must achieve a P8 score which is above flood standard. For other year groups - Deep dives into data drops to identify pupil premium students who are not keeping pace with their MEGs and make interventions at the earliest possible point. Across year, mentoring will aim to get pupils back on track. Success will be measured by an increase in the % of pupils meeting their MEG target at the end of the academic year.
C.	Reduction in number of behaviour points and exclusions issued to PP pupils	Reduction in behaviour points and exclusions issued to PP students during half terms 2 – 6.
D.	Improved attendance and punctuality for PP learners for academic year 2019-20	PP attendance to increase to above 95% Reduction in PAs for PP students
E.	Increased parental engagement at school events	Increased attendance at parents evenings Attendance at academic reviews Attendance at PP parental drop ins Positive parental voice
F.	Increased aspirations and as such an increase in engagement and attainment	Positive engagement in visits to colleges, universities, careers days etc Increased engagement in school activities such as interform etc.
G.	A space to work for all pupils after school from 2.50 – 3.50 with access to the internet	Increased engagement in study hall for all year groups. Increased engagement in period 6 interventions to boost attainment Increased attainment for Year 11 as witnessed through Data drops

Academic year		2019-20			
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.					
Quality of teaching for all, targeted support and other initiatives:					
Desired outcome	Chosen action/approach	Evidence and rational for this choice	How will you ensure that it is implemented well?	Staff lead	Costing and review of implementation
A. Rapid increase of literacy and numeracy levels for lowest ability PP learners	<ul style="list-style-type: none"> Form time peer to peer accelerated reader sessions for all pupils with a below chronological reading age of 9/4 or score below 100 in KS2 SATS COGS class established in Years 7 and 8 to allow rapid catch up prior to starting GCSE course for students working at EYFS or KS1 in either Maths or English. Form time Maths sessions for all pupils with a score below 100 from KS2 SATS DS lessons for KS4 students 	<ul style="list-style-type: none"> Significant success of AR programme over last two years in allowing pupils to reach a reading age whereby they are able to access KS3 curriculum 	<ul style="list-style-type: none"> Increase in reading age which surpasses months completing course Gap filling of Maths knowledge signified by increased test scores on Maths star programme and increase in attainment in Maths lessons – DDs used to monitor this All DS pupils to achieve qualification in 	<p>JHT</p> <p>AC</p> <p>SG</p> <p>SEN team</p>	<p>Successful last year, but not currently implementable with current risk assessment</p> <p>85% of students on the AR programme made progress between September and December assessment which was greater than the chronological months. 10% made progress in line with the months of completion. 5% of the students regressed.</p> <p>March assessment did not take place due to school closure.</p> <p>Star Maths assessment which should have taken place in March did not take</p>

			English and Maths to bolster confidence and build skills for GCSEs.		place due to school closure.
B. Increase in attainment for high and middle ability PP students	<ul style="list-style-type: none"> • Parental meetings with under achieving PP students – Academic mentors • AHT to monitor progress and impact of interventions and ensure clear impact targets are in place for all PP staff • CPD for staff on increasing PP attainment • Implementation of whole school intervention strategies through form time and after school for PP learners who may have difficulty accessing appropriate facilities at home – to include subject specific p6 interventions and study hall • Review of all PP data at each data drop to identify students who are not in line with MEG. Pupils furthest from their MEG will be appointed a pushing potential or rising star mentor at earliest point • All PP Year 11 students to meet with Headteacher to discuss targets 	<p>Impact of rising star programme at St Cuthbert's last year which saw this group make more progress than any other group</p> <p>EEF research on mentoring</p>	<ul style="list-style-type: none"> • Regular monitoring through mentee profile sheets • To be monitored as part of QA • Review of results at DD2 and DD3 from baseline • Monitoring of improvements of PP mentees compared to other groups 	JHT MLT, DEE, LM, GH	<p>Successful and will be carried forward to 2020-21</p> <p>Attainment</p> <p>Progress 8 increase: Whole cohort = 1.08 Non PP cohort = 1.11 PP cohort = 1.02</p> <p>Attainment 8 increase: Whole cohort = 10.85 Non PP cohort = 11.13 PP cohort = 10.32</p>

	<ul style="list-style-type: none"> All Year 11 PP students provided with revision materials for every subject MUFC officer and Academic mentor to work in lessons to support vulnerable students 				
C. Reduction in number of behaviour points and exclusions issued to PP pupils	<ul style="list-style-type: none"> Increased capacity of Inclusion staff to support PP learners with behaviour issues – Mentoring and monitoring of student behaviour Relate counsellor to provide counselling for PP learners Breakfast club for all PP learners to ensure all pupils are given chance to eat in the mornings to start the day well. New behaviour and rewards policy School nurse appointed Additional appointment of safeguarding officer to work with disadvantaged students 		<p>Reduction in behaviour points across terms</p> <p>Reduction in fixed term exclusions</p> <p>Reduction in PP pupils classified as in need</p>	<p>DAS</p> <p>TLN</p> <p>KE</p> <p>LH</p> <p>CH</p> <p>KP</p> <p>LK</p> <p>KF</p> <p>AA</p> <p>JW</p>	<p>Difficult to measure behaviour impact, but additional staffing in safeguarding has had a significant impact</p> <p>Behaviour point comparison unavailable due to change in behaviour system and unable to compare term on term due to school closure.</p> <p>Additional staffing in safeguarding has doubled the capacity of early help support offered to families in need; which should prevent the long term barriers to learning and situations</p>
D. Improved attendance and punctuality	<ul style="list-style-type: none"> Appointment of additional attendance officer to work with PP families to include home visits 		<ul style="list-style-type: none"> Increase in attendance to 95% 	<p>JK</p> <p>HOYs</p>	Attendance data up to March 2020 for PP students

<p>for PP learners for academic year 2019-20</p>	<ul style="list-style-type: none"> • HOYs to monitor attendance in their year groups to free up Attendance Officer for home visits • All pupils to record attendance in planners – all form tutors to record in their form tutor record and chase up at earliest point when attendance dips • Increase in inclusion provision to support PP with PA and low attendance to get back into school • Implementation of new lates policy and increase in staffing at lesson change overs to increase productive lesson time and reduce behaviour incidents outside of lesson time 		<ul style="list-style-type: none"> • Increase in punctuality 	<p>FTs</p>	<p>Insufficient improvement apart from in Year 8. Year's 7,9 and 10 must be areas of focus for next year with a range of new strategies implemented from research with other similar schools</p> <p>Year 7: 91% Year 8: 94.14% Year 9: 92.64% Year 10: 89.88</p> <p>Attendance figures for PP students had been improved compared to previous year up to start of December, but a noro virus bug had a significantly detrimental impact on attendance and then COVID illness and parental worry regarding sending their children to school just prior to lockdown.</p> <p>Impact of attendance strategy had insufficient impact. Additional approaches need to be researched and utilised for 2020-21</p>
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<p>E. Increased parental engagement at school events</p>	<ul style="list-style-type: none"> • Form tutors to contact parents 3 weeks prior to parents evenings to chase up parents who are not attending parents evening • Inviting parents of PP pupils to non-threatening drop in sessions to get them to engage • SLT to meet with all PP pupils and their parents in Year 11 to give out revision packs and set targets for attainment • Invitations sent to parents to celebration events. • PP team to chase any students' parents who have not made appointments in week prior to parents evening 		<p>Increased % PP parental attendance at parents evening</p> <p>Increase attendance of PP parents at informal events such as drop ins.</p>	<p>JHT HOYS FTs LM LMY</p>	<p>Improvement in attendance overall, but did not significantly improve disadvantaged parent attendance sufficiently. Feedback from parents of disadvantaged students was positive to range of approaches taken</p> <p>Year 7 – 72% attendance</p> <p>Year 8 – Didn't take place</p> <p>Year 9 – Didn't take place</p> <p>Year 10 – 68% attendance</p> <p>Year 11 – 71.1% attendance (only 41% of pp parents attended)</p> <p>Year 11 maximising potential evening – 78% attendance (65% of pp parents attended)</p> <p>Feedback from parents at these events was overwhelmingly positive</p>
<p>F. Increase in aspirations of PP learners</p>	<ul style="list-style-type: none"> • Careers interviews earliest point • University/college visits 		<ul style="list-style-type: none"> • All PP student to have at least one college 	<p>JHT LM</p>	<p>Successful at start of year, this will need tracking across the</p>

<p>and as such an increase in engagement and attainment</p>	<ul style="list-style-type: none"> • Study skills events • Careers Day • Departmental careers focus • Creation of PP parental forum • PP pupil voice to ascertain where pupils need more support • Study Skills per half term all throughout school – Year 7 through to Year 11 • Work based projects with Salford Foundation • Aspiration/Motivational session with Commando Joes • Visits to Careers roadshows with MUFC • Resilience building activities with Army • Whole school interform activities to engage PP learners across school 		<p>application completed by October half term</p> <ul style="list-style-type: none"> • Pupil voice • Parental forum established and thriving • Increased attainment and aspirations • Improved attendance and attitude to learning for pupils engaged in activities 	<p>GH MLT DEE</p>	<p>course of the year to see if the students complete the courses started via the MI reports.</p> <p>Applications were made prior to lockdown.</p> <p>Follow up calls were made during lockdown from P Ferry</p> <p>All Year 11 students were contacted on results day to check on enrolment. Any students with any issues were followed up during the final week of the school holidays.</p> <p>P Ferry followed up remaining students during first few weeks of the autumn terms</p> <p>Currently we have 5 students who are potential NEETS who are working with positive steps and the Growth company</p> <p>95% of parents at Year 11 parents evening felt that</p>
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					their child had received appropriate careers education to be able to make informed decisions.
G. A space to work for all PP learners after school from 2.50 to 3.50 with access to PCs	<ul style="list-style-type: none"> • P6 revision sessions for all Year 11 PP students where under achievement has been identified • Study Hall provided every night in Cuisine and 409 (access to PCs) for all Year groups for homework and revision – Staffed by teachers/support staff • Provision of resources for independent study • Provision of revision packs for mentored students 		<ul style="list-style-type: none"> • Increased attainment 		<p>Extremely successful and will be replicated where possible in 2020/21</p> <p>Progress 8 increase: Whole cohort = 1.08 Non PP cohort = 1.11 PP cohort = 1.02</p> <p>Attainment 8 increase: Whole cohort = 10.85 Non PP cohort = 11.13 PP cohort = 10.32</p> <p>Study Hall attendance throughout the autumn and spring term were excellent and pupil voice was outstanding for the impact of period 6 sessions and study hall on improved attainment. (evidence available upon request)</p>
Total spent					£497,000

(Total amount spent includes £19,600 allocated to PP+ students who are formerly LAC/In care. These pupils have separate PEPs to show where this money has been allocated and is ring fenced for these students).

Individual costings for all activities listed above are available on request.