



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Strategic investment in leadership and CPD of SEND	£167,328	TBC
Increase in staffing for English, Maths and Science to support monitoring, intervention and progress	£69,003	Based on 2019-20
Disruption free classrooms for all pupils in all curriculum areas through continued use of the Disruption Free learning room	£39,601	Based on 2019-20

Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
Academic year	2020-2021		Total PP budget	£389,070		Date of most recent PP Review	1 st December 2020
Total number of pupils	1041		Number and %age of pupils eligible for PP	312	38%	Date for next internal review of this strategy	1 st October 2021
	KS3	KS4		KS3	KS4		
Number of PP eligible pupils by key stage	162	150	Budget split by key stage	£170,384	£218,686		
Allocation of PP funding	Ever 6		£386,850	LAC	£1,910	Service Children	£310

Current achievement					
2020 Outcomes <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	Pupils eligible for PP <i>(previous year in brackets)</i>	Pupils not eligible for PP <i>(your school)</i>	Pupils not eligible for PP <i>(national average – most recent year available)</i>	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	-0.49* (-1.32)	-0.15*	0.13		+0.83
Attainment 8 score average	40.57 (32.48)	51.59	50.1	45.1	+8.09
4+ Basics	46% (37%)	76%	71.5%	70%	+9%
5+ Basics	30% (14%)	54%	50.1%	51%	+16%
5+ GCSEs including English and maths (9-4)	45% (31%)	73%		68%	+14%

*based on comparison to 2019 Estimates



2. Planned expenditure 2020 – 2022 (including how you will spend the 2020 Catch-Up premium)		
i. Quality teaching for all		
Action	Intended outcome	Cost
Increase in staffing for English, Maths and Science that allows for: <ul style="list-style-type: none"> class size reduction in KS4 English, Maths and Science specialist staff delivering their subjects in KS4 Science a Curriculum Support Option for intensive English and Maths increased curriculum time in E and M in 	Improved outcomes at KS4 in EMS as a result of reduction in class size Improved outcomes in KS4 Science as a result of specialist teachers delivering the different elements of the award Strongest teachers working with most disadvantaged students Improved literacy and numeracy outcomes at KS3 as a result of increased curriculum time	£69,003
Key Stage Co-Ordinators in English, Maths and Science at KS3 and KS4 to promote the progress of PP students	Improved knowledge of the students through dedicated standards leads at KS3 which will lead to earlier targeted interventions and thus improved outcomes Close monitoring of disadvantaged students and oversight of whole-school classroom intervention Leadership of out of class intervention Improved progress rates for disadvantaged students	£11,034
Continued investment in quality CPD; Pupil Premium, SEND, HPA, Whole class feedback, Rosenshine Principles embedded into the John Roan Lesson, introduction of strategies from Teach Like a Champion	Improved progress for High Prior Attaining PP PP students' progress in line with non-PP students Reduction in in-school variation of quality of teaching and learning for PP students Improvements in behaviour are reflected in improved attitudes to learning of PP students	£2,000

<p>The Teaching of literacy is embedded across all subjects through the introduction of a Whole School Reading Programme that introduces a wide range of texts</p>	<p>Improved reading age and reading habits supporting students to access the curriculum at every level The creation of a culture of reading for pleasure, in particular amongst PP students Improved quality of oral responses in class, supporting academic literacy for the most disadvantaged learners. Ensures disadvantaged learners have access to a wide range and variety of texts</p>	<p>£2,809</p>
<p>Improve independent learning through innovation in the use of Show My Homework (SatchelOne), Microsoft Teams and Seneca</p>	<p>Improved access to resources for homework and independent study will improve retrieval and independent deliberate practise, thus strengthening both long-term cognitive memory capabilities and skills required to increase overall attainment and progress. Pupils able to master core knowledge for every subject through rigorous and regular testing on core knowledge. School has ensured all learners, especially those who are from disadvantaged backgrounds, have access to a Chromebook from the school if they need one. This enables disadvantaged learners to use the online resources.</p>	<p>£5,371 Chromebooks funded through fundraising and The Foundation</p>
Total budgeted cost		<p>£91,217</p>
ii. Targeted support and intervention		
<p>Action</p>	<p>Intended outcome</p>	<p>Cost</p>
<p>Additional English and Maths group in Year 7 to deliver Direct Instruction to students that have not met the expected standards in primary school</p>	<p>Those students who had not met expected standards at Key Stage 2 are given sufficient boost through DI that they are able to join mainstream English and Maths lessons in Year 8. Improvement in attainment and progress of PP students in English and Maths – in line with national average</p>	<p>£20,700</p>

<p>Careers and Higher Education Coordinator. Raising aspirations of disadvantaged students by collaborating with THEBP, KPMG, Morgan Stanley and others</p>	<p>Students from underrepresented backgrounds are exposed to university environments, supporting students to become the first generation of their families to attend university. PP students will develop metacognitive skills which will help them to become independent learners in class and beyond, thus boosting students' attainment. Raising awareness around a vast range of careers and university courses.</p>	<p>£12,097</p>
<p>A programme of academic and attitudinal enrichments delivered to students through PRIDE days</p>	<p>To ensure that PP students are provided with a wide exposure to opportunities to learn how to work in teams, with adults other than teachers, to develop positive relationships with adults from the world of work and to visit cultural venues in their local city. Disadvantaged learners are prioritised for Business Mentoring, places on trips and visits etc.</p>	<p>£5,000</p>
<p>Directors of Raising Standards – two, one-year temporary Senior Leadership posts for Middle Leaders whose brief is to address the gaps in attainment and progress between disadvantaged and non-disadvantaged students.</p>	<p>Improved outcomes for disadvantaged students in all year groups. Improved partnerships with parents of disadvantaged students that support learning in school and at home Early intervention and targeted programmes in place for disadvantaged learners in all year groups that improve outcomes and engagement</p>	<p>£4,000</p>
<p>Provision of chrome book computers for those disadvantaged students without devices at home</p>	<p>To ensure that all students have access to a decent IT device at home on which to complete homework and independent study Improved outcomes for disadvantaged learners in all year groups Higher engagement rates for disadvantaged learners in homework and independent studying. Improved engagement rates in online communications from the parents of disadvantaged learners</p>	<p>Funded through fundraising</p>
<p>Total budgeted cost</p>		<p>£41,797</p>

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Attendance officer, Educational Welfare and Pastoral support. Full time position of Attendance Officer to allow for a key focus on working with PA families and those from disadvantaged backgrounds. Additional day of Education Welfare Officer to focus on high needs cases where PA and parental communication is key to improving outcomes	Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to nonattendance. Relationships built with families from low attenders (mainly disadvantaged families) that enable attendance rates to rise as a result of the support in place.	£20,036
School counselling services: time increased in order to provide sufficient resource to work with high caseload	Increase in attendance, reduction in FTE, raised attainment within PA students, school anxious, vulnerable learners etc. Improved liaison with Social Care and other external services to facilitate quicker referrals and actions. Reduction in waiting time to access outside support for most vulnerable, disadvantaged learners	Costs included elsewhere in this strategy
Disruption free classrooms for all pupils in all curriculum areas through continued use of the Disruption Free learning room.	Pupils are able to make good progress in all lessons as a result of disruption free environments.	£39,601
Alternative Curriculum Provision	Provision of short-term alternative curriculum programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable. Disadvantaged learners provided with appropriate curriculum provision and support. Early identification and support (via primary transition work) to improve induction – includes work with disadvantaged students and their families	£28,000

		Total budgeted cost	£87,637
iv. Catch-Up strategies (including transition Y6-Y7)			
Action	Intended outcome	Cost	
Appointment of a Director of Learning for Years 7 & 8, to be accountable for the progress of students and their education with character through PRIDE	<p>Improvement in communication and transition for PP students moving from primary to secondary school</p> <p>Early identification of any at risk students through good relationships developed with local feeder primary schools</p> <p>Development of a new rewards system</p> <p>Students choose to display and evidence the PRIDE values</p> <p>Improved attitudes to behaviour for learning</p> <p>Students understand and aspire to become ambassadors and leaders, creating a network of peer role models</p>	Neutral – covered elsewhere in strategy	
		Total budgeted cost	
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Intended Outcome	Cost	
Director of Inclusion, Dyslexia lead, site SEND leads appointed to address the high needs across the school, especially amongst disadvantaged learners.	<p>Improved outcomes for students with SEND, especially those from disadvantaged backgrounds as a result of improved strategic use of funding and improved management of the SEND teams across each of the school sites.</p> <p>Specialist input enables PP eligible students with SEND to make rapid progress and catch up with their peers.</p>	£167,328	
CPD for Inclusion team members and teachers focused on support for PP eligible students who also have identified SEN.	All inclusion staff are using up to date research and intervention methods and can disseminate best practice to the wider teaching body. Staff understand how to meet the needs of students from disadvantaged backgrounds who also have SEN –		

	<p>in particular, how to work with their families to provide the best support and guidance</p> <p>Students are able to make accelerated progress and PP students with SEN have improved attainment and progress.</p>	
Total budgeted cost		£167,328



3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
All students set work according to a weekly timetable, including PSHE and assemblies	Curriculum made available to all students, accessed through the Show My Homework gateway	Assessment of work completed was inconsistent Some students struggled to access work due to a lack of technology	
Bi-weekly tracking on response to virtual learning	Students not responding well to the remote setting quickly identified and intervention put in place These students continue to be prioritised after the return to school	To be continued, should a bubble have to isolate	
Innovation in the use of MS Teams to deliver live teaching remotely	Good practice shared and extended	Development of this area is a CPD priority	
Year 9 transition to KS4 options and Y11 transition to P16 courses moved up to June with a 'Flying Start' provision	Improved response to learning in chosen subjects Foundation knowledge consolidated within the Key Stage 4 context	More difficult to achieve with a physical rather than virtual timetable, but to be investigated as a possibility.	
<ul style="list-style-type: none"> • How was high-quality teaching sustained during lockdown? • How successful was the remote offer and how do you know? • What lessons did you learn? 			

- Initially, disadvantaged students were less likely to access remote learning than their peers (tracked bi-weekly)
- Where technology was a barrier, this was quickly dealt with through the provision of over 200 Chromebooks
- Disadvantaged students were prioritised for 1:1 tutoring and to receive teaching at school
- This led to the gap in response rates reducing
- Disadvantaged students need to be prioritized for welfare calls and live teaching

ii. Targeted support and intervention			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
1:1 online tutoring sessions in English, Maths and Science delivered by MyTutor	Disadvantaged students prioritised for intervention Excellent individual feedback from students and mentors High term-time attendance rate (4 th highest in a pilot of 20+ schools)	Continuing in 2020-21 Technical challenges affected some students – In future initial sessions will take place in school to assure access Attendance dropped for some students during the holidays, sometimes linked to mobility/technology – Closer dialogue around student motivation to maintain session in holiday time	
Year 7 and 8 hard to reach students and parents were invited into school for 1:1 meetings	Summer learning packs supported catch up. Improved parental support and engagement	Work packs prepared to be given to students asked to isolate when dismissed from school	

Provision of chrome book computers	Improved response to virtual learning for disadvantaged students issued devices and higher expectations from teachers	Continuing in 2020-21	
Pupil Premium Action Group	Improved engagement with disadvantaged students and their families More appropriate bespoke work sent to students	Work developed into the Director of Raising Standards roles	
<ul style="list-style-type: none"> • How did you target the needs of PP pupils during lockdown? • How successful were you and how do you know? • What lessons did you learn? 			
<ul style="list-style-type: none"> • Students were targeted successfully by the Pupil Premium action group, with welfare calls and off-line resources • A very successful fundraising campaign raised over £14,000 to provide a Chromebook device to all disadvantaged students without appropriate means to access remote learning • MyTutor and return to school prioritised PP students, but uptake was not universal • Launch of online tutoring in school would support access in the future 			

iii. Behaviour and Attendance improvement strategies			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Weekly tutor calls, escalating to the pastoral teams	Form tutors aware of student welfare and situation to be shared Tutors informed by be-weekly reporting of engagement	Yes, to be continued in the event of full/partial lockdown, but form tutors can be better informed with more accurate tracking of learning through SMHW or Teams	
Bi-weekly tracking on response to virtual learning	Leaders and teachers aware of where students are not accessing work and patterns in student groups and subjects Impact of other strategies can be evaluated	Yes, to be continued in the event of full/partial lockdown, but some areas can be better informed with more accurate tracking of learning through SMHW or Teams	
Close tracking of attendance to onsite provision, with attendance calls	Vulnerable students and their families well supported Returning Year 10 students engaged	Yes, to be continued in the event of full/partial lockdown	
<ul style="list-style-type: none"> • How did you support PP pupils to participate in remote learning during lockdown? • How successful were you? • What lessons did you learn? 			
<ul style="list-style-type: none"> • Student wellbeing was regularly checked through tutor calls • Where students were expected in school, any absence was investigated in the usual manner • Response to Virtual Learning improved for disadvantaged students, but remained below peers 			
iv. Catch-Up strategies (including transition Y6-Y7)			

Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
Transition booklets, student information and fun tasks to do were all accessible via the website and promoted in literature sent to parents as hard copies	Parents and students informed of the JR school values, systems, staffing and expectations	Successful	
All yr 6 parents invited to virtually meet with HOY	Some parents virtually met with HOY and valuable information shared.	It worked in part but was very time consuming negotiating dates and times. Meeting tutors would be more suitable with a town hall type HOY mtg.	
All yr 6 students invited to virtually meet with HOY via primary school bubbles and HoY video recorded and made available through website	Students happier and able to ask questions	Very dependent on primary school. The use of various IT systems was challenging in some cases but is now resolved.	
<ul style="list-style-type: none"> • How did you support transition from Y6 into Y7 during lockdown? • How successful were you? • What lessons did you learn? 			
<ul style="list-style-type: none"> • Students and parents introduced to the school and our values through online and offline resources and virtual meetings • Innovation here has led to wider video media usage to engage students and families since the wider school reopening 			
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost

Onsite provision staffed by to deliver specialist teaching to vulnerable students across the breadth of the curriculum	Vulnerable students and their families well supported	Yes, to be continued in the event of full/partial lockdown	
<ul style="list-style-type: none"> • How did you support pupils with SEND to access remote learning? • How successful were you? • What lessons did you learn? 			
<ul style="list-style-type: none"> • Vulnerable students had a constant term time provision across a broad curriculum throughout lockdown • Year 10 students returned in increasing numbers for specialist teaching • Attendance by Year 10 could have been improved more quickly with a broader cohort • Certain disadvantaged families could have been reached earlier in order to promote attendance 			

4. Additional comments

Outcomes at Key Stage 4 for all students, including disadvantaged students have improved rapidly over the last two year, especially in English and Maths. Standards for disadvantaged students rose more in 2020 than for their peers.

	2018	2019	2020	Annual Change
5+ Basics- All	24%	32%	44%	+12%
5+ Basics - Pupil premium	11%	14%	30%	+16%
4+ Basics - All	39%	54%	63%	+9%
4+ Basics - Pupil Premium	25%	37%	46%	+9%

7+ Basics - All	5%	9%	13%	+4%
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Standards across the curriculum have improved for all students over the last two years, with the strongest improvements for disadvantaged students in 2020.

	2018	2019	2020	Annual Change
Attainment 8 - All	36.34	40.07	46.69	+6.62
Attainment 8 - Pupil premium	30.75	32.48	40.57	+8.33

