

Pupil premium strategy statement

School overview

Context

COVID-19

In accordance with government direction, educational institutions have been closed in an attempt to stem the spread of COVID-19. This closing of schools aligns with the government's efforts to contain COVID-19 through non-pharmaceutical interventions and preventive measures such as social distancing and self-isolation. The COVID-19 pandemic has affected educational systems worldwide, leading to the near-total closures of schools, universities and colleges on an unprecedented global level. With the exception of vulnerable students and those whose parents are keyworkers, schools in the UK were closed with effect from 23 March 2020. It is intended for all schools to return, with full capacity, in September 2020.

The impact of COVID-19 on our Disadvantaged students is expected to be severe and they may need extra support as they return to School and settle back into school life. Assessing and responding to each of our Disadvantaged students' 'experience' will inform how we help them with their well-being, catch-up on knowledge lost and ultimately, get back on track with their learning.

COVID-19 makes it difficult to measure the true impact that our priorities from 2019-20 had on the outcomes of our Disadvantaged students. To try and overcome this and so gauge some impression of impact, where useful we have compared data from the beginning of the academic year with our last data drop in 2020; thereby taking a 'snapshot' approach. Equally, although we have provided targets for 2020-21, these have been set subject to us learning over time, the real effect of school closure on the learning of our Disadvantaged students.

Metric	Data
School name	Sexey's School
Pupils in school	533 (Key Stage 3 and 4)
Proportion of Disadvantaged pupils	68
Pupil premium allocation this academic year	£74260

Academic year or years covered by statement	2019/20 – 2021/22
Publish date	February 2021
Review date	September 2021
Statement authorised by	Ross Dalzell
Pupil premium lead	Deborah Day
Governor lead	Keri Montague (appointed 1 February 2021)

Disadvantaged pupil performance overview for last academic year (2019 - 2020)

Progress 8	-0.52
Ebacc entry	75
Attainment 8	40.38
Percentage of Grade 5+ in English and maths	12.5%

Attendance Analysis 2018-19

PP Category	PP Attendance %
PP	93.5
FSME6	91.5
LAC	88.6
Post-LAC	99

Attendance Analysis 2019-20 (as at 21.06.20)

PP Category	PP Attendance %
PP	91.8
FSME6	90.8
LAC	94.1
Post-LAC	97.2

End of year targets for our Year 11 Disadvantaged cohort for 2019-20

Cohort	P8	A8	Ebacc%	5+ 9-5 incl En & Ma%
Disadvantaged	0.07	47.89	75	37.5
Non- Disadvantaged	0.39	57.19	78	80

End of year targets for our Year 11 Disadvantaged cohort for 2020-21 (please note these targets are influenced by the impact of COVID-19 on our students' learning)

Cohort	P8	A8	Ebacc%	5+ 9-5 incl En & Ma%
Disadvantaged	-0.06	50	100	60
Non- Disadvantaged	0.21	52.2	79	68.27

Ofsted Inspection 20-21 March 2019

Extract from Ofsted Inspection Report 20 -21 March 2019

*'Disadvantaged pupils' progress was in line with that of other pupils nationally in 2018. **These pupils are supported well.** A number of strategies are used to raise their aspirations. For example, a program of motivational talks from inspiring external speakers has recently been started.'*

Strategy aims for Disadvantaged pupils

Aim	Targets. Linked to School Development Plan (in bold)	Target date
Progress 8	QE2 To achieve a positive P8 of at least 0.1	September 2022
Attainment 8	QE2 Achieve above national average for attainment	September 2022
Percentage of Grade 5+ in English and maths	QE2 Maths 5+ Dis = 50% English 5+ Dis = 75%	September 2022
Other	<ul style="list-style-type: none"> • As soon as practicable, an assessment of every Disadvantaged student to diagnose the impact of COVID-19 on their learning • Following their assessment, a bespoke approach to every Disadvantage student who needs intervention • Improvement in attendance and persistent absenteeism for Disadvantaged students • Better engagement of Disadvantaged students in KS4 	September 2021

Ebacc entry	QE2 Maintain above national average EBacc Entry	September 2022
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Teaching priorities for current academic year

Measure	Activity
Priority 1	<p data-bbox="607 284 1234 320">Well-being of our teachers and support staff:</p> <p data-bbox="607 376 1939 555">In response to COVID-19 and in particular, the logistical changes that have been made to school life, emphasis will be placed on the well-being of our teachers to help and support them in adjusting to these changes. Ensuring our teachers are supported in this way will have a positive impact on the quality of teaching and will ultimately, support great teaching in the classroom.</p> <ul data-bbox="651 619 1910 938" style="list-style-type: none"> • During the first half of the Autumn term, HoF's will be given more time to meet in their faculties and discuss/share what is happening in the classrooms. • SEN training will be given to all staff to inform and guide them through how to support our SEN students as they return to School. (LM4) (QE6) • HoFs will lead on Quality Assurance with focus on differentiation, engagement and effective assessment of the students (LM3) (QE1) • Additional/individual well-being support will be available to teachers as and when needed, throughout the course of the year. (LM2)
Priority 2	<p data-bbox="607 1098 1910 1129">Continued focus on recruitment, retention and professional development of all teaching staff:</p> <ul data-bbox="651 1185 1865 1345" style="list-style-type: none"> • Upper Pay Scale. Teachers to improve Quality First Teaching. • SLT and faculty support of our NQTs, with particular emphasis on addressing their reduced opportunity to develop their teaching skills and experience in a classroom setting due to the closure of the School. (QE1)

- A Teaching and Learning Program that will coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice as well endorse the emphasis on the well-being of our teachers. **(QE1)**
- Continued use of the 5 Step Lesson Plan and engaging in Tier 2 and 3 vocabulary.
- Dedicated Drop-ins **(QE1)**
- Open door policy.
- Recruitment of GAP students to encourage and promote joining the teaching profession.

P8 - Historic and projections:

Year	P8
2017-18	-0.08
2018-19	-0.27
2019-20	-0.52
2020-21	>0.1
2021-22	>0.1

Priority 3

Student assessment and feedback:

COVID-19 makes it essential that we conduct early assessment of our students to determine the impact of school closure on their learning. Accurate assessment will lead to effective support:

	<ul style="list-style-type: none"> • HoFs will oversee assessment of all students. These assessments will take place in class. The assessments will be designed to identify areas of knowledge requiring further embedding. This will ensure new knowledge is built upon a secure understanding of the subject. (QE2) • HoFs will provide the PP Lead with the results of the Disadvantaged students' assessments. (QE2) • SENDCo will conduct assessments of all KS3 SEN students. These assessments will form part of the students' timetable during the first half of the Autumn term. SENDCo will provide the PP Lead with the results for the SEN Disadvantaged students. (LM4) • Piloting of the Personal Learning Checklist for Years 7 and 11.
Priority 4	<p>Transition support:</p> <p>Although all students will need support in returning to the school setting, this is particularly significant to our new Year 7 who will have missed out on the benefit of our usual transition initiatives. To overcome challenges specific to the Year 7 students, we are adopting a model used in primary schools to aid them with becoming familiar with their new peers and new surroundings:</p> <ul style="list-style-type: none"> • For the first half of the Autumn term, Year 7 students will remain in their tutor groups for all lessons, promoting familiarity with their peers. • In the second half of the Autumn term, two tutor groups will merge for lessons. This allows students a slow integration with peers outside their own tutor group but also accommodates ability banding across the Year 7 cohort. • Further integration across the Year 7 teaching groups will not take place until the Spring term.
Barriers to learning these priorities address	Impact on both the teacher, and the student, 'experience' resulting from the significant adjustments that were made to school life due to COVID-19.

	<p>Effective and early enough assessment of the students.</p> <p>Staff retention.</p> <p>Curtailed transition experience for Year 7 students.</p> <p>Consistent teaching across all subjects.</p>
Projected spending	<p>£40,399</p> <p>Further information on the Pupil Premium Budget for 2020-21 can be found on the School's website.</p>

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>COVID-19 – overriding of ethos of pupil premium for 2020-21:</p> <p><i>“The closure of schools is likely to have a considerable impact for all pupils, but the largest impact is likely to fall on those from the poorest families.”</i> – Social Mobility and COVID-19 Implications of the Covid-19 crisis for educational inequality - by Dr Rebecca Montacute – The Sutton Trust – April 2020.</p> <p>The overriding focus of pupil premium this year will be (BA2, BA3):</p> <ul style="list-style-type: none"> • Effective and compassionate support of all our Disadvantaged students’ experience so as to support them as best as we can in their return to the school setting. • Effective and compassionate support of our teachers’ experience; tuition provided by well supported teachers will likely have the highest impact on our Disadvantaged students. • Adopting a continuous and sustained approach.
Priority 2	Targeted Support in response to COVID-19:

	<ul style="list-style-type: none"> • Ensure all Disadvantaged students are assessed as soon as practicable upon their return to the school setting and put in place timely and effective interventions requisite the needs exposed, addressing well-being as well as learning needs. (BA2) • Procure engagement in the National Tutoring Programme, making it accessible to all Disadvantaged students who require 1-1 tuition, to help them catch up with learning lost. • Facilitate a multi-party relationship between tutors, teachers, pastoral, SEN, and the Disadvantaged student. (QE6) • Implement government policy arising out of reopening of schools in a timely and practicable manner.
<p>Priority 3</p>	<p>Provision Map:</p> <p>We need a more effective and robust system of monitoring the progress, attendance and behaviour of Disadvantaged students which will disseminate this information to interested parties in a timely manner. It needs to be transparent and with accountability, to achieve a positive impact upon Disadvantaged student outcomes. The decision has been made to replace the Feedback Loop process with Provision Map. Provision Map: -</p> <ul style="list-style-type: none"> • Forms part of ClassCharts; the latter is a fully embedded whole school system. • Effectively records an intervention, including its nature, purpose, cost and who will responsible for its implementation. • Collates baseline data and target setting providing effective tracking of progress, attendance and behaviour. • Measures progress which will aid accurate impact studies. • Evaluates outcomes making analysis of intervention versus cost, more effective.

	<ul style="list-style-type: none"> • Tracks PP spending.
Priority 3	<p>In class strategies (QE1, QE2, QE6):</p> <ul style="list-style-type: none"> • All teaching staff are aware of Disadvantaged students. Teaching staff have high expectations of MA Disadvantaged students. Teachers use ClassCharts. • Disadvantaged students identified on all registers and seating plans. Teachers use ClassCharts. • Expectation of Disadvantaged students to use Tier 2 and 3 vocabulary. • Staff made aware of key students through Pupil Premium Administrator. • HoFs have a QA Schedule that involves fortnightly Learning Walks and book scrutinies, each having a focus linked to whole school development and our Ofsted Report (March 2019). • Checklist for Pupil Premium students is part of the whole school Learning Walks checklist. • A PP book scrutiny is scheduled to take place within the first term of term of 2020-21 and will be followed by Learning Walks.
Priority 4	<p>Bespoke approach.</p> <p>Continue to provide a bespoke approach to improve progress and engagement in learning and raise the outcomes for Disadvantaged students. Bespoke and personal interventions mean the student is best placed to improve and make the progress they should:</p> <ul style="list-style-type: none"> • Identify Disadvantaged students who have fallen behind the furthest. • Use interventions that meet a specific need: well-being and/or learning. • Interventions must be consistent in delivery, regular and maintained over a sustained period.

	<ul style="list-style-type: none"> • Progress of Disadvantaged students improves, and outcomes are raised. • PP Lead to coordinate the bespoke approach. • Early identification of KS4 Disadvantaged students requiring intervention.
Priority 5	<p>Maths, English and Science 1-1 tuition (QE6):</p> <ul style="list-style-type: none"> • In addition to the National Tutoring Programme, Year 11 Disadvantaged students will access 1-1 tutoring in English, Maths and Science. • Positive impact on Maths, English and Science attainment.
Priority 6	<p>Extended school time (QE5):</p> <ul style="list-style-type: none"> • Period 6 to be introduced after the first half term for all students. • Consider the provision of well-being support sessions within the whole school extra-curricular offer.
Priority 7	<p>Celebration Friday to include a Disadvantaged student:</p> <ul style="list-style-type: none"> • To raise awareness of a particular student. • To raise awareness of Pupil Premium.
Priority 8	<p>Election of Pupil Premium Champions in English, Maths and Science:</p> <ul style="list-style-type: none"> • To assist in the provision of 1-1 tutoring in English, Maths and Science. • PP representative is tasked with supporting our PP students in achieving their best outcomes possible. • Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.

Barriers to learning these priorities address	<p>Impact on both the teacher, and the student, 'experience' resulting from the significant adjustments that were made to school life due to COVID-19.</p> <p>Attitude to learning – academic disengagement of some Disadvantaged students.</p> <p>Strengthen middle leaders' confidence in strategizing to close the gap in their subject areas</p> <p>Staff engagement with the new Provision Map model to be used for collating and evidencing data, as well as rolling out PP funded interventions.</p> <p>Further development of appropriate KS4 curriculum offers to meet the needs of LPA students.</p>
Projected spending	£27,049

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Supporting parents and carers of Disadvantaged students:</p> <p>Communication with parents and carers has been extensive during COVID-19 and engagement with parents is in many cases has unrecognisably improved, particularly among the more vulnerable families. It is important that the School and parents continue to work together as students return to their school setting. It is important to maintain continuity and assist parents and carers over the summer holidays.</p> <ul style="list-style-type: none"> • PP Lead to leverage on the extensive 'reaching out' to parents of Disadvantaged students during COVID-19. • Use this improved parental engagement to target absence which may be higher amongst Disadvantaged students as schools return after the summer. • Maintain regular communication with parents to help improve engagement with learning. • It is possible that there will be more students eligible for Free School Meals as a result of COVID-19. PP Lead to use the whole school weekly newsletter to inform parents and raise awareness of eligibility for FSMs and attracting PP.

	<ul style="list-style-type: none"> • Ensure those families that are eligible to, receive the 6-week summer Free School Meal replacement voucher. • Following the 9 Principles, HoFs will oversee the provision of a project/coursework for all students to be completed over the summer holiday. This additional educational resource brings continuity of support for parents and carers over the summer. • Presentations on PP will be given in assemblies to raise awareness of the support available to Disadvantaged students.
Priority 2	<p>Access to Technology:</p> <p>Access to technology has a significant impact on the degree to which a student can continue and extend their learning at home.</p> <ul style="list-style-type: none"> • PP Lead to continue to monitor the Government's Digital Device Scheme should it be extended to year groups other than Year 10 • PP Lead and SLT to consider investing in additional devices; making more devices available for students to have at home and/or improving facilities available in School • Ensure Disadvantaged students are well supported on how to use technology effectively including new technology as it is released.
Priority 3	<p>Pastoral support:</p> <ul style="list-style-type: none"> • Fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40. Attended by Pastoral and HoYs. Minutes are circulated to HoY, Pastoral Team and PP Lead. • Pastoral support to target the impact of COVID-19 upon the well-being of the Disadvantaged students. • Encourage better engagement of Disadvantaged students in KS4.

	<ul style="list-style-type: none"> Continued emphasis on behavioural and attendance issues through Pastoral team meetings to provide a more cohesive and targeted approach to individual students' needs.
Priority 4	<p>Student Voice (BA2):</p> <p>The PP Governor has resigned with effect from August 2020. A new PP Governor was appointed in January 2021.</p> <ul style="list-style-type: none"> Learning Walks with PP Lead with SLT link. The new PP Governor to attend termly meetings (introduced in 2019-20) incorporating a PP student panel. Continue to improve links between the Disadvantaged students and the PP Governor. Continue to promote the ethos of support and aspiration for Disadvantaged students. Ensure the new PP Governor is brought up to speed on PP matters. PP Governor to have insight into, and the opportunity to challenge, PP practice.
Priority 5	<p>Aspirational and motivational opportunities for Disadvantaged students:</p> <p>The opportunity for Disadvantaged students to access enriching and aspirational experiences will have been significantly curtailed due to COVID-19 with the cancellation of many activities such as theatre trips, Duke of Edinburgh expeditions and motivational visiting guest speakers and workshop.</p> <ul style="list-style-type: none"> Disadvantaged students have access to enrichment initiatives that help to overcome the impact upon their social and well-being experiences as well as promoting their ambitions, aspirations and self-confidence. Guest speakers. Workshops.

	<ul style="list-style-type: none"> • EEF Guide to Pupil Premium – June 2019, recommends using wider strategies that relate to the non-academic barriers to learning.
Priority 6	<p>Continue to provide an aspirational and motivational link between the Christian ethos of the school as a Church of England setting and the PP practice (VV1)</p> <ul style="list-style-type: none"> • Improved link between the Christian ethos of the school and PP. • SIAMS Evaluation Schedule 2018 - Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy. • Seven Core Values Student Passport – School’s seven core values are linked to Christian values and ethos. Each student will be given a passport listing the core values. Passport will be stamped each time they have demonstrated a core value and student to receive correlating badge. • Guest Speaker linked to Christian values to come and speak to PP students within first term.
Priority 7	<p>University visits for Year 8 and 9 PP students (QE5)</p> <ul style="list-style-type: none"> • In keeping with the whole school plan to raise attainment by promoting aspirations and ambitions to succeed. • The promotion of students’ aspirations for their future will encourage a desire to learn and achieve and thus raise their attainment. • PP Lead to liaise with Head of Teaching and Learning and Careers Advisor to form links with universities.
Barriers to learning these priorities address	<p>Lack of access to devices at home during COVID-19 has been a barrier to learning for many Disadvantaged students.</p> <p>Curtailing of planned aspirational and motivational experiences.</p> <p>A higher risk of absence among Disadvantaged students after the summer.</p> <p>Historical persistent absentees among Disadvantaged students.</p>

	Emotional and well-being challenges of some Disadvantaged students due to COVID-19. Parental engagement (in a small minority of Disadvantaged students).
Projected spending	£9,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Balancing the impact upon the well-being of the teachers and students due to COVID-19 with the necessity to get students back on track with their learning.</p> <p>Ensuring enough time is given to allow for staff professional development.</p> <p>Ensuring enough faculty time for embedding of whole school Teaching and Learning initiatives.</p> <p>SLT time.</p> <p>Not to overly compensate the Year 7 students' Transition experience</p>	<p>Effective blending of well-being initiatives with the learning experience.</p> <p>Use of Twilight sessions.</p> <p>Faculties have been given more time in 2020 and for INSETS.</p> <p>Organising the DDI schedule and highlighting teachers' priorities.</p> <p>HoY for Year 7 to closely monitor the impact of the primary school model.</p>

Targeted support	<p>Early and effective assessment of Disadvantaged students</p> <p>Consistency of teaching standards.</p> <p>Engagement with Provision Map</p>	<p>HoFs accountable for student assessments</p> <p>DDIs.</p> <p>Compulsory whole school use of Provision Map</p>
Wider strategies	<p>Balancing continuity of support for parents and carers without over burdening teachers and support staff over the summer.</p> <p>Dissemination of information to PP Lead.</p> <p>Resignation of PP Governor</p>	<p>HoFs to ensure summer project work follows the 9 Principles. er work is</p> <p>PP Lead meets separately with Admissions Officer. Requested access to minutes of HoY meetings.</p> <p>Governing body are prioritising appointment of PP Governor</p>

Review: last year's aims and outcomes

Aim	Outcome
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Due to prior results, emphasis on recruitment, retention and professional development of Maths and English Departments:

- 3 new full-time, and 1 part-time, members of staff appointed into Maths and 2 full-time members of staff appointed into English. All started in September 2019.
- Development of teaching with focus on improvement in grades in both subjects using Dedicated Drop-ins, lesson observations and open-door policy:

Subject	Summer	P8	A8
Maths	18	-0.04	52.43
	19	0.03	51.63
	20	-0.41	40.29
	21 (target)	>0.1	>50
	22 (target)	>0.1	>55
English (Language)	18	-0.03	52.43
	19	-0.15	51.63
	20	-0.93	40.29
	21 (target)	>0.1	>50
	22 (target)	>0.1	>55

The results for Summer 2019 demonstrate how, within any small cohort, the impact of each student's data is statistically greater than in a larger group. In Summer 2020, there were 80 students in Year 11, only 8 were Disadvantaged.

Within the cohort of 8 Disadvantaged students, 2 students were receiving significant pastoral support and were persistently absent from the lessons. One student had a P8 score of -2.93, the other -1. Their data had a significant impact on the results of the Disadvantaged cohort.

Focus on recruitment, retention and professional development of all teaching staff:

- Upper Pay Scale. Teachers to improve Quality First Teaching.
- SLT and faculty support of our NQTs.
- Implementation of Teaching and Learning Program to coordinate sharing of best practice and promote general and specific focus on pedagogy and classroom practice.
- Introduction of 5 Step Lesson Plan and engaging in Tier 2 and 3 vocabulary.
- Dedicated Drop-ins.
- Open door policy.
- Recruitment of GAP students to encourage and promote joining the teaching profession.

P8 - Historic and projections:

Year	P8
2017-18	0.183
2018-19	-0.08
2019-20	-0.52
2020-21	>0.1
2021-22	>0.1

The introduction of the 5 Step Lesson Plan and Tier 2 and 3 vocabulary has brought about a consistent lesson structure and student learning experience.

Dedicated Drop-ins provide a format within which staff can share and learn from, positive learning techniques.

The 5 Step Lesson Plan and Tier 2 and 3 vocabulary were used during Lockdown 1. Students' remote learning experience benefited from a familiar teaching and lesson structure.

GAP student recruitment was successful although one member of staff returned home (Australia) due to COVID19 restrictions.

Targets for 2020-21 and 2021-22 anticipate a sustained improvement in P8.

Accurate collection, analysis and use of data to effectively track and evidence progress, attendance and behaviour of Disadvantaged cohort and individual students:

Accurate monitoring of the progress, attendance and

<ul style="list-style-type: none"> • 4MATRIX used to support tracking of sub-groups and individual students. • Heads of Faculty (HoFs), Heads of Years (HoYs), SENDCo and PP Lead receive sub-group progress analysis via line management Assessment Review (AR) data drops. • Key students who: <ul style="list-style-type: none"> ○ are not making at least expected progress (below target); and/or ○ have 2 or more referrals, in consecutive weeks, to the Reflection Room; and/or ○ their attendance is below 96%. <p style="margin-left: 40px;">will receive academic and pastoral interventions.</p> • Process repeated at each AR data drop. • 5 Step Lesson Plan and engagement in Tier 2 and 3 vocabulary consistently used in all lessons. 	<p>behaviour of Disadvantaged students is a key aspect of the PP Lead's role. It is crucial that dissemination of this information to interested parties is effective, acted upon in a timely manner and leads to a positive impact upon Disadvantaged student outcomes.</p> <p>Up until now, the PP Lead has followed the Feedback Loop process, introduced in response to the Ofsted Report of 2017. The disproportionate amount of time taken to follow the Feedback Loop process, together with its failing in effectively engaging, and making accountable, interested parties, has led to the decision to replace it with Provision Map.</p>
<p>Feedback Loop:</p> <ul style="list-style-type: none"> • HoFs and HoYs respond to AR data drop with interventions/strategies to support key students. • Group interventions implemented at this point for relevant students. • Process repeated at every AR data drop and additional strategies introduced for students who are still failing to meet expectations. 	<p>See above. Feedback Loop has been replaced with Provision Map.</p>

- SLT/HoFs/HoDs and PP Lead ensure all staff contribute effectively to the Feedback Loop process and in a timely manner.
- Implementation and consistency to be led by SLT – Teaching and Learning.

In class strategies:

- All teaching staff are aware of Disadvantaged students. Teaching staff have high expectations of MA Disadvantaged students. Teachers use ClassCharts.
- Disadvantaged students identified on all registers and seating plans. Teachers use ClassCharts.
- Expectation of Disadvantaged students to use Tier 2 and 3 vocabulary.
- Staff made aware of key students through Pupil Premium Administrator.
- HoFs have a QA Schedule that involves fortnightly Learning Walks and book scrutinies, each having a focus linked to whole school development and our Ofsted Report (March 2019).
- Checklist for Pupil Premium students is part of the whole school Learning Walks checklist.
- A PP book scrutiny is to take place within the first half term of 2019-20 to be followed by Learning Walks.

In-class strategies are effective and will continue this year to aid embedding that was curtailed by COVID-19. A PP book scrutiny has been scheduled to take place within the first half term of 2020-21.

Year 11 Disadvantaged results show a marked improvement in P8. In class strategies had a positive impact on the results our Disadvantaged students received compared with students who had the same prior attainment at KS2.

The Attainment 8 result reflects a small Disadvantaged cohort within which, some students did not sit 8 subjects and so did not fill all 3 designated attainment buckets.

W/C	17 -18	18-19	19-20
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P8	0.28	0.18	0.56
Att 8	51.47	51.63	57.09
Ebac entries %	78	76	78
5+ 9- 5 En &Ma %	51.56	53.52	75

Dis	17-18	18-19	19-20
P8	-0.08	-0.27	-0.52
Att 8	43.5	43.5	40.38
Ebac entries	75	86	75
5+ 9-5 En & Ma	50	28.57	12.5

Bespoke approach to improve progress and engagement in learning, to raise outcomes for Dis-advantaged students:

- External consultant recommended implementation of a bespoke approach to provision of support for a relatively small* Disadvantaged cohort.

	FSM	Disadvantaged
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The bespoke approach has been reviewed. It has been hindered by the lack of engagement and accountability of interested parties in the Feedback Loop process.

In addition, the disproportionate amount of time spent on

Nationally	12%	28%
Sexey's	7%	13%
Sources	DfE Schools, Pupils and their characteristics: Jan 2018 – published 28/06/18	DfE PP: allocations and conditions of grant 2018-19 – updated 27/03/19

Bespoke and personal interventions mean the student is best placed to improve and make the progress they should:

- Each Disadvantaged student identified for intervention at any AR data drop, receives bespoke support taking into account their progress, behaviour, attendance and social and emotional well-being.
- Progress of all flagged Disadvantaged students improves, and outcomes are raised.
- PP Lead coordinates bespoke approach improving progress and raising outcomes.
- Flagging of all KS4 Disadvantaged students, not reaching their targets, happens earlier in the year.
- Progress of all flagged Disadvantaged students is monitored at each AR data drop.

collating data diminished the PP Lead's time to be proactive in reacting to the results of that data. This led to the PP Lead unable to be as proactive as was envisaged when the bespoke approach was introduced. Introducing Provision Map is a direct response to findings of this review.

- Maths, English and Science tuition:
- Year 11 Disadvantaged students will access personalised tutoring aligned to need.
- Positive impact on Maths, English and Science attainment.

1- 1 tutoring for Year 11 Disadvantaged students began in the second half of the Autumn term, 2019-20.

All students were timetabled to receive one hour of tuition in English, Maths and Science over a 2-week period.

The engagement of some students was affected by external circumstances (persistent absenteeism/SEMH vulnerabilities).

Timetabling of the sessions was under review to find slots that would be a better fit for certain students, and an initiative to re-engage parents of those students who were missing sessions was about to start but unfortunately, the tutoring was brought to an abrupt end due to COVID-19.

The table below compares the students targets for their Year 11 with their progress made as at the last data point before the

school was closed. The data illustrates how timetabling of the sessions together with regular attendance to them, are key to maximizing their impact and this will be at the forefront of the scheduling and rolling out of our tutoring programme this year.

See data below:

Stu- dent	Subject & Target	Pro- gress
*A	Eng 4	1
	Ma 4	2
	Sci 4/4	2/2
**B	Eng 4	4
	Ma 4	3
	Sci 4/4	2/2
**C	Eng 4	3
	Ma 4	4
	Sci 4/4	3/2
D	Eng 5	5
	Ma 4	4
	Sci 5/5/5	4/4/4
E	Eng 4	4
	Ma 4	4
	Sci 4/4	4/4
F	Eng 5	4

	Ma 6	4
	Sci 5/5	4/4
G	Eng 4	4
	Ma 4	3
	Sci 3/3	2/2

* persistent absentee

** SEMH vulnerabilities

Celebration Friday to include a Disadvantaged student:

- To raise awareness of a particular student.
- To raise awareness of Pupil Premium.

This was an effective way of raising the awareness of individual Disadvantaged students and provided the opportunity to celebrate their successes.

	<p>This will be continued during 2020-21.</p>
<p>Election of Pupil Premium Champions in English, Maths and Science:</p> <ul style="list-style-type: none"> • To assist in the provision of 1-1 tutoring in English, Maths and Science. • PP representative is tasked with supporting our PP students in achieving their best outcomes possible. <p>Structure, staff level of implementation, and whether commensurate with Performance Management, are all currently being considered.</p>	<p>Small departments led to the HoDs appointing themselves as PP Champions. They proved to be ineffective as PP Champions due to their existing departmental responsibilities.</p> <p>The role of the PP Champion, how it will be structured and staffed and if it will be linked to Performance Management is under consideration.</p>
<p>Pastoral support:</p> <ul style="list-style-type: none"> • Fortnightly Pastoral team meetings to promote targeted support of flagged individual students. Wednesday 15.40 – 16.40. Attended by Pastoral and HoYs. Minutes are circulated to HoY, Pastoral Team and PP Lead. • Better engagement of Disadvantaged students in KS4. • Continued emphasis on behavioural and attendance issues through Pastoral team meetings to provide a more cohesive and targeted approach to individual students' needs. 	<p>Although regular Pastoral meetings took place, information gleaned was not disseminated effectively. There was no centralising of the minutes so other interested parties, such as the PP Lead, could access them.</p> <p>It is essential that the minutes/actions arising out of the Pastoral meetings are centralised and made readily available to all other interested parties.</p>
<p>Student Voice:</p>	<p>Student Voice through PP Governor visits will continue this</p>

<ul style="list-style-type: none"> • Learning Walks with PP Lead with SLT link. • Termly meetings with PP Governor introduced this year (2019-20), incorporating a PP student panel at every meeting. • Ensuring Student Voice sessions happen. • Improving links between the Disadvantaged students and the PP Governor. • Promoting the ethos of support and aspiration for Disadvantaged students. <p>Ensuring PP Governor is aware of PP matters. PP Governor has insight into, and opportunity to challenge, PP practice.</p>	<p>year. A new PP Governor needs to be appointed.</p> <p>Combining Student Voice with PP Governor visits is an effective way of allowing Disadvantaged students to feedback on their experience and it facilitates the opportunity for the PP Governor to get insight into, and challenge, the PP practice.</p>
<p>Aspirational and motivational opportunities for Disadvantaged students:</p> <ul style="list-style-type: none"> • Disadvantaged students have access to enrichment initiatives that promote ambition, aspiration and self-confidence. • Guest speakers. • Workshops. • EEF Guide to Pupil Premium – June 2019, recommends using wider strategies that relate to the non-academic barriers to learning. 	<p>In January, Steve Baker from Crisis Centre Ministries (a Bristol based Christian led charity for the homeless) visited the School and ran a workshop for our Disadvantaged students. Student Voice feedback confirmed how inspiring these sessions can be; providing a forum to become informed and develop opinions on issues that affect the bigger world.</p> <p>Unfortunately, our other aspirational initiative for 2019-20 was cancelled due to COVID-19.</p>
<p>Provide an aspirational and motivational link between the Christian ethos of the school as a Church of England setting and the PP practice:</p> <ul style="list-style-type: none"> • Improved link between the Christian ethos of the school and PP. 	<p>Due to the success of the visiting Christian speaker in January 2020, similar guest speaker/workshops will be rolled out this year.</p>

<ul style="list-style-type: none"> • SIAMS Evaluation Schedule 2018 - Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy. • Seven Core Values Student Passport – School’s seven core values are linked to Christian values and ethos. Each student will be given a passport listing the core values. Passport will be stamped each time they have demonstrated a core value and student to receive correlating badge. • Guest Speaker linked to Christian values to come and speak to PP students within first term. 	
<p>University visits for Year 8 and 9 PP students:</p> <ul style="list-style-type: none"> • In keeping with the whole school plan to raise attainment by promoting aspirations and ambitions to succeed. • The promotion of students’ aspirations for their future will encourage a desire to learn and achieve and thus raise their attainment. <p>PP Lead to liaise with Head of Teaching and Learning and Careers Advisor to form links with universities.</p>	<p>This initiative did not happen due to the long-term absence of the Head of Teaching and Learning. The initiative is to be revisited this year.</p>
<p>Parental Engagement:</p> <ul style="list-style-type: none"> • PP information, including how a child attracts PP, provided in the end of week bulletins in the first term of school. • Inform parents and students of PP events and initiatives through school’s newsletters. <p>Presentations on PP to be given in student assemblies.</p>	<p>Due to COVID-19 parental engagement has improved unrecognisably, particularly among some of the more vulnerable families where it is was needed the most.</p> <p>Through rolling out the FSM replacement voucher scheme, the PP Lead has been able to make, and maintain contact, with some of the harder to reach parents and as a result, trust between those parents and the PP Lead has grown.</p>

	<p>These new relationships will be of particular benefit to the PP Lead in targeting students who are persistently absent from school and/or are not engaging with their learning.</p>
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