

# Pupil Premium Plan 2019 – 2020: What do Devizes School students in receipt of Pupil Premium need in order to close the achievement gap?



Devizes School  
& Sixth Form College  
Raising aspirations, building futures

## EVALUATION & REVIEW SEPTEMBER 2020

**PHASE 1: SEPT 2019 – 13<sup>th</sup> MARCH 2020 (PRE COVID19)**

**PHASE 2: 14<sup>th</sup> MARCH – 31<sup>st</sup> AUGUST 2020 (POST-COVID)**

At Devizes School we target all of our students with minimum expectations.

These come under the following key performance indicators:

- Attendance and Punctuality – no late marks and above 95% attendance
- Behaviour – no ‘behaviour’ points for disruption to learning, no visits to the Isolation Room and no Fixed Term Exclusions
- Achievement – positive Progress 8 score
- Reading – above approx. chronological age for reading
- Home Learning – no ‘behaviour points’ or detentions for lack of Home Learning

To align the strategies for students in receipt of Pupil Premium to our whole school foci, we have 5 HIGHLY ASPIRATIONAL Key Performance Indicators (KPIs). Fewer than 5% of students in receipt of Pupil Premium will

- have an overall attendance of less than 90% - Data from Sept 2019 – 13<sup>th</sup> March 2020 (with whole academic year 2018 – 2019 in brackets)

| Year Group | Total PP students in the year | Total Non PP Student in the Year | Total PP students below 90% | Total Non PP Students Below 90% | Overall % PP students below 90% | Overall % Non PP students below 90% | Gap % PP and non PP |
|------------|-------------------------------|----------------------------------|-----------------------------|---------------------------------|---------------------------------|-------------------------------------|---------------------|
| 7          | 64 (54)                       | 140 (107)                        | 5 (10)                      | 6 (5)                           | 7.8% (18%)                      | 4.2% (4.6%)                         | 3.6% (13.4%)        |
| 8          | 48 (81)                       | 112 (123)                        | 10 (24)                     | 14 (13)                         | 20.8% (29%)                     | 12.5% (10.5%)                       | 8.3% (18.5%)        |
| 9          | 76 (61)                       | 124 (108)                        | 21 (20)                     | 21 (16)                         | 27.6% (34%)                     | 16.9% (14.8%)                       | 10.7% (19.2%)       |
| 10         | 57 (44)                       | 111 (99)                         | 14 (15)                     | 17 (13)                         | 29.8% (34%)                     | 15.3% (13%)                         | 14.5% (21%)         |
| 11         | 44 (37)                       | 103 (105)                        | 11 (12)                     | 19 (18)                         | 25% (32%)                       | 18.4% (17%)                         | 6.6% (15%)          |

- be excluded from school (FTE) Data from Sept 2019 – 13<sup>th</sup> March 2020 (square brackets [] indicates data from whole academic year 2018 – 2019)

|  | PP                  | Other             | Gap      |
|--|---------------------|-------------------|----------|
| <b>Total (students who have received at least one FTE)</b> | 35 (12%) [57 (22%)] | 30 (5%) [34 (6%)] | 7% [16%] |
| <b>Boys</b>  | 27 [39]             | 8 [21]            |          |
| <b>Girls</b>   | 8 [18]              | 9 [13]            |          |

- have a negative P8 score (data from 2018 in brackets where appropriate):

Y11 ACHIEVEMENT OF STUDENTS IN RECEIPT OF PUPIL PREMIUM (44 out of 147 = 30%) – \*CENTRE ASSESSED GRADES (CAGs) from Summer 2020  
[4 STUDENTS HAVE BEEN REMOVED DUE TO EXTREME CIRCUMSTANCES THUS ACTUAL FIGURE FOR COMPARISON IS 27%]

| Y11 DATA (AUGUST 2020)*                                   | GAP 2020* | GAP 2019 | GAP 2018 | GAP 2017 |
|---|-----------|----------|----------|----------|
| % STUDENTS ACHIEVING BASICS (Grade 5+ in English & Maths) | 16.9%↓    | 20.1%↑   | 1%↓      | 26.3%    |
| % STUDENTS ACHIEVING GRADE 5+ IN ENGLISH                  | 18.8%↓    | 25.5%↑   | -5%**↓   | 31.8%    |
| % STUDENTS ACHIEVING GRADE 5+ IN MATHS                    | 20.6%↑    | 15.9%↑   | 1%↓      | 18.3%    |
| % STUDENTS ACHIEVING POSITIVE P8                          | 26.3%↑    | 11.7%↑   | 6.3%     | n/a      |

\*\*NB: no gap in English in 2018 - the PP students outperformed the non-PP students

Data from Y11 2020 CAGs indicated that 48% (43% in 2019) of disadvantaged students had a negative P8 score but the overall P8 for the cohort of disadvantaged students was -0.03 (-0.016 in 2019). (There were 4 anomalous students discounted from the data due to extreme circumstances)

| Y12 & Y13 DATA (AUGUST 2017)  | GAP 2020 | GAP 2019 | GAP 2018 | GAP 2017 |
|-------------------------------|----------|----------|----------|----------|
| Y13 Av Points score per entry | 2.7↑     | -2.25*↓  | -1.19*↓  | -4.2*    |
| Y12 Av Points score per entry | 5↑       | 0.33↓    | 3.86↑    | -1.05*   |

\*NB: no gap in Y13 in 2017, 2018 & 2019; the PP students out-performed the non PP students.

Overall, the VA for disadvantaged students in Y13 was 0.88 compared to other students 0.39, a negative gap of -0.49. For Y12 students, the VA for disadvantaged students was 0.45 and other students 0.48 with a positive gap of 0.03

Overall progress of other year groups from Sept 2019 – 13<sup>th</sup> March 2020 is below :

| Year Group                            | Y7 – Average total P8 | Y8 – Average total P8 | Y9 – Average total P8 | Y10 – Average total P8 |
|---------------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| Progress 8                            | 0.52                  | 0.37                  | 0.35                  | 0.09                   |
| Progress 8 Disadvantaged Students     | 0.54                  | 0.31                  | 0.26                  | -0.15                  |
| Progress 8 Non-Disadvantaged students | 0.51                  | 0.39                  | 0.41                  | 0.22                   |

- have a reading age below their approx. chronological age

Due to a lack of testing because of COVID19 and related staffing and logistical issues, students were tested only once between Sept 2019 – March 2020 therefore no comparison data is available.

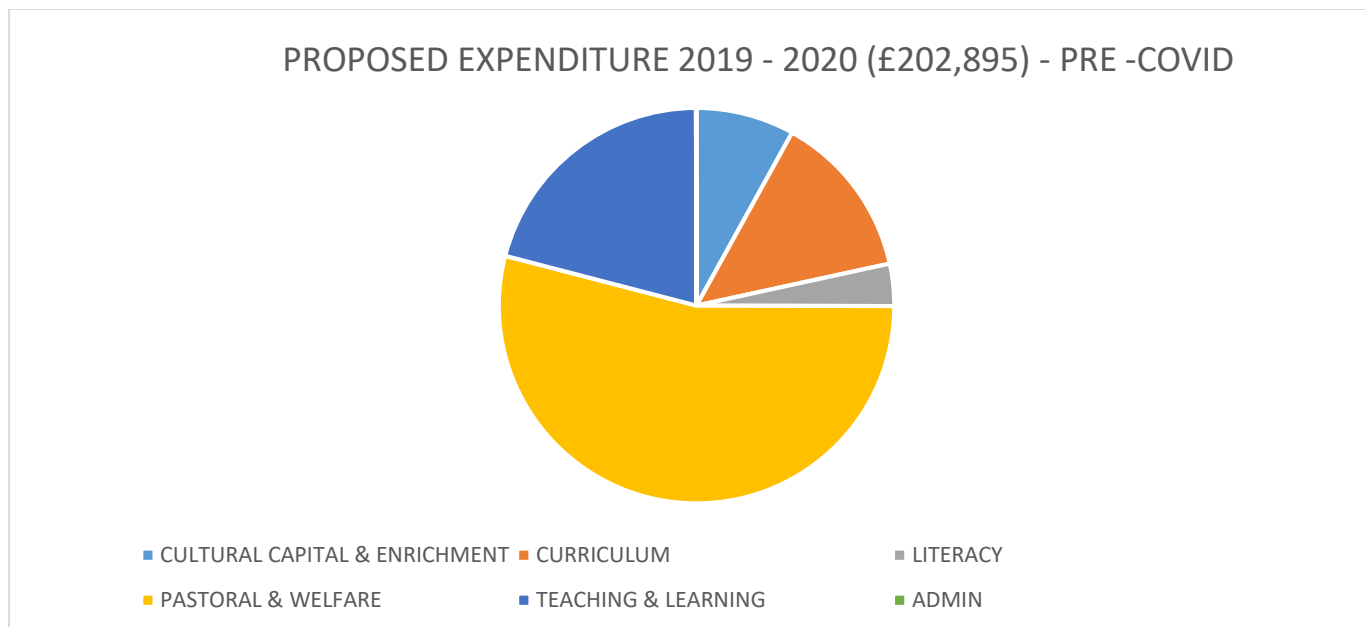
- be in SLT detention at least 5 times for failing to complete Home Learning between Sept 2019 – 13<sup>th</sup> March 2020 - total number (% of PP students)

|              | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Years 7-11 |
|--------------|--------|--------|--------|---------|---------|------------|
| <b>Total</b> | 1      | 2      | 2      | 1       | 2       | 8          |
| <b>Boys</b>  | 1      | 2      | 2      | 1       | 2       | 8          |
| <b>Girls</b> | 0      | 0      | 0      | 0       | 0       | 0          |

- be in ISR for Disruption to lessons at least 3 times between Sept 2019 – 13<sup>th</sup> March 2020 - total number (% of PP students)

|              | Year 7<br>01.09.19 –<br>13.03.20 | Year 7<br>01.09.18 –<br>31.07.19 | Year 8<br>01.09.19 –<br>13.03.20 | Year 8<br>01.09.18 –<br>31.07.19 | Year 9<br>01.09.19 –<br>13.03.20 | Year 9<br>01.09.18 –<br>31.07.19 | Year 10<br>01.09.19 –<br>13.03.20 | Year 10<br>01.09.18 –<br>31.07.19 | Year 11<br>01.09.19 –<br>13.03.20 | Year 11<br>01.09.18 –<br>31.07.19 |
|--------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| <b>Total</b> | 11 (17%) =                       | 9 (17%)                          | 17 (35%) ↑                       | 14 (17%)                         | 5 (6.5%) ↓                       | 5 (8%)                           | 9 (16%) ↓                         | 10 (22%)                          | 7 (16%) ↓                         | 7 (19%)                           |
| <b>Boys</b>  | 9 (14%) ↓                        | 8 (15%)                          | 16 (33%) ↑                       | 11 (13.5%)                       | 4 (5%) ↓                         | 4 (6.5%)                         | 7 (12%) ↓                         | 7 (16%)                           | 6 (14%) ↑                         | 5 (13%)                           |
| <b>Girls</b> | 2 (3%) ↑                         | 1 (2%)                           | 1 (2%) ↓                         | 3 (3.5%)                         | 1 (1%) ↓                         | 1 (1.5%)                         | 2 (3.5%) ↓                        | 3 (6%)                            | 1 (2%) ↓                          | 2 (6%)                            |

### Summary of expenditure



## IMPACT OF INTERVENTIONS

**Pre-COVID: Sept 2019 – 13<sup>th</sup> March 2020**

**Post-COVID: 14<sup>th</sup> March – 31<sup>st</sup> August 2020**

| ATTENDANCE & PUNCTUALITY : Fewer than 5% of students in receipt of Pupil Premium will have an overall attendance of less than 90% |                                |         |   |                         |   |  |
|---|--------------------------------|---------|---|-------------------------|---|--|
| Intervention  | Teaching & Learning or Welfare | Cost    | Description of intervention   | Who responsible ?       | Intended outcomes   | Impact of intervention (pre-COVID & post-COVID)  |
| Truancy Call  | Welfare                        | £2,200  | Absent PP students are targeted at the start of every day that they are absent  | LXD/GXA                 | To ensure all students are supported to attend and achieve. Parents are targeted to understand how best to support their children at school.  | <p>PP students in Y7 – Y11 had an overall attendance of <b>89.67%</b>. Non-PP students Y7 – Y11 had an overall attendance of <b>94.54%</b>. This reflects a gap of <b>4.87%</b>.</p> <p>- Y7 attendance showed a gap of <b>0.83%</b> (<b>96.93%</b> non-PP compared to <b>96.11%</b> PP);</p> <p>- Y8 attendance showed a gap of <b>3.40%</b> (<b>94.73%</b> non-PP compared to <b>91.33%</b> PP);</p> <p>- Y9 attendance showed a gap of <b>6.40%</b> (<b>94.25%</b> non-PP compared to <b>87.86%</b> PP);</p> <p>- Y10 attendance showed a gap of <b>8.60%</b> (<b>94.07%</b> non-PP compared to <b>85.47%</b> PP);</p> <p>- Y11 attendance showed a gap of <b>5.13%</b> (<b>91.94%</b> non-PP compared to <b>86.80%</b> PP)</p> |
|   |                                |         | <b>Sutton Trust: Parental involvement +3 months</b>   |                         |   |  |
| Education Welfare Officer & Attendance Officer  | Welfare                        | £23,500 | The school employs a full time EWO to support high attendance at the school. Use of text messages to share information with parents who are reluctant or unable to engage with usual channels of communication (school website, emails etc)   | VXG/LXD                 | To ensure all students are supported to attend and achieve. Parents are targeted to understand how best to support their children at school.  | <p>24 x Year 7 students took part in a social group that was held weekly, focused on confidence building and peer relationships through group chats, team building/ ice breaker games. Students benefitted greatly by being in a small group and having a more nurturing environment to talk to peers and staff. All students were able to share within a group setting confidently. This was cut short due to Covid 19 Lockdown.</p> <p>-50% of PP Y11 students supported with Mental Health issues and exam stress busting techniques</p>  |
|   |                                |         | <b>Sutton Trust: Parental involvement +3 months</b>   |                         |   |  |
| Inclusion team: 5 x PLs   | Welfare                        | £43,370 | <p>Daily monitoring by PLs of more vulnerable students to ensure that they come to school in a positive state of mind and ready to learn.</p> <p>To work closely with KS2 staff in Primary Schools and share good practice. To contact all Year 6 PP families and to develop relationships to ensure a smooth transition.</p> | RXG, JAM, JXR, HXB, AXB | <p>These members of staff focus on removing barriers to learning through 1-1 support, contact with parents and other agencies. Students' behaviour and attendance is tracked so they are able to fully concentrate on their learning.</p> | <p>24 x Year 7 students took part in a social group that was held weekly, focused on confidence building and peer relationships through group chats, team building/ ice breaker games. Students benefitted greatly by being in a small group and having a more nurturing environment to talk to peers and staff. All students were able to share within a group setting confidently. This was cut short due to Covid 19 Lockdown.</p> <p>-50% of PP Y11 students supported with Mental Health issues and exam stress busting techniques</p>  |

|                        |         |         |  |     |  |   |
|------------------------|---------|---------|--|-----|--|---|
|                        |         |         | <b>Sutton Trust: Social and emotional learning +4 months</b>   |     |  | <ul style="list-style-type: none"> <li>- 20 families supported through CAF process including Youth Offending Team, Motiv8, School Nurse, CAMHS.</li> <li>- STOP parenting group of which 5 of the targeted 18 completed. All reported that the course had made a positive difference to their child at home and in school.</li> </ul>   |
| Parent Support Advisor | Welfare | £20,994 | <p>The PSA works with parents of some of our most vulnerable students by going round houses to liaise with them about student issues and progress where parents are reluctant to come into school. Phone call to personally invite all parents of students in receipt of PP to Parent's Evening and other events etc. STOP programme used to improve Parent interventions.</p> | AXR | <p>Parents will understand what the school is doing to support their child and the outcomes expected i.e. closing the gap. Parents will attend all events aimed at them.</p> | <ul style="list-style-type: none"> <li>- 15 x Y7 students, 23 x Y10 students contacted weekly by phone and face to face 'doorstep' contact to support for MH issues and access / completion of work</li> <li>- 20 families received weekly/fortnightly food boxes plus others as needed (up to approx. 50) including over the school holidays and weekends.</li> <li>- weekly contact with parents and children over the phone (provided by work) and also via door step visits.</li> <li>- contextual safeguarding meetings with local police and other services via as well as regular email and calls.</li> <li>- arranged police visits to homes of concern to bring police and families together to complete Acceptable Behaviour Contracts before the summer holidays</li> <li>- summer holidays food scheme for 14 families who were in need.</li> </ul>   |
|                        |         |         | <b>Sutton Trust: Homework +5 months, Parental involvement +3 months</b>  |     |  |   |
| School Counsellor      | Welfare | £15,950 | <p>A Counsellor is employed to support vulnerable students, many of whom are students in receipt of PP. All students are offered a 6 week intensive course plus there is a lunchtime drop-in one day a week.</p>   | SXH | <p>A number of vulnerable students, including some with PP are supported to overcome difficulties.</p>   | <p><b>Pupil Premium Referrals to Counselling</b><br/> 18 PP students were offered counselling:<br/> 2 in Y7 ; 4 in Y8 ; 5 in Y9 ; 1 in Y10 ; 6 in Y11<br/> <b>The impact in March:</b></p> <ul style="list-style-type: none"> <li>- 8 (44%) reported improvements in their ability to concentrate at school;</li> <li>- 8 (44%) reported a more positive attitude to school;</li> <li>- 10 (55%) improved their social skills and assertive communication with peers;</li> <li>- 8 (44%) improved their family relationships, which would have given them more resilience during lockdown;</li> <li>- 5 (28%) reported that a positive experience of counselling helped build positive relationships with other adults in school;</li> <li>- 6 (33%) felt counselling offered them a lifeline when they were faced with acutely challenging personal and family circumstances;</li> <li>- 5 (28%) were empowered to make choices about circumstances that were affecting them;</li> </ul> |
|                        |         |         | <b>Sutton Trust: Social &amp; emotional learning +4 months</b>   |     |  |   |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | <p><b>During lockdown</b></p> <ul style="list-style-type: none"> <li>- 13 PP students were offered online / phone support; 7 PP students were prioritised by level of need and offered counselling face to face counselling in school: 1 in Y8; 6 in Y9</li> <li>- 7 (100%) reported a more positive attitude to school;</li> <li>- 4 (57%) improved their social skills and assertive communication with peers;</li> <li>- 4 (57%) improved their family relationships, which gave them more resilience during lockdown;</li> <li>- 3 (42%) felt counselling offered them a lifeline when they were faced with acutely challenging personal and family circumstances;</li> <li>- 7 (100%) were empowered to make choices about circumstances that were affecting them</li> </ul> |
|--|--|--|--|--|---|

| BEHAVIOUR : Fewer than 5% of students in receipt of Pupil Premium will be excluded from school (FTE) |                                |         |  |  |  |   |
|--|--------------------------------|---------|--|--|--|---|
| Intervention   | Teaching & Learning or Welfare | Cost    | Description of intervention  | Who responsible ?                            | Intended outcomes  | Impact of intervention (pre-COVID & post-COVID)   |
| Social & Emotional Behaviour Intervention Plan   | T&L / Welfare                  | £10,000 | Working closely with the Pastoral Leaders, SENCo, KS3 RAL & Vice Principal, we will use an experienced motivational mentor to conduct collaborative learning projects with 3 groups of Y7, Y8 and Y9 PP students at risk of exclusion and their parents (£5000). We will also use the Pastoral Leaders to boost these sessions for one session per week with support from the SENCo for those who also have SEND (£5,000). All students will be responsible for their own positive attitudes to learning. Students will be expected to behave appropriately every lesson without any disruption from peers. Positive behaviour will be frequently rewarded and acknowledged, promoting a culture of success. | Cameron Parker, DXR, RXG, JAM, JXR, AJA, SLP | The groups of students will improve their attendance, behaviour and reduce their risk of exclusions. | <p>Power Programme. 11 x Y7 students initially (dropping to 9), 10 students in Y8 and 12 students in Y9. Termly sessions with Cameron Parker and weekly sessions with Pastoral Leader. Focusing on target setting and improving the school experience, ways to help completing home learning, building self-belief/self-worth and focusing on their future selves, and what achievements they want to make. Over the course of the programme, 84% of regularly attending students improved behaviour by reducing FTE and ISR events and were successful in lessons more regularly.</p> <p>Cameron's weekly motivational online streaming sessions attracted approx. 12% of the whole population on average, with approx. 3% of those as PP.</p> <p>SENCo identified another 5 students who were on threshold for EHCPs and My Support Plans were put in place. Since then 2 of them have now received EHCPs and have advanced SEND support and provision allocated to them.</p> |
|  |                                |         | <b>Sutton Trust: Behaviour Interventions +3 months, Collaborative Learning +5 months</b>   |  |  |   |

|                                 |     |         |  |                                    |  |  |
|---------------------------------|-----|---------|--|------------------------------------|--|--|
| Alternative provision           | T&L | £20,000 | Ensuring that all students receive the curriculum which best suits their needs. This may be by attending courses off site or by on-line learning | GXA, RALs, PLs, SLP, DPF, PNB, DXR | For those students who attend such provision full time to gain a suitable range of qualifications. For those who attend part time to be able to fully reintegrate back in to school. | Personal profiles of students reflecting the impact of Alternative Provision: qualifications gained, improved attendance, reduction in incidents of unacceptable behaviour.<br>PP student from Y11 2019 NEET (off site provision since Y9)<br>Support for PP students resulted in needs being identified and supported in school without the need for alternative provision e.g. EHCPs for 2 students in Y8, additional ASD diagnoses for 3 students in Y9, pastoral care for vulnerable students with MH & behavioural issues<br>KS4 PP Students educated off site:<br>2016 – 2017: 12<br>2017 – 2018: 3<br>2018 – 2019: 2<br>2019 – 2020: 1<br>2020 – 2021: 6 (some negatively affected by COVID issues) |
|                                 |     |         | <b>Sutton Trust: Behaviour Interventions +3 months, Outdoor Adventure Learning +4 months</b>   |                                    |  |  |
| Rewards, inclusion & Enrichment | T&L | £10,000 | Pupil Premium students will receive positive discrimination in rewards and enrichment events.  | GXA                                | To improve aspirations and extrinsic motivation and ensuring full inclusion of all PP students.  | Virtual end of year awards ceremony positively celebrated the school values shown by PP students (approx 20% of each year group)   |

**ACHIEVEMENT** : Fewer than 5% of students in receipt of Pupil Premium will have a negative P8 score.

| Intervention                        | Teaching & Learning or Welfare | Cost   | Description of intervention   | Who responsible ? | Intended outcomes  | Impact of intervention (pre-COVID & post-COVID)   |
|-------------------------------------|--------------------------------|--------|---|-------------------|--|---|
| Vice Principal – Pupil Premium Lead | T&L                            | £200   | To raise awareness of pupil premium and closing the gap with Governors. To produce the annual pupil premium outline and detailed plan for parents, which includes allocating funding. To produce a review of the effectiveness of the previous year’s plan. All of these to be available on the school’s website. To provide PSA & EWO with mobile phone communication to parents<br><b>Not evidenced by Sutton Trust</b> | SLP               | Governors and parents will be fully aware of PP and how funding is used in the school. | PP expenditure and impact communication through FGB meetings.<br>Impact statement on website for parents.                           |
| Careers Coordinator                 | T&L                            | £2,500 | The school employs a part time careers coordinator who will prioritise support for PP students beginning in Y9  | PNB, SXW          | Enable more PP students to realise the importance of                                   | Approx 65% of Y11 PP students educated on site received at least 1 Careers interview with an external provider. All but one student |

|                  |     |        |   |                      |   |   |
|------------------|-----|--------|---|----------------------|---|---|
|                  |     |        | <b>Sutton Trust : Aspirations +0 months</b>   |                      | pre 16 education and its impact on post 16 plans.   | now in appropriate further education training, college or 6 <sup>th</sup> Form.   |
| In class support | T&L | £3,000 | <p>CPD training &amp; T&amp;L principles</p> <ul style="list-style-type: none"> <li>- All PP students identified on seating plans and sat strategically to maximise learning</li> <li>- All PP students receive positive discrimination for rewards</li> <li>- All PP students are targeted with questions every lesson</li> <li>- All PP students have their books checked &amp; work marked first</li> <li>- All PP students are checked for HL in Planners</li> <li>- All PP students receive green pens and use them to respond to feedback which is checked by teachers</li> </ul> | ALL TEACHERS         | <p>All of these strategies will result in PP students meeting their targets.</p> <p>Staff will be fully equipped with a variety of strategies to help PP students maximise their learning within the classroom environment.</p> | <p>CPD training delivered 02.09.19, 27.11.19 specifically discussing challenge for PP students; T&amp;L focus on differentiation for PP students.</p> <ul style="list-style-type: none"> <li>- All PP students identified on seating plans, placed in appropriately challenging sets and sat strategically to maximise learning</li> <li>- All PP students receive positive discrimination for rewards</li> <li>- All PP students are targeted with questions every lesson</li> <li>- All PP students have their books checked &amp; work marked first</li> <li>- All PP students are checked for HL in Planners</li> <li>- All PP students receive green pens and use them to respond to feedback</li> </ul> |
|                  |     |        | <b>Sutton Trust: Meta-cognition +7 months ; Feedback +8 months</b>  |                      |   |   |
| Numeracy Support | T&L | £500   | <p>Targeted numeracy support within the curriculum for students who struggle with basic numeracy</p>  | JMC, DPF             | For identified students to make expected and good levels of progress in all of these areas.   | This did not take place fully due to COVID  |
|                  |     |        | <b>Sutton Trust: Small group tuition +4 months; Mastery Learning +5 months</b>  |                      |   |   |
| Mentoring        | T&L | £5,000 | <p>Mentoring provided through Pastoral support systems (Tutors, Pastoral Leaders, Attached tutors, RALs, SLT &amp; 6<sup>th</sup> Form Mentors) prioritising HAPPI (High Ability Pupil Premium Indicator) students. Underachievement is based on their progress &amp; data (Ave points diff)</p>  | RALs, Pastoral teams | These identified students make expected/good levels of progress; predicted and actual grades improve; achievement &   | See reference to attainment of PP students and attendance above.  |



|   |     |                |  |                                       |  |   |
|---|-----|----------------|--|---------------------------------------|--|---|
|   |     |                | <p><i>Disadvantaged Year 7 students mentored.</i></p> <p><i>Identified Year 8 &amp; 9 students mentored.</i></p> <p><b>Sutton Trust: Social and emotional learning +4 months, Meta-cognition &amp; self regulation +7 months</b></p>   | KAC, RXG<br>AJA, JAM, JXR             | attainment improve by end Yr11. Behaviour and attendance improve if highlighted. Less intervention required. Greater student progression beyond KS4.   |   |
| Increased staffing in Maths and English | T&L | £20,400        | <p>Additional staffing employed to increase the quality of teaching and learning in the key subjects. This should enable greater progress of PP students regardless of ability as class sizes are reduced.</p> <p><b>Sutton Trust: Small group tuition +4 months, reduced class size +3 months</b></p>   | JMC, RPS, DPF                         | To enable smaller teaching groups to be created and for there to be more opportunities for team teaching to support PP students in these key areas.  | <p><b>Maths</b><br/>P8 maths contribution was -0.06 (-0.07 in 2019, -0.08 in 2018 &amp; -0.69 in 2017)</p> <p>%Grades 9-5 was 36.4% in 2020 (41.2% in 2019, 37% in 2018, 26% in 2017).<br/>Grade 9-4 was 61.4% in 2020 (58.8% in 2019, 64% in 2018 &amp; 40% in 2017)</p> <p><b>English</b><br/>P8 English contribution was -0.26 (-0.25 in 2019-0.24 in 2018 &amp; -1.07 in 2017)</p> <p>%Grades 9-5 was 43.2% in 2020 (41.2% in 2019, 55% in 2018 &amp; 33% in 2017)<br/>Grade 9-4 was 61.4% in 2020 (61.8% in 2019, 73% in 2018 &amp; 55% in 2017)</p> |
| Camp Xtra/ after-school clubs           | T&L | £1,500<br>£500 | <p>There are many out of school hours clubs aimed at all age groups. All PP students to be personally invited to take part. PP Student voice to be used to ensure the right clubs are available where possible. Camp Xtra is the school's literacy and numeracy based summer club aimed primarily at KS2 students.</p> <p><b>Sutton Trust: Summer Schools +2 months / Extended School Time +2 months</b></p> | AAB, CRT, PXW, KAC, RXG, RALs, TUTORS | <p>For all PP students who attend after school clubs to broaden their range of activities and social skills in a supervised environment.</p> <p>To reinforce the importance of home learning and to provide a suitable environment for all PP students with support available.</p> | CampXtra did not take place due to COVID19  |

|              |     |                              |  |     |   |  |
|--------------|-----|------------------------------|--|-----|---|--|
| Support Fund | T&L | <del>£3,481</del><br>£10,000 | Monies available to fund access to the school and its curriculum i.e. revision texts, uniform, essential educational trips, equipment such as cameras, laptops & reading pens etc. | SLP | To remove any possible barriers to learning caused by deprivation and ensuring full inclusion of all PP students. | <p>All PP students in Y7 were offered 50% reduction for the whole cohort trip to Harry Potter. All other families of PP students who requested support received 50% reduction in costs. 50% of students who went on the Paris trip were PP students and received discounts, thus increasing cultural capital.</p> <p>All Y11 students in receipt of PP received revision books free of charge. 12 families (resulting in 25 students) across the school received gifted laptops &amp; a further 6 families received WiFi dongles enabling them to keep up with their peers and access online learning.</p> <p>All students in receipt of FSM received weekly vouchers with a direct email and immediate response system to support them if they could not access these. In addition, 24 of the most vulnerable students received hand delivered vouchers every two weeks to ensure that their wellbeing was safeguarded.</p> <p>Every two weeks, a group of 50 students across all age ranges identified as having limited / no access to online materials received paper based CGP workbooks and printed resources / text books to support remote learning.</p> |
|              |     |                              | <b>Sutton trust: Digital technology +4 months</b>  |     |   |  |

**READING : Fewer than 5% of students in receipt of Pupil Premium will have a reading age below their chronological age**

| Intervention                           | Teaching & Learning or Welfare | Cost   | Description of intervention   | Who responsible? | Intended outcomes  | Impact of intervention (pre-COVID & post-COVID)   |
|--|--------------------------------|--------|---|------------------|--|---|
| Raising profile of reading and writing | T&L                            | £5,000 | Use of new exercise books to increase focus on literacy skills and SPAG; regular competitions linked to raising profile of reading and writing e.g. Spelling Bee competition, Reading challenges, Reading quizzes, Risky Reading competitions and visits to book shops. | RPS, SLP, EXE    | All students in receipt of Pupil Premium in Y7 will have the opportunity to visit a book store; all students in KS3 will engage in Spelling Bee competition, will receive frequent rewards and incentives for reading. | Reading ages increased overall but there was a lack of consistency with the programme and no testing due to COVID |
|  |                                |        | <b>Sutton Trust: Reading Comprehension strategies +6 months / Aspirations +0 months</b>   |                  |  |   |
| Literacy support &                     | T&L                            | £2,500 | Targeted Literacy support for all students in receipt of PP who are below their chronological reading age   | DXR, VMA         | For identified students to make progress so that their reading   |   |

|                      |     |        |   |                         |  |  |
|----------------------|-----|--------|---|-------------------------|--|--|
| Specialised Learning |     |        |   |                         | age is close to, at or above their chronological reading age.  |  |
|                      |     |        | <b>Sutton Trust: Small group tuition +4 months; Mastery Learning +5 months</b>  |                         |  |  |
| Accelerated Reading  | T&L | £4,800 | All PP students in Years 7, 8 and 9 to be guided in their reading and choice of books. To have one literacy lesson a week (one lesson per fortnight for Y7) in the Learning Resources Centre. To work with parents to discuss these books with their children | SLP, PML, EXE, HXH, RPS | To improve the reading and comprehension skills of all Y7, Y8 & Y9 PP students.<br>To make them aware of the types of books that are available and to impress on them the value of reading especially outside of school. |  |
|                      |     |        | <b>Sutton Trust: Small group tuition +4 months / one to one tuition +5 months / reading comprehension strategies +6 months</b>  |                         |  |  |
| Author visit         | T&L | £200   | 1 x Author to visit more able KS3 and KS4 students in receipt of Pupil Premium to raise aspirations and writing skills.   | RPS, EXE                | To allow small groups of more able readers and writers to learn the skill of writing novels.   | An author visited (Nov 2019) and worked with 12 more able PP boys in Y9 to improve ability to extend written work. All students said that this experience made them more able and willing to write extended pieces of writing. |
|                      |     |        | <b>Sutton Trust: Small group tuition +4 months / Aspirations +0 months</b>  |                         |  |  |

**HOME LEARNING** : Fewer than 5% of students in receipt of Pupil Premium will be in SLT detention for failing to complete Home Learning

| Intervention  | Teaching & Learning or Welfare | Cost | Description of intervention   | Who responsible ?      | Intended outcomes   | Impact of intervention (pre-COVID & post-COVID)  |
|---|--------------------------------|------|---|------------------------|---|--|
| Fully equipped pencil case for all PP students & Home Learning Club to be | T&L                            | £500 | All PP students to be offered a fully equipped pencil case at the start of Term 1.<br>All tutors to be given a stock of basic classroom equipment to be given out, without comment, to PP students as required<br>PP students regularly failing to produce Home Learning to be targeted for HL club support | SLP, RALs, TUTORS, PLs | For all PP students to begin each day fully equipped & Home Learning to have been completed so that students are ready to learn and have this barrier to learning removed without comment | All PP students received equipment in Y7 and as needed in Y8 – Y11 including scientific calculators and revision books for KS4 and KS5 students thus improved P8 scores. |

|   |     |        |   |                    |   |   |
|---|-----|--------|---|--------------------|---|---|
| targeted at PP students   |     |        | <b>Sutton Trust: Homework +5 months</b>   |                    |   |   |
| Aspirations visit   | T&L | £3,800 | Y7, Y8 & Y9 & Y10 HEI visits to explore meta-cognition and how it is used at University including the importance of independent study<br><b>Sutton Trust : Meta-cognition &amp; self regulation +7 months / Aspirations +0 months</b>   | SLP, AJA, VMM, KAC | To ensure that all eligible PP students in Y8 & Y9 have access to a University experience and taster session with University lecturers building on meta-cognition – how best to learn | The visits were unable to take place due to COVID19   |
| KS3 English, Science & Maths mentors (TLR3a) including small group after-school tuition | T&L | £3,500 | Identified underachieving small groups of Y7, Y8 & Y9 students in receipt of Pupil Premium to receive small group (max 8) tuition in English, Science & maths after school from designated teaching staff to support with HL.<br><b>Sutton Trust : Meta-cognition +7 months / Aspirations +0 months / Small group tuition +4 months / one to one tuition +5 months ; Mastery Learning +5 months</b> | SLP                | PP Students in Y7, Y8 & Y9 will be in a better academic position when starting their GCSE exams.  | Sessions were very well attended with over 30 PP students in Y7 – Y9 attending sessions each week. Improvements were seen in numeracy, literacy and science achievement in 63% of participants who attended regularly.<br>The consistency of the programme and intervention was reduced due to COVID. |

**Total =£202,895.00**