3-year pupil premium and catch-up funding strategy

| Summary information |
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| School: Sandhill View Academy  | Publish date: October 2020  | Latest Review: April 2021 | Review date: October 2021 |
| CURRENT PUPIL INFORMATION [2020/21] |
| Total number of pupils: | 742 | Total pupil premium budget:UCUP Provisional Allocation 2020-2021 | £365,000£ 58,080  |
| Number of pupils eligible for pupil premium: | 400 (54%) | Amount of pupil premium received per child: | £955 |

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| Strategy statement  |
| We have high aspirations of all pupils, our ethos is to ensure all pupils ‘know more, do more, go further’. We believe we can effectively use the pupil premium funding to make a difference by closing the attainment gap. We take an evidence-informed approach to the pupil premium spending and know that quality teaching underpins everything that we do. We have set out ambitious targets, by the end of 20/21 we want to secure a P8 score of -0.3 for the PP cohort, which negates the internal gap. By the end of 21/22 we want to secure a P8 of -0.2 for our PP pupils to be in line with non-pp within the local authority and by 22/23 we intend to secure a P8 of 0.0 for our PP pupils which will all but eradicate the gap to national non-PP. |

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| SCHOOL CONTEXT |
| This school is part of SOUTHMOOR MULTI ACADEMY TRUST which contains two secondary schools. The latest overall effectiveness grade for this school is requires improvement. The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation. Year 7 prior attainment of reading and mathematics is well below the national average. |

|  |  | Year group context 2020 |  |  |
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| CHARACTERISTICS | Year 7 (24/25) | Year 8 (23/24) | Year 9 (22/23) | Year 10 (21/22) | Year 11 (20/21) | Leavers (19/20) |
| Numbers on roll | 155 | 145 | 154 | 145 | 146 | 136 |
| Disadvantaged | 54% (83) | 59% (86) | 56% (86) | 49% (71) | 51% (73) | 51% |
| Boys | 53% (82) | 56% (81) | 50% (77) | 46% (66) | 45% (66) | 55% |
| Girls | 47% (73) | 44% (64) | 50% (77) | 54% (79) | 55% (80) | 45% |
| SEN support | 22% (34) | 21% (31) | 12% (18) | 6% (8) | 7% (10) | 16 |
| EHC plan | 0 | 2% (3) | 3% (4) | 0 | 1% (2) | 2 |
| LAC | 0.6% (1) | 2% (3) | 3% (4) | 2% (3) | 1.4% (2) | 0 |
| Most vulnerable (Boys +most Disadvantaged) | 14% (21) | 14% (21) | 12% (18) | 9% (13) | 9% (13) |  |

\*Number of pupils with SEND who are also disadvantaged is 60

Assessment data

Due to coronavirus, we have used internal assessment data generated by SISRA for the 2019/20 academic year, therefore any Progress 8 scores should be treated with caution.

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|  |  | CURRENT PROGRESS AND ATTAINMENT OVER TIME |
| **Measure** | **Results over time** | **2017** | **2018** | **2019** | **2020** | **Target 2021** | **TAG 2021** |
| **Progress 8 score average** | Pupils eligible for pupil premium | -0.64 | -0.43 | -0.53 |  -0.37 | -0.3  | -0.7  |
| Pupils not eligible for pupil premium | Local Authority | -0.11 | -0.2 | -0.2 | -0.2 | -0.2 |   |
| National | 0.11 | 0.13 | 0.13 | 0.13 | 0.13 |   |
| SHV | -0.45 | -0.28 | -0.42 | 0.2  |  0 | -0.38 |
| **Attainment 8 score average** | Pupils eligible for pupil premium | 36.7 | 36.1 | 35 | 41.7 | 45  | 40.32 |
| Pupils not eligible for pupil premium | Local Authority | 48.6 | 47.3 | 47.7 | 47.7 | 47.7 |  |
| National | 49.8 | 50.1 | 50.3 | 50.3 | 50.3 |   |
| SHV | 39 | 41.4 | 38.1 | 46.8  | 56  | 52.76   |
| **Percentage of pupils achieving English and Maths 5+** | Pupils eligible for pupil premium | 19 | 21 | 21 | 38.8  | 40  | 29.9  |
| Pupils not eligible for pupil premium | Local Authority | 34 | 37 | 37 | 37 | 37 |   |
| National | 43 | 43 | 43 | 43 | 43 |   |
| SHV | 28 | 36 | 28 | 48.3  | 50  | 53.8  |
| **Percentage of pupils achieving English and Maths 4+** | Pupils eligible for pupil premium | 46 | 46 | 36 |  57.6 |  50 | 49.3  |
| Pupils not eligible for pupil premium | Local Authority | 57 | 57 | 59 | 59 | 59 |   |
| National | 64 | 64 | 65 | 65 | 66 |   |
| SHV | 53 | 57 | 46 | 57.3  | 66 | 73.1  |

| Look at: | Overview |
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| Attendance data  |  |
| Behaviour data | Fixed term exclusion data |
| Safeguarding referrals | CPOMS Incidents SEP-APRIL 273, PP 186 NON-PP 86 |

Priorities

| Our priorities |
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| 1. SECURE IMPROVED PROGRESS AND ACHIEVEMENT BY ENSURING QUALITY FIRST TEACHING WITH A PARTICULAR FOCUS ON ENSURING A GREATER PROPORTION OF HIGHER PRIOR ATTAINERS SECURE THEIR TARGET GRADE AS A MINIMUM.
2. SUPPORT PUPILS IN DEVELOPING HEALTHY MINDS
3. Utilise catch up funding to provide targeted academic support for pupils who are not making the expected progress.
4. introduce literacy initiatives in order to mitigate the low literacy levels displayed by pupils on entry.
5. Address non-academic barriers to attainment such as behaviour and attendance.
6. Provide necessities such as breakfast, uniform, equipment, study spaces and mentoring.
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| Barriers to future attainment  |
| **Academic barriers within school** |
| **Progress and Achievement**: All students need the highest quality of teaching in every classroom. Students arrive significantly below national average and we have a high proportion of low attainers and a small proportion of high attainers. Some students with high prior attainment need additional help to enable them to fully achieve their potential. |
| **Achievement of Girls:** A significant number of girls are not making enough progress across EBACC subjects, particularaly those with high to mid prior attainment |
| **Achievement of Boys**: A high proportion of PP boys are not making enough progress across subjects, particularly in English. Some students with high prior attainment need additional support to enable them to fully achieve their potential. |
| **Literacy**: Some students have low levels of literacy which impedes their learning and their confidence across many subject areas. A high percentage of PP students in Y7 have RA of 8 or below and PP students in Y8 have RA of 9 or below. |
| **Pastoral, (including home learning)**: Many students have additional pastoral needs e.g. EBD, uniform, support at home, breakfast etc and require mentoring/counselling or additional support. ‘Home learning’, due to Covid-19 has highlighted a huge gap between PP and non-PP in terms of access and completion of work. Performance in assessments also highlights lack of independent study and revision. |
| **Lost learning:** New year 7 and Year 8 have low levels of numeracy and literacy and missed large chunks of learning while in primary. They are at severely regressed startying points, with effect on PP pupils being disproportionate |
| **Additional barriers**  |
| **Attendance:** PP attendance is below that of non-PP students, all attendance figures have been applified negatively during covid (PP to Non-PP gap 4%) |
| **Aspirations & Careers:** Some students need to experience a wealth of enrichment experiences in order to widen their horizons and unlock future opportunities. Some students have little aspiration for the future and so do not understand why they need to do well in their exams and so limit their own potential. There is also a reduced ability to participate in trips, which necessitate additional costs. |

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| Our priorities can be divided into 3 categories to enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |
| Quality of teaching | Projected spending: £150,000 |
| 1. Retain a team of Lead Practitioners (LP) in core subjects to consistently demonstrate outstanding T&L.
2. Deliver a programme of high quality CPD to all staff, to ensure that disadvantaged students experience quality first teaching.
3. Create a well planned and sequenced curriculum to ensure pupils have sufficient knowledge and skills for future learning and employment .
4. Whole staff CPD time to be dedicated to sharing best practice for ‘Effective learning and feedback strategies.
5. Provide an Academy wide approach to literacy, to rapidly develop pupil’s reading, writing and oracy skills
6. Provide an appropriate curriculum for those disadvantaged students at risk of exclusion.
7. Ensure staff are competent with data systems to effectively identify and plan for underachievement with the PP pupils
8. Develop the teachers’ use of questioning to enable pupils to thin more deeply and express themselves effectively
9. Provide timely and targeted support to those making less progress
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| Targeted academic support | Projected spending: £170,000 |
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| 1. Targeted intervention for those who have fallen behind with an initial focus on those with low engagement levels during home learning phases
2. As part of recovery curriculum, RISE (Reading, Investigate, Succeed, Enjoy) lessons incorporated into all Y7 and Y8 lessons, with a focus on reading comprehension strategies.
3. Assess reading age of all KS3 pupils to provide rapid intervention, through Accelerated reader and Lexia
4. Address numeracy deficiencies identified in year 7 pupils (2026) through math wizz
5. Provide external tuition for targeted underachieving disadvantaged students in Maths/English/science
6. Assertive Mentoring Program (Mentoring for Success) for targeted Y11 disadvantaged students in place to tackle all barriers to learning
7. Assign two Lead practitioners to be responsible for PP males and PP females respectively.
8. Ensure all Lead practitioner projects target a high percentage of PP
9. Employ HLTA in key areas to increase small group support (target MFL and maths)
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| Wider strategies | Projected spending: £ 45,000 |
| 1. Provide all disadvantaged students with the correct equipment, so that they are ‘ready’ to learn each morning.
2. Provide careers provision to improve aspirations and destinations, including SM 6th Form.
3. Improve attendance punctuality of disadvantaged students, through a number of strategies including: mentor within attendance team (PD),Wake-up calls, Attendance an item on MfS meetings, Home visits
4. Subsidies provided for extracurricular activities such as music lessons, trips, and revision guides.
5. Build students’ self-esteem, so that they are more resilient in the face of setbacks
6. Increase the number of disadvantaged students that are members of the school council
7. LP focus on pupils at risk of PA AAA attendance, aspiration, achievement
8. Attendance car to increase attendance home visits
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| **Intervention** | **Retain a team of Lead Practitioners (LP) in core subjects to consistently demonstrate outstanding T&L** | **Staff lead** | JDO |
| **Category** | Quality of teaching |
| **Intended outcomes** | Improve quality of teaching specifically for PP pupils  | **Success criteria** | P8 score of -0.3Core demonstrates improvements in PP outcomes |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | * Establish roles of lead practitioners
* Introduce strands to staff
* Emerging practice
 | * Work to embed successful strategies across school
* Raise profile of LPs
* Adapt strategies that were less effective
* Track impact of lead pracs
 | Lead Prac programmes are embedded across the academy.Impact of each programme is clear |
| **Review notes** | Annual review notes:Covid effected momentum with LP stands. LP delivered CPD, worked with Pupils when in school. PP P8 -0.77 for 20/21 | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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* As expected
* Below expectations
* Far below expectations
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| **Anticipated expenditure** | £40000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** | £ |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Deliver a programme of high quality CPD to all staff, to ensure that disadvantaged students experience quality first teaching.** | **Staff lead** | LSO |
| **Category** | Quality of teaching |
| **Intended outcomes** | Staff have a toolkit of methods to support PP pupils Staff know PP pupils in their classStaff plan for PP No difference in PP premium books when compared to non-PP | **Success criteria** | P8 score of -0.3 |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | CDP delivered based on EEF researchMethods evident during Learning walks and Book sampling |  |  |
| **Review notes** | Annual review notes:CDP adapted to upskill staff on TEAMS to ensure lessons are of high quality. Other CPD including: effective learning and feedback strategies. | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** | £300 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Create well planned and sequenced SOL, in all subjects, to address gaps.** | **Staff lead** | LSO |
| **Category** | Quality of teaching |
| **Intended outcomes** | Covid catch up curriculum plannedIntent documents produced Re-sequencing of SOW | **Success criteria** | P8 score of -0.3 |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Core curriculum area reviews with a focus on PPDevelopment of intent documents across all curriculum areasEnd points made to support T&L | Wider curriculum area reviews |  |
| **Review notes** | Annual review notes:High quality SOW now in place to support PP pupilsSpecific strategies in place across curriculum areas and to class level | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** | £1000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** | £ |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Develop a whole school approach to supporting literacy development**  | **Staff lead** | LP/LP/LSO |
| **Category** | Quality of teaching |
| **Intended outcomes** | RA of students >2 years below chronological age improves by average of 6 months at end of termly intervention.RA of students within 2 years of chronological age improves by average of 1 year at end of termly intervention. | **Success criteria** | RAISE, Lexia and Accelerated reader are timetabled for relevant pupilsFrayer and PUSH model are embedded across curriculum areas |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Poor levels of reading are quickly identified, prioritising intervention, to allow pupils to access the full curriculum offer. Assign staff to each programme with Ashleigh Summerside taking the lead on intervention programmes and Sam Talintire taking a lead on teaching and learning | * Assign TLR to support Literacy development across school
* Literacy coordinator to develop whole school literacy plan
 |  |
| **Review notes** | Annual review notes:Covid limited progress. Intervention in place for KS3 including lexia and accelerated reader. Progress in reading age XXXX | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
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 | **The intervention is performing:*** Far above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
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* Far below expectations
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| **Anticipated expenditure** | £30000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** | £ |  |  |
|  | Total expenditure: £ |
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| **Intervention** | **Provide an appropriate curriculum for those disadvantaged students at risk of exclusion** | **Staff lead** | AJO |
| **Category** | Quality of teaching |
| **Intended outcomes** |  High quality education for all | **Success criteria** | P8 of -0.4 for those on alternativesSecure 4+ in E&M |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Review current alternative provisionEnsure those in alternative provision secure good outcomes | Introduce on site alternative provision ‘The bridge’ |  |
| **Review notes** | Annual review notes:Pupils attending alternative provision made xxx progression with a P8 of | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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* As expected
* Below expectations
* Far below expectations
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| **Anticipated expenditure** | 5000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **‘5 o clock club’ for KS4 & homework club for KS3** | **Staff lead** | SBA |
| **Category** | Targeted academic support |
| **Intended outcomes** | * provide revision and targeted support to address gaps
* provide a ‘quiet environment’ with digital facilities, enabling all students to complete home learning tasks.
 | **Success criteria** | * Gaps in knowledge addressed
* Improved attendance rates to 5 O’clock club
* Performance data shows upwards trend in those who attend
 |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Identify underperforming pupils using SISRA and place on interventionAssign key staff to interventionIdendify key pupils who did not engage with home learning and place on intervention with a focus on core. Shift focus to vocational courses by the summer 2 term | Employ additional capacity within pastoral teamAssign KS4 academic mentorTrack all interventions in one placeResearch and CPD in effective intervention |  |
| **Review notes** | Annual review notes:Year 10 PP pupils who had low engagement during lockdown were targeted for intervention (5 O'clock club) during Summer term 1. Resulting in 6 weeks of intervention delivered by subject specialists. Impact to be analysed following mocks currently being sat. The focus during Summer term 1 was on EBACC subject, during the summer term 2 the focus has shifted to the vocational courses. | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
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 | **The intervention is performing:*** Far above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
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* Far below expectations
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| **Anticipated expenditure** | 25000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | As part of recovery curriculum, RISE (Reading, Investigate, Succeed, Enjoy)  | **Staff lead** | ASU |
| **Category** | Targeted academic support |
| **Intended outcomes** | Address low levels of literacy on entry | **Success criteria** | Reading age of pupils on accelerated reader/lexia increase by 2 years by end of programme |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | lessons incorporated into all Y7 and Y8 lessons, with a focus on reading comprehension strategies |  |  |
| **Review notes** | Annual review notes: | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
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 | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** |  |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Utilise national tuition programme to support underachieving disadvantaged students in Maths/English/science** | **Staff lead** | JCA |
| **Category** | Targeted academic support |
| **Intended outcomes** | * Improve progress by supporting pupils with gaps in knowledge across core subjects
* Tuition is embedded as an integral part of schooling
* More than 100 pupils to have had experience of tutoring
 | **Success criteria** | * Data demonstrates rapid progress in those who attended tutoring
* Attendance to tutoring demonstrates an improving picture
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|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Seek out external tutor partnerPurchase required hardwareEnroll Year 11 to attend 1:1 tuition in maths and EnglishExtend programme to cover scienceExtend programme to cover years 9 and 10 Raise profile with HODs and HOYsSeek parental buy in | Streamline those involved in tutoringMove to 3:1 to maximise valueRaise profile with pupils and parents using success storiesReview value of partnership with MyTutorSelect year 10 and year 11 pupils with HOY and seek further parental engagementSet up focus groups on SISRAWork closer with HODs to specify intervention areas with tutors | Streamline how pupils are selected using evidence to inform decision makingHave rolling programme of tutor intervention Extend tutor programme to KS3Explore internal use of tutors online in anticipation of reduction in funding |
| **Review notes** | Annual review notes:Attendance became an issue with wave 2 as lock down required pupils to login from home at 16:00 following a days online teaching. Tutoring was moved to 2 following pupil voice. Relaunch in April 2021, all sessions in school at 3:45 maths and Science only, year 10 only. Tutoring programme moved to a 3:1 format to be more cost effective and focus on math and science only. The program has included 135 pupils from years 8 to 11 and has resulted in an addition 1175 supported learning hours for our pupils. Impact report on year 11 (2021 cohort):Attendance above 60% made a significant impactProgress made from Dec to Summer (Teacher Assessed Grade)Maths: 1 grade=33%, 2 grades = 33% 3 grades= 22%Science: 1 grade 11%, 2 grades 44%, 3 grades 22% Attendance has been the limiting factor. The Tutoring contract with MyTutor has concluded and we are currently reviewing its implementation moving forward. | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** | 20000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Assertive Mentoring Program (Mentoring for Success) for targeted Y11 disadvantaged students in place to tackle all barriers to learning** | **Staff lead** | JCA |
| **Category** | Targeted academic support |
| **Intended outcomes** | All PP year 11 pupils have an assertive mentor | **Success criteria** | PP pupils meet once per HT with mentor |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | CDP for mentorsAssign mentors to menteesProvide opportunities for meetings | Assign fewer mentors to targeted pupils, mentors taken from pastoral team and Lead practitioners.Track specific focus groups using SISRA  |  |
| **Review notes** | Annual review notes:Mentors met and motivatedCovid restricted mentor meetings due to bubbles and then school closures | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
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* As expected
* Below expectations
* Far below expectations
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| **Anticipated expenditure** | 10000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Learning Champions launched in Y7/Y8 to improve outcomes for more-able disadvantaged boys.** | **Staff lead** | NLA |
| **Category** | Targeted academic support |
| **Intended outcomes** | Improve attendance of PP boysReduce behavioural issues and low level disruptionIncrease number of PP boys on target | **Success criteria** | Increase % on target by 20%Improve average attendance of focus group to >95%Reduce number of behaviour points by 20% |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Meetings with focus group weeklyPhone calls home to improve parental engagement Lesson obs to support staffCDP to support staff | Re-assign PP leads to girls/boys and give them 12 pupils each to assertive mentor |  |
| **Review notes** | Annual review notes:Covid severely impacted this strand | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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* Far below expectations
 | **The intervention is performing:*** Far above expectation
* Above expectation
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| **Anticipated expenditure** | £10000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Provide all disadvantaged students with the correct equipment, so that they are ‘ready’ to learn each morning** | **Staff lead** | AJO |
| **Category** | Wider strategies |
| **Intended outcomes** | Pupils are ready respectful safe | **Success criteria** | Bookwork demonstrates correct equipmentPride in work |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Buy equipment for pupils | Provide equipment for rooms of Year 7 teachersProvide equipment for tutors and teachers |  |
| **Review notes** | Annual review notes:Pupils expect stationary to be handed to them. Work should be done on accountability and responsibility of own equipment | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** |  |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Provide careers provision to improve aspirations and destinations, including SM 6th Form** | **Staff lead** | ABL |
| **Category** | Wider strategies |
| **Intended outcomes** | Increase number of pupils going on into further education. | **Success criteria** | <3% NEET>90% in further education |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Arrange visits to providers, visits from providers and online events | WCL to improve attendance to career events and post 16 educationABL to calendar events throughout the year |  |
| **Review notes** | Annual review notes:Severely limited due to covid | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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 | **The intervention is performing:*** Far above expectation
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| **Anticipated expenditure** | 3000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** | 0 |  |  |
|  | Total expenditure: £ |

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| **Intervention** | **Improve attendance punctuality of disadvantaged students.** | **Staff lead** | AJO |
| **Category** | Wider strategies |
| **Intended outcomes** | Improve attendance of PPReduce number of PP PAs | **Success criteria** | PP attendance in line with non-PP attendance within school |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Attendance moved to rapid intervention online, during lock down to ensure access was high during lessons. mentor within attendance team (PD).Attendance an item on MfS meetings, Home visits | Purchase attendance vehicle to increase presence in communityIncrease capacity within the attendance office |  |
| **Review notes** | Annual review notes:Covid severely impacted attendance | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 |
| **Anticipated expenditure** | 2000 | 20000 |  |
|  | Total expenditure: £ |
| **Actual expenditure** |  |  |  |
|  | Total expenditure: £ |

|  |  |  |  |
| --- | --- | --- | --- |
| **Intervention** | **Subsidies provided for extracurricular activities such as music lessons, trips and revision guides** | **Staff lead** | ABL |
| **Category** | Wider strategies |
| **Intended outcomes** | Improve pupils’ aspirationsIncrease attendanceIncrease cultural capital opportunities | **Success criteria** | 100% PP pupils attend at least one trip |
|  | Year 1 | Year 2 | Year 3 |
| **Implementation** | Key trips within curriculum area planned where necessary  | Challenge every curriculum area to arrange each one trip with a focus on school ethos Achieve, Aspire and EnjoyIntroduce lunch time performing arts club with aim to put on a show |  |
| **Review notes** | Annual review notes:No trips due to covid | Annual review notes: | Final review notes: |
| **Performance review** | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 | **The intervention is performing:*** Far above expectation
* Above expectation
* As expected
* Below expectations
* Far below expectations
 |
| **Anticipated expenditure** | 10000 |  |  |
|  | Total expenditure: £ |
| **Actual expenditure** | 0 |  |  |
|  | Total expenditure: £ |