

3 Year Disadvantaged (Pupil Premium) Strategy Plan

SUMMARY INFORMATION

<p>Disadvantaged/ Pupil Premium Strategy Plan</p>	<p>The Pupil Premium Strategy will focus on developing quality first teaching and strong curriculum development to address the most common learning needs that students entitled to pupil premium funding face. These include the need to develop reading fluency and be exposed to rich text and challenging ideas to develop their own learning and thinking as well as the need to develop academic vocabulary. The final strand is the development of quality first teaching by improving the quality of collaborative planning linked to rich professional discussions about how to teach the subject and how to scaffold the learning for all learners appropriately. These long-term strategic approaches will support the development of pupil premium students progress and attainment moving forward.</p>
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CURRENT PUPIL INFORMATION 2020-2021

<p>Total number of pupils:</p>	<p>1453 (KS3 and KS4)</p>	<p>Total pupil premium budget:</p>	<p>£199,595</p>
<p>Number of pupils eligible for pupil premium:</p>	<p>275</p>	<p>Amount of pupil premium received per child:</p>	<p>LAC: £2345 PLAC: £2345 EVER 6 FSM: £955 SERVICE PP: £310</p>
<p>Review Date:</p>	<p>September 2021</p>		

COHORT INFORMATION		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	124	17.3%
Girls	151	20.5%
SEN support	81	27.9%
EHC plan	17	41.2%
EAL	2	15.4%

Assessment data

CURRENT ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for PP Pupils not eligible for PP	School average	National average	Data from previous 3 years		
				2016-17	2017-18	2018-19
Progress 8 score average	57 of 266 Year 11 students	-0.14 (2019)	-0.02 (2019)	-0.56 PP -0.11 Non-PP	-0.09 PP 0.07 Non-PP	-0.42 PP -0.08 Non-PP

CURRENT ATTAINMENT (SECONDARY SCHOOLS)						
Attainment 8 score average	(2019)	50.7 (2019)	46.5 (2019)	39 PP	43 PP	45.33 PP
				54 Non-PP	58 Non-PP	51.98 Non-PP

OTHER DATA		
Look at:	Strengths	Weaknesses
Attendance data	<ul style="list-style-type: none"> PP persistent absent rate was 14.14% at Christmas 2019. The national average is 24.70% for PP persistent absence. This is positive in comparison but we are focusing on this. FSM PA at Feb HT 2020 was 21.53%, with national average being 28.5%. This is a positive comparison. At Christmas 2019 PP attendance was 94.23%, with 2018/19 national being 91.8%. This is positive but not where we want it to be. FSM is at 92.20% at Feb HT 2020, with national being at 90.80 for 2018/19. PP punctuality has improved from 1.26% (Sept to Spr 1 2019) to 1.19% (Sept to Spr 1 2020). 	<ul style="list-style-type: none"> PP persistent absent rate was 14.14% at Christmas 2019, It was 13.29% at Christmas 2018, showing a decline in this figure as a result of some challenging cases. This is a priority focus of our attendance team in September, when also overcoming Covid-19 challenges. PP attendance was decreasing in 2019-2020 as the year progresses as we had some challenging cases and systems embedding. At Feb HT our PP attendance was 94.26%. This is a key focus area of intervention in September, through attendance strategy meetings, parental engagement and student support. FSM is at 92.20% - this is a key focus area as we want higher attendance for our FSM students, which will be targeted through support and engagement.

Behaviour data	<ul style="list-style-type: none"> • PP exclusions have reduced, comparatively from 5.07% of PP students were excluded by Spr 1 2019 down to 4.48% by Spr 1 2020, which is in line with our reduction in exclusions. This is a reduction of 15 students to 13 students, our numbers of PP exclusions are quite low. The national proportion for PP exclusions is 10.24%, so we are positive in comparison (17/18 average – no other average available yet) • The proportion of PP students completing reflect resolve restore in the Everyone Matters centre is 17.93% (2020 Spr 1) in comparison to 7.2% for non-PP, therefore support is provided to PP students to try and reduce their chance of being excluded. • The gap between non-PP and PP average number of ASDs has decreased from 1.03 to 0.85 from AUT 2 to SPR 1, which is a positive indicator of improvement. The average number of E-postcards issued to PP students has risen from 3.81 (SPR 1 2019) to 5.50 (SPR 2 2020), which is positive. The E-postcard gap for SPR 1 2020 has narrowed from 9.48 to 0.26. 	<ul style="list-style-type: none"> • The proportion of PP students being excluded is higher than the proportion of non-POP students, with a gap of 3.88% at Spr 1 2020. This gap is wider than last year but exclusions are reducing. • Our Everyone Matters centre figure is similar to last year of 17.82%, so this is a focus point to try and reduce this figure, although support at this stage is a positive step. • We want to narrow/diminish the gaps between non-PP and PP e-postcards and detentions.
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Safeguarding referrals	<p><u>2018-19</u></p> <ul style="list-style-type: none"> • 8 Referrals • 2 Physical Abuse • 1 Domestic Violence • 1 Emotional Abuse • 3 Sexual • 1 Neglect <p>2019-20</p> <ul style="list-style-type: none"> • 15 Referrals • 2 Drugs and Alcohol • 1 Child Criminal Exploitation • 4 Domestic Violence • 2 Mental Health related • 1 Neglect • 2 Physical • 3 Sexual <ul style="list-style-type: none"> • We have upskilled the entire pastoral team (non-teaching staff) to become safeguarding trained and staff training has resulted in greater awareness and focus on safeguarding. 	<ul style="list-style-type: none"> • Covid-19 has presented a challenge around safeguarding and this has limited our knowledge of safeguarding issues. We are working hard to tackle this and we will be training staff on safeguarding in September to ensure they are monitoring student welfare and safeguarding closely and reporting concerns.
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LONG-TERM PLAN (3 YEAR TIMESCALE):

1) DEVELOPMENT OF READING STRATEGY AND ACADEMIC VOCABULARY WITHIN A RICH CURRICULUM

2) DEVELOPMENT OF COLLABORATIVE PLANNING AND EFFECTIVE SCAFFOLDING TO ENSURE EFFECTIVE DELIVERY OF A RICH CURRICULUM

3) DEVELOPMENT OF INCREASINGLY EFFECTIVE PASTORAL SUPPORT TO IMPACT ON BEHAVIOUR, ATTENDANCE AND STAKEHOLDER ENGAGEMENT

PRIORITY 1: DEVELOPMENT OF READING STRATEGY AND ACADEMIC VOCABULARY WITHIN A RICH CURRICULUM

Members of staff responsible: AP TLD, Director Learning and Development and Senior Director Special Educational Needs

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1.	Reading of rich text to be built into as many appropriate lessons as possible with effective strategies	Director of L+D	Introduced September 2020 Reviewed January 2021 Ongoing 2021-22	Text and Strategies Improved reading test £5000	Identification of increase in reading and use of strategies via QA	Improvement in reading fluency and reading ages
2.	Literacy Canon	SD SEND	October 2020 Reviewed March 2021 Ongoing 21-22	Texts £10000	Students reading Staff/ student discussion	Improvement in fluency, reading ages and academic outcomes improving
3.	Academic vocabulary as a part of all lessons and all reading home works.	Director of L+D	Ongoing September 2020. Reviewed November 2020 – February 2021	Time and effective planning CPD Cost £5000	Identification of increase in reading and use of strategies via QA	Academic vocabulary within lessons as part of the flow of lessons and student voice supports this view.

PRIORITY 2: DEVELOPMENT OF COLLABORATIVE PLANNING AND EFFECTIVE SCAFFOLDING TO ENSURE EFFECTIVE DELIVERY OF A RICH CURRICULUM

Members of staff responsible: VP School Improvement and AP TL+D

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1.	Collaborative planning model with rich conversations developed	APTL+D and CL's	Intro September 2020 Review March 2021 Ongoing 2021-2022	Time in Curriculum meetings Agreed structure in curriculum meetings	Increased consistency of delivery and implementation of curriculum	Improved quality of delivery and student outcomes
2.	Development of scaffolding techniques such as AFL, Modelling and focused structures using time, word limit and clear success criteria	APTL+D Director of L+D PLC's	Intro Sept 2020 Review April 2021 Ongoing 2021-22	High quality CPD Professional conversation Accurate feedback, support and coaching CPD £5000	Improved quality of work from all ability cohorts and DA students in particular	Improved quality of delivery and student outcomes
3.	Development of mixed ability KS3 groups and a review of curriculum to ensure challenge and depth for all.	VP/APTL+D	July 2020 Review November 2020 Ongoing 2021-22	CPD £5000	Improved depth of curriculum and richness of learning	Narrowing of the gaps at the end of KS3 and KS4

PRIORITY 3: DEVELOPMENT OF INCREASINGLY EFFECTIVE PASTORAL SUPPORT TO IMPACT ON BEHAVIOUR, ATTENDANCE AND STAKEHOLDER ENGAGEMENT

Members of staff responsible: AP Character and Culture, Director of Stakeholder Engagement and Disadvantage

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1.	Improve attendance and engagement of DA students	Director of SE+DA LL Pastoral	Sept 2020 Review half termly	New role of Director of Stakeholder Engagement and DA	Improving attendance and PA for DA cohort	DA Attendance and PA inline with whole school non DA.
2.	Reduce the number of DA exclusions and behaviour issues	Led by APC+C	Sept 2020 Review half termly	CPD cost £5000	Reduced exclusion figures and Alt Prov costs for DA students	DA exclusions in line with whole school non DA and better than national figures
3.	Improved stakeholder engagement of parents and DA students in school events	Led by Director of SE +DA	Sept 2020 Reviewed termly	Investment £2000	Improved engagement figures for DA students and parents in school events and extra curricular activities	DA engagement figures come closer to wholes school non DA engagement figures