**Pupil premium strategy / self- evaluation (secondary)**

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| 1. **Summary information** | | | | | |
| **School** | Bridgewater | | | | |
| Academic Year | 2019/20 | Total PP budget | £172,703 | Date of most recent PP Review | February 2019 |
| Total number of pupils (y7-11) | 1555 | Number of pupils eligible for PP | 201 | Date for next internal review of this strategy | March 2020 |

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| 1. **Current attainment** | | | | | | |
|  | | | | | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| **Absence** | | | | | **7.8%** | 7.8% |
| **Persistent absence** | | | | | **17.8%** | 23.5% |
| **NEET pupils 2017-18 (2019 tbc)** | | | | | **1** | tbc |
| **Progress 8 score average** | | | | | -1.05 | tbc |
| **Attainment 8 score average** | | | | | 34.88 | tbc |
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| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor literacy skills)* | | | | | | |
|  | | | Gaps in subject knowledge | | | |
|  | | | Gap in levels of literacy | | | |
|  | | | Engagement in the curriculum | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | |
| **D.** | | Attendance in school | | | | |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)* | | | | Success criteria | | |
|  | Improving academic performance for pp cohorts in each year group  Identification of key teaching priorities for all  Completion for each year group of knowledge organisers  Adaptation of Y9 option process and amendment of curricular pathways  Implementation of subject specific strategies from progress meetings | | | Pupils’ barriers to learning through gaps in subject knowledge reduced.  Gaps in subject performance between Pp & non pp pupils reduced  Pupils’ barriers to learning through pedagogy reduced.  Pupils’ barriers to learning through subject specific provision reduced.  Gaps in P8 score between pp & non pp reduced. | | |
|  | Implementation of school wide love of reading programme  Implementation of y7 & 8 library initiative  Implementation of subject specific literacy strategies | | | Pupils’ barriers to learning through gaps in subject knowledge reduced.  Pupils’ literacy barriers to learning reduced.  Gaps in in library use between pp & non pp pupils reduced.  Pupils’ barriers to learning through subject specific provision reduced.  Gaps in P8 score between pp & non pp reduced. | | |
|  | Neet figures are zero.  Pupil fill all slots in P8  Reduction in exclusion  Programme of CEIAG in operation  Completion of 1st round of PISP meetings | | | Pupils gain the academic qualification and the personal development to take their next steps in EET.  Pupils receive the information and personal & academic support from parents/carers and the school to enable this to happen.  There is no gap in Neet figures between pp & non pp pupils  Pupils have complete access to the curriculum through provision of kit and equipment as appropriate | | |
|  | Increase in attendance  Reduction in persistant absence  Higher attendance of parents at parent evening | | | Attendance rates to increase.  Persistent absence reduced  Reduction of gaps in pp v non pp attendance & pp v non pp persistent absence. | | |

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| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | **2019-20** | | | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** |
| Reduce gaps in subject knowledge through the provision of subject specific strategy including the appropriate use of knowledge organisers | Reduce barriers to learning through  gaps in subject knowledge  curricular provision  pedagogy  subject specific provision  Gaps in P8 score between pp & non pp reduced.  Gaps in academic performance between Pp & non pp pupils reduced. | | Classroom strategies identified as a key factor (Sutton Trust)  Catch up is difficult – more emphasis on getting it right first time around (Sutton Trust)  Lower P8 figures for 2019  Gaps in knowledge through internal and external testing | | Staff will be given CPD regarding the use of knowledge organisers (and retrieval overall). Learning walks will then be used to evaluate whether they are being used effectively. On each learning walk, observers will be provided with lists of PP pupils for each class they are visiting in order to measure appropriate use with these students. Progress meetings will be curriculum-focused in order to measure successes with subject-specific implementation for PP pupils (including both data analysis and pupil-specific intervention programmes). | | Te | December 2019 |
| Provide a curriculum offer that meets the needs of individual pupils & the cohort as a whole | Restructuring of the KS4 curricular provision through y9 option process | | Pj | December 2019 |
| Develop appropriate pedagogy to address needs of individual students | Case study intervention programmes will be used to examine the needs of individual students more closely and measurements of success, based on interim cycles and internal exam performances, will be discussed at progress meetings. A key feature of the year's CPD will be sharing good practice particularly with regard to differentiation within pedagogy  Faculty meetings will further evidence implementation and discussion of successful pedagogy for particular PP students. | | Te | December 2019 |
| **Total budgeted cost** | | | | | | | | £45 502 |
| 1. **Targeted support** | | | | | | | | |
| **Action** | **Intended outcome** | | | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| PISP meetings to identify individual barriers to learning and lead staff to provide & strategies to overcome pastoral/academic barriers | Individual pp pupil barrier to learning addressed through specific individual strategy. PP pupils have complete access to the curriculum through provision of kit and equipment as appropriate. | | | Targeted small group and 1 to 1 interventions have the potential for the largest impact on attainment (Sutton Trust)  EEF guidance reports identify literacy as a key strand for pupil achievement  Lower headline figures for 2019  Gaps in knowledge through internal and external testing | | CPD provided for Pastoral staff leading the PPISP meeting. Lesson monitor to support identification of Level 2 pupils. HoF to ensure that all identified teaching staff have strategic response to identified academic barriers. | Dm | December 2019 |
| closing the vocabulary gap through the love 2 read whole school initiative& the development of subject specific literacy through subject specific strategies | pp literacy barriers to learning reduced. Gaps in in library use between pp & non pp pupils reduced. Gaps in P8 score between pp & non pp reduced. Gaps in academic performance between Pp & non pppupils reduced. | | | Heads of Faculty will QA the Love To Read initiative by visiting every session taking place and completing proforma | Bm | December 2019 |
| improving academic performance in all year groups through subject specific identified strategies | Gaps in subject performance between Pp & non pp pupils reduced. Gaps in P8 score between pp & non pp reduced. Gaps in academic performance between Pp & non pp pupils reduced. | | | Strategies identified through KS3 & 4 Progress meetings. HoF to ensure consistent implementation of these strategies | HoF | December 2019 |
| **Total budgeted cost** | | | | | | | | £53 347 |
| 1. **Other approaches** | | | | | | | | |
| **Action** | **Intended outcome** | | **What is the evidence and rationale for this choice?** | | | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| attendance strategies to increase attendance and reduce persistent absence | Pupil premium attendance to increase. Pupil premium persistent absence to fall. Reduction of gaps in pp v non pp attendance & pp v non pp persistent absence. | | Previous low attendance for certain Pupil Premium students has impacted presence in school and consequent learning and outcomes | | | Weekly Review of attendance with PAM/PAL. Summary provided for Leadership Group each half term | dm | December 2019 |
| provide a bespoke CEIAG programme to ensure all students successfully progress to further education, employment or training | PP pupils gain the academic qualification and the personal development to take their next steps in EET. They receive the information and personal & academic support from parents/carers and the school to enable this to happen. There is no gap in Neet figures between pp & non pp pupils | | PP students do not achieve as well as  non pp students and life chances are reduced  Only 10 % of pp students secure employment in professional employment compared to 60% Non – PP pupils  Evidence to suggest that positive parental engagement is key to raising outcomes  Parents have indicated they need more information in how to support their children’s academic journey  Highly able pupil premium pupils achieve half a GCSE grade lower, on average, than other highly able pupils, with significant knock-on effects for access to both higher education and leading professional jobs.(Sutton Trust)  15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE  Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group (Sutton Trust) | | | Neet figures for Pupil premium pupils are very low for the last three years. However this remains an important outcome for Pupil premium  All pp students have on going CEIAG support in the form of one to one careers interviews, one to one help with applications/interview  PP pupils are taken to careers fairs//higher and further education visits  Parental engagement a priority with PP teacher /Parent information/support sessions throughout the year  All PP parents to attend parents evening or alternative meeting  PP parents Interim response  PP students transition successfully into Year 7  PP pupils receive timely intervention to support learning and engagement in school.  PP Pupils have accessed a range of enrichment experiences. | Tl | December 2019 |
| provide knowledge and information that enables parents/carers to effectively support pupils in their academic and social development  PP Transition Coordinator to be deployed from current Pastoral Support structure to  ensure knowledge of potential barriers to learning are established prior to joining.  PP Tracker to be stablished monitoring hard and soft data. The tracker will be used to target intervention and support.  All PP students experience a core offer of enrichment opportunities and experiences to improve aspiration. | Tl  DM  DM  AR | December 2019 |
| **Total budgeted cost** | | | | | | | | **£**73 854 |

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| 1. **Review of expenditure** | | | | | | |
| **Previous Academic Year** | | |  | | | |
| 1. **Quality of teaching for all & Targeted support** | | | | | | |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **diminish the difference of pupil performance in Maths** | |  | | --- | | Class teachers prioritise high expectations of pp  pupils, building positive relationships and engaging parents. | | Direct starter questions to pp pupils. | | exercise books marked as well as exit tickets to maximise opportunities for feedback. | | Priority check that pupils are accessing mathswatch. | | Intervention to be delivered during the school day for pp underperforming pupils | | | the percentage of PP pupils achieving a grade 5+ in Maths increased by 5%.  Y11 pupil premium pupils in school received one extra maths lesson per week funded through pupil premium money. Pupil premium pupils are also encouraged to go to enrichment after school. Individual Maths tutoring has been funded for Pupil premium + pupils where it has been identified on their PEP. For last year’s 7, the strategies used provided a positive outcome for our pupil premium foundation cohort who achieved similar percentages mastering individual topics than non-pupil premium foundation students.  Across all year groups class teachers prioritised pupil premium pupils regarding engagement with pupils and contact with home, setting and the use of exit tickets. Other classroom based strategies included directing starter questions to pp pupils to check understanding, Go 2 pupil strategies, positive seating plans and priority checking of the use of mathswatch.  Lesson observation evidenced the targeting of Pupil Premium pupils in line with Go 2 Pupil strategies.  Level 2 PPISP were been completed for Level 2 Maths pupils. Individual strategies for Level 1 PPISP pupils were also collated. A member of the maths faculty is responsible for pp pupils in maths and has completed work scrutiny and mathswatchvle analysis to ensure that strategies are being used effectively. | | | Action from last year to be broadly continued but with the intent to implement a five year strategy to support numeracy development across all year groups => Targeted Support | 38,848 |
| **diminish the difference of pupil performance in English** | Y11 PP support during the school day 5 hours a week from February half term.  emphasis on good teaching in class with go 2 pupils  Purchase lit texts and lang revision guide - Y9 through to 11  Use of GCSE pod for pupil premium pupils as part of a wider whole school introduction | the percentage of PP pupils achieving a grade 5+ in English increased by 2 %.Initial analysis of 2019 English Language P8 score on 4matrix shows an improved score from 2018 of +0.33. English Literature performance also shows an improved score of +0.19. In 2018-19 the English faculty identified 5+ as an area for improvement in the faculty. CPD was provided including using the examiners within the faculty to improve these results. The Faculty had several strategies in place to ensure improvement, predominantly through Quality First Teaching and Go 2 Pupil strategies. From February half term pupil premium funding was used to bring in an English tutor to work with identified small groups of pupil premium pupils, with the HOF taking a further group of pupil premium students during form and PSHE with a focus on English Language writing skills. The whole faculty received training from the EDUQAS support officer on the November Language paper which consolidated their understanding of the paper. This allowed pupil premium students to receive support through quality first teaching. Pupil Premium performance also improved from the involvement of some of these pupils in the wider initiatives of boys writing and GCSEpod.  The review of Fresh start impact in Y8 was very positive with one student (PP) moving from our nurture cohort to foundation which will mean they will receive higher targets for this year. All of the current Y9 PP pupils who followed the Fresh Start curriculum whilst in Y7 achieved mastering or exceeding as a Y8 nurture cohort and now as Y9 have progressed to the Foundation AWoL statements. | | | For the Y11 pp cohort without the high needs pupils the English (4matrix) P8 score for both Language and Literature was improved. Consequently actions from last year to be broadly continued but with the intent to implement a five year strategy to support literacy development across all year groups => Targeted Support | 18,065 |
| **diminish the difference of pupil performance in Science** | purchasing of Tassomai + other whole cohort strategies  Science support and enrichment to be timetabled into school day to support vulnerable pupils in KS3 and KS4.  Identification of PP cohort as Go To pupils.  Provide revision guides for KS4 PP pupils.  Positive seating plan introduced | 2019 Trilogy Science P8 score on 4matrix shows an improved score from 2018 of +0.63. This improved performance from 2018 is replicated in Biology +0.06 and Chemistry +0.76. From January**, two** members of staff worked with a small group of identified Y11 pupil premium pupils for an extra lesson per week. The introduction of Tassomai for all Y11 pupils improved Pupil premium performance in Science. Climate walks across departments and key stages focussed on Y11 PP from the start of the Spring term. In Y10 Science revision guides were funded for all Pupil premium pupils. At KS3 all members of the Science department developed a specific Pupil Premium pupil case study for individual strategy and impact over the Spring term. The Science department continued to follow the whole school Go 2 Pupil strategies. Moving forward, the Science department is introducing mixed ability teaching across the Faculty which it is felt will be supportive of the progress of Pupil Premium pupils  #includes spending on other Baccalaureate subjects (see Position Statement below)  ##Additional spending on enrichment and other subjects | | | For the Y11 pp cohort without the high needs pupils the Science Trilogy, Biology & Chemistry (4matrix) P8 scores for were improved. Action from last year to be broadly continued but with the intent to implement a five year strategy to address gaps in knowledge from ks2  => Targeted Support | 7,114#  38,083## |
| 1. **Other approaches** | | | | | | |
| **Action** | **Intended outcome** | | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| **diminish the difference in attendance between PP and non PP cohorts** | PISP meetings to be targeted at specific individuals in each year group.    Provisional PAM/PAL meeting with selected pupil in Autumn term followed by PAM/PAL meeting with selected teachers of pupil Autumn & Spring terms  PP pupils at risk of PA receive daily contact in event of absence. Weekly attendance certificates sent home for those on PA concern  half termly rewards for good attendance given to PP pupils | | For the school as a whole Pupil Premium attendance has risen by 2.5% from 2017-18. Pupil Premium persistent absence has decreased by 10% from 2017-18  2018-19 year pupil premium absence across years 7-11 is 7.8% against a national average of 7.8%*.* This figure does not show the progress made in lower school with initiatives to improve pupil premium attendance over the last three academic years.These figures were; Year 7 6.5%; Year 8 8.4%; Year 9 7.6%; Year 10 8.8%; Year 11 19.6% The school worked intensively with last years y11, completing home visits and mentoring.  Pupil premium persistent absence (PPPA) has improved over the last three academic years. For 2018-19 PPA was 17.8% - better than the national average of 23.5%. Various initiatives over the last three years have been implemented to improve pupil premium attendance. These include PPISPs, which identify barriers to learning for PP students, PAM/PAL weekly meetings with PP pupils at risk of PA, those pupils at risk of PA receive daily contact in event of absence and the use of individual targets and rewards such as weekly attendance certificates sent home for those on PA concern.  The school also tracks PP attendance for those pupils at risk of PA and works closely with the Local Authority to support good attendance. Where PP students cannot attend school, they are supported with Ed Lounge, an online learning platform. For those students who live further afield the school minibus is used to pick up and drop off on a daily basis to ensure attendance at school. The school also runs attendance competition and rewards which promote and support good attendance.  # additional spending on Pastoral Support (see Position Statement below) | The rise in whole school pp attendance by 2.5% will result in attendance strategies from last year continuing. There will additionally a five year strategy to increase the engagement of parents and pupils with the pastoral and academic support of the school | | 10,750  69,010 |

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| 1. **Additional detail** |

**PUPIL PREMIUM POSITION STATEMENT**

**AUTUMN 2019**

Bridgewater High school is a highly inclusive school committed to the academic and personal development of all pupils including those who are disadvantaged. Pupil premium academic progress was disappointing for the school in 2019. The improving of academic outcomes of Pupil premium pupils is a key priority for 2019-20. Bridgewater as a school recognises and places a high level of importance on the personal development and support all young pupils especially those who are Pupil Premium. The personal development and support that disadvantaged pupils receive at Bridgewater is a strength of the school

As part of the response to the long term support of pupil premium pupils we are looking to restructure the leadership priorities for Pupil Premium from September 2019 to broadly fall into 3 areas :-

* Social and Personal Development
* Academic including Literacy and Vocabulary
* Aspiration + Engagement

1. **Headline Measures**

The fall in PP P8 performance from 2018 was predominantly due to the impact of nine high needs students. Eight of the nine pupils did not take a full set of qualifications – this was due to specific decisions to reduce the curriculum of these pupils and not enter them for the full Progress 8 model. These decisions were taken on an individual basis based on the best interests and well-being of each of these pupils. As the entry pattern below suggests this was an exceptional position for the pupil premium cohort

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| 2017 | 2018 | 2019 |
| Progress 8 Entries  20 entries.  1 excluded (no ks2 score).  Subject Entries  18 pupils are entered for the maximum 10 slots  1 pupil(s) have not had their English score doubled  2 pupil(s) have one empty Ebacc slot and 1 pupil(s) have two empty Ebacc slots  1 pupil(s) have one empty Other slot and 1 pupil(s) have two empty Other slots | Progress 8 Entries  28 entries.  1 excluded (no ks2 score).  Subject Entries  26 pupils are entered for the maximum 10 slots  1 pupil(s) have not had their English score doubled  1 pupil(s) have three empty Ebacc baskets and 1 pupil(s) have one empty Ebacc basket  1 pupil(s) have three empty Other slots and 1 pupil(s) have two empty Other slots | Progress 8 Entries  27 entries.  1 excluded (no ks2 score).  Subject Entries  19 pupils are entered for the maximum 10 slots  2 pupil(s) have nothing in their English basket and 4 pupil(s) have not had their English score doubled  3 pupil(s) have nothing in their Maths basket  5 pupil(s) have three empty Ebacc slots, 1 pupil(s) have two empty Ebacc slots and 3 pupil(s) have one empty Ebacc slot  5 pupil(s) have three empty Other slots and 2 pupil(s) have one empty Other slot |

The impact of nine high needs pupils from a cohort of 28 (originally 30 discounted via the table checking exercise ) was a drop in the Progress 8 Score for Pupil premium pupils of around -0.8 (all pp including nine high needs pupils = -1.05; pp with nine high needs pupils removed = -0.27; 2018 national average pp = -0.44)

The performance of the Pupil premium pupils with a better classroom attendance (19 pupils out of the cohort of 28) was stronger than the 2018 national Progress 8 Pupil Premium performance

2019 although Progress 8 scores for Pupil premium were disappointing the results did include, for the whole cohort including the nine high needs pupils, the following

* Improved by 8% PP Pupils achieving a strong pass in both English & Maths.
* Decreased gap between PP and non PP pupils by 6% for pupils achieving a strong pass in both English & Maths.
* Improved by 4% PP Pupils achieving both standard and strong pass in the English Baccalaureate.
* Decreased gap between PP and non PP pupils by 10% for pupils achieving a standard pass and 9% for pupil achieving a strong pass in the English Baccalaureate.
* Improved by 2% PP Pupils achieving a strong pass in English.
* Improved by 5% PP Pupils achieving a strong pass in Maths.
* Decreased gap between PP and non PP pupils by 7% for pupils achieving a strong pass in Maths.
* Improved by 12% PP Pupils achieving a standard pass in Science.
* Improved by 7% PP Pupils achieving both standard and strong pass in Languages.
* Decreased gap between PP and non PP pupils by 19% for Pupils achieving a standard pass and by 16% for Pupils achieving a strong pass in Languages.
* Improved P8 scores for Upper ability PP pupils overall (by 1.01) and in the English pot (0.85), Maths(0.64), baccalaureate(1.29) and Open(1.09) pots
* Decreased gap between Upper ability PP and non PP pupils overall (by 0.89) and in the English pot (by 0.66), Maths(0.96), baccalaureate(1.07) and Open pots(0.83)
* Improved % PP Upper ability PP Pupils achieving standard/strong passes and decreased gaps between PP and non PP pupils in a number of the Baccalaureate subjects.

Internal analysis also shows an increase in progress 8 score for the following subjects (4 matrix) from 2018: English Language, English Literature, Biology, Chemistry, Trilogy Science, Computer Science, Geography, History, Art, Drama, Food preparation, PE & RS

Actions and strategies that the school undertook to improve 2019 Pupil Premium performance included

Focus on improved attendance

Increased emphasis on Quality First Teaching Mentoring scheme

Small group teaching & support for English

Small group teaching & support for Maths

Small group teaching & support for Science

Whole school strategies such as Tassomai, GCSE Pod and middle ability boys writing

Individual subject Strategies as given in the 2018-19 Pupil Premium Action Plan

**2019 Progress 8 performance**

* Whilst pp p8 performance was low this was because of the impact of 9 significantly high needs pupils (see above).

**TCAT Scorecard**

The 2018-19 TCAT Scorecard for Bridgewater incorporates the following amongst its areas for development

* Attendance of PP for all year groups
* Reduce exclusions of PP for all year groups
* P8 outcomes disadvantaged for Year 11

Outcomes

* Attendance of PP for all year has risen by 2.5% from 2017-18. Pupil Premium persistent absence has decreased by 10% from 2017-18
* The fixed term exclusions for pupil premiums as a percentage of the pupil group fell from 2017-18 by 4.1%. The percentage of enrolments with 1 or more exclusions fell from 2017-18 by 0.6%
* P8 outcomes disadvantaged for Year 11 fell to -1.05 due to the impact of the 9 high needs pupils (see above)

**TCAT Pupil Premium Review**

As part of the process to improve the provision for Pupil Premium Pupils, Bridgewater was the first school to undertake a Pupil Premium Review in Spring 2019. The TCAT Review agreed with the school that the 2018 GCSE performance of Pupil premium pupils was disappointing and below that which the school wanted. Given that improvement in the Pupil Premium academic performance is a key priority for the school for 2019, the strengths of the provision for Pupil premium at Bridgewater were :

* The school has a detailed action plan that clearly identifies key areas and leaders spoken to by the focus group knew the needs for the pupils.
* The PP lead is clear in his vision and direction for PP across the school and carries out regular monitoring with other leaders to check for effectiveness.
* The personalised approach to individual PISP helps to identify and address the bespoke barriers for each pupil.
* Pupils spoken to recognise the support, particularly with regards to pastoral time, that the school invests in them.
* Leads spoken to have a clear overview of their department and the PP needs.

Areas for development for Pupil premium at Bridgewater were :

* Refining action plan with a more strategic overview – how involved are leads, class teachers in this plan in terms of developing and evaluating it at class level? Are the class teachers able to consistently articulate the barriers to the PP pupils they teach and demonstrate impact?
* Consistent involvement of parents and carers to support in the review and target setting of the PPSISP
* How well do governors know and understand the Pupil Premium Strategy and its effectiveness? Do you have a ‘link PP governor’ who is the ‘champion’ and able to articulate the impact of the work being carried out by the school?
* Is the support given to PP pupils equitable in terms of across year groups? Could the exam support for example be broadened to Y10?

**Pastoral Support**

No Pupil Premium pupils were NEET for 2018. Over the last three years only 1 Pupil Premium pupil has been NEET compared to two non Pupil Premium pupils.

The fixed term exclusions for pupil premiums as a percentage of the pupil group fell from 2017-18 by 4.1%. The percentage of enrolments with 1 or more exclusions fell from 2017-18 by 0.6%.

The PPISP process allows all Pupil premium pupils to meet with their respective Pastoral leads to review their academic and personal progress and identify where the school can support the pupil further. PPISP meetings were carried out for all pupils in all year groups in the Autumn term. PAMs and PALs were taken off timetable to meet with all Pupil premium pupils. Pupil premium pupils were assigned either a Level 1 or 2 status dependent upon current need. Level 2 pupils were categorised as those pupils for whom there was a need for specific intervention. PPISPS for Level 2 pupils provide three targeted areas linked to lessons or attendance with identified staff attached to each of these targets. Level 1 pupils are identified as those for whom monitoring rather than specific intervention is more appropriate. Information on all Level 1 and Level 2 Pupils is communicated to staff. Follow up meetings with all Level 2 pupils occur in the summer term to review progress against targets. Pupil premium funding was used to pay for cover costs to allow PAM and PAL to conduct their Pupil premium meetings. The follow up PISP meetings happened May/June 2019. In 2019-20 the selected pupils for Level 2 will be increasingly targeted through the use of FFT prior achievement data, especially in Y7 and KS3

Pastoral staff at the school also oversee the provision of funding to meet individual pupil premium need as appropriate. Examples of pupil premium funding included its use to provide uniform, PE kit and dance kit. This support also exists to meet curriculum needs as they arise such as Food Technology practical ingredients or art supplies. There are a small cohort of pupils for whom breakfast and break time snacks are provided as required - these are available through a drop-in to the pastoral support office and ensure that pupils can sustain focus on learning throughout the day. Pupil premium pupils are well known to support staff, which means that practical help in this way can be offered discretely and appropriately. For pupils with additional vulnerabilities/challenging circumstances we provide bespoke packages of support to encourage pupils to foster positive relationships with staff and maintain engagement with school as much as possible. This has included personalised timetables, mentoring and tailored work with specialist staff such as our Mental Health Lead.

***Attendance***

See section 6 above

**Academic Provision**

Maths :

See section 6 above

English :

See section 6 above

Science :

See section 6 above

Geography :

Initial analysis of 2019 Geography P8 score on 4matrix shows an improved score from 2018 of +0.67. In Y11 Geography revision guides were funded for all Pupil premium pupils. Pupil Premium remains a standing agenda item at all faculty meetings. Most successful strategies for supporting pp in mixed ability classes included regular checking of pupil understanding, MAD time check PP changes, Smart Seating plans and the use of pupils as experts to give summary to rest of class / résumé of last lesson including PP.

*History:*

Initial analysis of 2019 History P8 score on 4matrix shows an improved score from 2018 of +0.79. Last year a central file was kept to record achievement of pp students in GCSE History, strategies used and measurable impact. Pupil proforma sheets were completed throughout the year and consequent HoF impact meetings with staff held. PP students were given revision guides. Mixed ability teaching classes at key stage 4. Encouraged PP students to make use of History ‘open door’ policy and a lot of our cohort attended in a morning or a dinner time.

All KS3 are in mixed ability classes. There is a consensus that moving to mixed ability has been a success. Analysis of data was used to identify any further areas for development.

The department followed the whole school Go 2 Strategies for Pupil Premium pupils and this was a focus for lesson observations. PP students were given revision guides on all units studied so far. Same high expectations for all students in lesson.

Moving forward there will be a focus on developing literacy across the History curriculum to close the advantage gap. Specified content and vocabulary to be taught, has also been embedded into schemes of work to ensure consistency across the curriculum. Knowledge organisers have been put into place for all units at KS3 and KS4. Revision guides have also been written for students at KS4.

ICT & Computer Science :

Initial analysis of 2019 Computer Science P8 score on 4matrix shows an improved score from 2018 of +0.18. The department followed the school’s Go 2 Pupil strategy and had individual intervention and strategy for all pupil premium pupils who underachieved. PP pupils were a priority cohort for enrichment and support with 3 after school sessions at KS4 and 3 lunchtimes at KS3. One y8 pupil was identified as gifted and 3 textbooks were bought to support them. Revision guides were funded for Computer Science & Business Studies PP Year 11 pupils. Computer Science pupils also had a Python revision guide. Computer Science pupils were also offered two revision workshops on a Saturday, one in February and one in April both delivered by DDP, PP pupils were encouraged to attend through direct contact with parents. The department also purchased a webinar hosted by an OCR examiner to help support PP pupils with exam technique.

MFL :

There is no comparative internal data for either French or German from 2018 to 2019. In Year 11, the small number of pupil premium pupils taking German met regularly with the Head of Faculty to support progress as appropriate, including provision of individual revision strategy and grammar and translation workbooks funded from pupil premium money. At KS3 Year 8 the Faculty reallocated a small number of pupil premium pupils between classes to support progress. The department followed the whole school Go 2 Strategies for Pupil Premium pupils and this is a focus for lesson observations. Pupil premium pupils participating in French visit and German exchanges had the cost partly funded through pupil premium money

Open :

Initial analysis of 2019 Open subjects’ P8 score on 4matrix shows an improved score for Art, Drama, Food Preparation, PE, & RS. All Y11 Pupil Premium pupils took part in the assertive mentoring programme. Outside of the baccalaureate subject, the Music department used Pupil Premium funding to pay for pupils to receive Music lessons as part of their GCSE Music course. In addition, all Y11 pupil premium pupils received a Careers Interview using Pupil Premium funding. All EPA pupils met with the HoF once per half term to review progress

Y11 Pupil Premium pupils were taken to University for an Open Day as part of looking raising aspirations. The Oarsome project ran for pupils in KS3 and was funded from Pupil Premium money

The involvement of Pupil premium pupils in Enrichment opportunities is under continual review for the new academic year. The PPISP process predominantly looked at targets based around academic achievement and attendance. The school will look to develop the enrichment side of the school as part of the process for the new academic year. The monitoring of this is currently developed through SIMS: This year all staff will be required to register all pupils in enrichment sessions using SIMS Activities. PP attendance at enrichment activities can then be measured in a robust way in order to measure gaps between PP and non-PP involvement. This data can, in turn, be used to ensure that our provision and support for enrichment can address any gaps in our offer and uptake. PP profile sheets are to be developed which will not only provide key data for all staff regarding our PP cohort but will also provide an indication of which enrichment activities are being attended.

Our new school app also now gives us the opportunity to instantly see exactly which parents have signed up and so throughout the year the engagement of PP parents with our new parental app will be routinely measured. Again, where engagement is perceived to be an issue, this will be addressed via direct contact.