

2020-21 PUPIL PREMIUM STRATEGY / SELF EVALUATION 2019-20

1. Summary information					
Academic Year	2020-21	Total PP budget	£200,995	Date of most recent PP Review	September 2020
Total number of pupils	758	Number of pupils eligible for PP	238	Date for next internal review of this strategy	Spring 2021

FSM	Ever6	Pupil Premium Plus (Adoption Premium)	Services
149	313	7	37

Current Academic Year
(Percentages are for each cohort and the totals across the school)

Year Group	Total	FSM	Ever 6	Services	Adoption Premium
Year 13	35 (2 year 14)	5	10	5	0
Year 12	60	7	14	2	0
Year 11	116	17	48	0	1
Year 10	135	21	75	14	1
Year 9	131	35	67	0	0
Year 8	138	30	52	5	3
Year 7	141	34	47	11	2
Total	758	149	313	37	7

2. Current Achievement		
End of KS4 Attainment and Progress for: 2019-2020	<i>Pupils eligible for PP School</i> DISADVANTAGED	<i>Pupils not eligible for PP School</i>
% achieving 4+ Eng & maths	52.4	86.5
Progress 8 score	0.44	0.58
Attainment 8 score	35.88	48.08

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of cultural capital and depth of vocabulary.
B.	Low expectation and lack of aspiration
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Attendance
D.	Parental engagement
E.	Low KS2 prior attainment

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of literacy and Oracy for PP students in line with non-PP students and for those new to the school & who are below 100.	PP students are making expected progress in English in all year groups
B.	Higher expectations of pupil premium students	Pupil Premium students to have high aspirations and a positive attitude to learning
C.	Improved attendance rates for our pupil premium students	Diminished gap between our PP and non PP in terms of PA and attendance
D.	Increased attendance at parents and other information evenings	Parental attendance rates for year 7 will increase. Parental attendance figures for other year groups will be sustained.
E.	Increased progress of students with low prior attainment	Tracking of KS3 students shows PP students with low prior attainment on target to meet end of year expectations

5. Planned expenditure				
Academic year	2020/21			
The headings below enable schools and the Trust to demonstrate how they are using the pupil premium improve outcomes for Pupil Premium Children. These headings are the same of all Plymouth CAST schools, but can be individualised under the Chosen action/approach column.				
a. QUALITY OF TEACHING FOR ALL				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<i>Teaching promotes progress of all students</i>	<p>The use of Quality First teaching for all students with careful teacher deployment in relation to PP students. Teachers carefully consider PP students in seating plans. Investigate what makes some subjects more successful with PP students than other subjects. Improve metacognitive awareness with students.</p> <p>High expectations of all students.</p>	<p>Having well-developed metacognitive thinking skills are associated with improved learning. While some students develop metacognitive skills on their own, others need explicit instruction. Regulation of cognition includes the ability to plan, monitor, regulate and evaluate your learning process.</p>	<p>Through lesson drop-ins and QA and through use of non-negotiables.</p>	<p>KWH</p> <p>Faculty Leads</p> <p>Subject Leads</p>
<p>leadership role to implement & monitor strategies to improve outcomes for disadvantaged students</p> <p>Focus: Diminishing the difference</p>	<p>Strategic leadership of the teaching & learning across the school.</p> <p>Key areas for CPD will be identified and planned in line with the school's CPD programme.</p>	<p>Diminishing the difference for our pupil premium students is a high priority for the school and is subsequently high on the agenda for leadership and management.</p> <p>EEF Metacognition +7 months Feedback +8 months</p>	<p>Termly QA meetings to address the successes and areas for improvement of each faculty. Observations on a bi weekly cycle focusing on specific areas and Key stages. Feedback to SLT and monitoring of teaching and learning across the school</p>	<p>KWH</p> <p>Faculty Leads</p> <p>Subject Leads</p> <p>All teachers</p>

All students in Yrs 7-10 experiencing daily, high quality reading	Y7-10 tutors trained to deliver reading programme.	The Sutton trust found that disadvantaged students often lack Cultural Capital and students were more likely to get good grades if they read books etc.....	Train tutors in the delivery of the programme including student and teacher voice. Review the choice of text and continue to invest in additional resources. Develop a framework to evaluate the impact	Tutors
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Outcomes of Mid-Year Review: SPRING 2020:

Total Planned Expenditure:	£51,773
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b. TARGETED SUPPORT

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>To improve literacy and numeracy in year 7 and year 8 students whose skills on entry to the school are significantly below average</p> <p>Intervention will be personalised and targeted to specific students requiring functional literacy and numeracy support</p>	<p>Phonics Program (Read, Write, Inc..) to support students with the most need for literacy intervention.</p> <p>This is supported and followed up with paired reading, additional 1:1 literacy support and if needed a weekly dyslexia workshop.</p> <p>Tuition is completed either in small groups or on a 1:1 basis dependent on the level of need.</p> <p>Literacy lessons / library lessons</p>	<p>It is important for all students to have the appropriate literacy levels to allow access to the curriculum and for assessments and examinations. It is clear that some students require additional literacy support for this to happen.</p> <p><u>EEF</u> Mastery Learning + 5 months Small Group Tuition +4 months Phonics + 4 months</p>	<p>Students complete a pre and post assessment when participating in specific interventions such as the phonics program.</p> <p>To ensure these skills are then being transferred into the classroom observations are completed, information from teachers is sought and drop in paired reading sessions during English library lessons are planned.</p>	<p>ZB</p> <p>AS</p>

<p>To ensure KS3 students are on target to meet end of year expectations, including those with low prior attainment</p>	<p>Faculty and Subject Leaders will scrutinise progress data with Deputy Headteacher following each Progress Review. Pupil Progress meetings with parents and interventions agreed as appropriate</p> <p>Personalised timetables and alternative curriculum are planned for those students who require a more personalised approach to education. This is done through consultation with teachers, parents and the student to facilitate an appropriate level of input.</p>	<p>In certain cases individual students present with difficulties in accessing the full curriculum. As staff it is important to look at the whole child and make a knowledgeable decision in the best interests of a student.</p>	<p>Any differentiated curriculum is assessed through regular evaluation meetings, observations and feedback from parents and students.</p> <p>In many of these cases this will feed into a team around the child meeting with external agencies involved.</p>	<p>MC</p> <p>ZB, EL</p> <p>Faculty leads</p>
<p>To offer specific and knowledgeable support to all KS4 students so that any concerns are dealt with and attitude to learning is consistent</p> <p>A structured Tutor time system that provides additional curriculum support and specific targeted masterclasses for students (Y11)</p>	<p>The Deputy Head will oversee the year 11 P6</p> <p>Additional tuition will take place in all subjects across a two-week timetable across 8 hours.</p>	<p>Intervention will be specific and timely providing necessary preparation for examination papers</p> <p>Areas of need will be identified and addressed to enhance the learning experience and address any gaps in knowledge.</p> <p><u>EEF</u> <i>Mastery Learning + 5 months</i> <i>Small Group Tuition +4 months</i></p>	<p>Period 6 will be timetabled across all subject areas and it is the expectation that all students will take part in this. Any barriers to staying for this will be identified.</p> <p>There will be improvements in all subject areas.</p>	<p>MC</p> <p>Faculty leads</p>

<p>To ensure PP parents are engaged in their child's education.</p>	<p>House teams / IAG coordinator to be proactive in contacting parents before events and follow up on absence eg with smaller events targeted at specific parents.</p>	<p>Some parents might themselves have a negative view of education and it is important for us to build positive relationships with parents/carers so that we can help them to support their children effectively. Through personalised reminders and encouragement to attend, we are hoping to see increased attendance.</p>	<p>Review of attendance after each event at HOH meetings.</p>	<p>HOH TRB</p>
<p>For Pupil Premium students to have high aspirations, regardless of their family educational background</p>	<p>A range of data will be used to identify high prior attaining disadvantaged students from year 7 upwards and they will be offered aspirational extracurricular trips and activities. Consider use of inspirational 6th formers, successful ex-students and external speakers presenting to students on site such as employers and Alumni.</p>	<p>There is evidence eg from the Sutton Trust that disadvantaged students often lack Cultural Capital - the social assets that promote social mobility. Sutton Trust have found that students were more likely to get good grades if they read books at home for pleasure and their results improved if they had visited museums, galleries and went on outings with their families or schools. Where this does not happen within families we need to compensate.</p>	<p>Spreadsheet of activities maintained and analysed. Aim for all PP students to engage in extracurricular activities. Student feedback. Periodic follow-up work with students following university visits etc .</p>	<p>MC</p>
<p>To deliver high-quality careers advice</p>	<p>Raise the profile of the careers advice that the students receive by keeping a log in the student planner.</p>	<p>Having the right careers education is key to ensuring young people know all the options available to them, and</p>	<p>Student feedback</p>	<p>TRB All staff</p>

	<p>Deliver lessons with specific links to careers in all subject areas in Y7&9 initially and then in Y8 before option choices.</p> <p>Prioritise careers appointments for PP students starting from y7 upwards.</p> <p>Use e-ME mentoring to give our students direct access to online mentors from universities who can answer questions and help develop skills so that they can achieve their personal future career and education goals.</p>	<p>are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. Help develop motivation for those students who lack intrinsic motivation (Gatsby benchmarks)</p>		
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Outcomes of Mid-Year Review:

SPRING 2020:

Total Planned Expenditure: £39,356

c. OTHER APPROACHES

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
PP students to have access to the things we consider essential	Use a questionnaire 360/ discussions with form tutor to	Students who are PP are by their very definition disadvantaged, potentially	This fund is tracked and maintained centrally. Parents have a key contact at the school	MC

<p>for their learning and development eg uniform, equipment, school trips, music lessons, technology, books etc</p>	<p>identify needs and address them proactively on an individual. Automatically subsidise trips and provide equipment. HoH ensure that parents know they can request to have support in financing these essentials. Inclusion of this information on all letters.</p>	<p>financially; sometimes for just a short period of time and sometimes persistently over several years. By ensuring that they have access to the same opportunities as non-PP students, we hope to close the gap in their educational outcomes. By also actively encouraging students to engage in activities like music lessons, we hope to broaden their experiences and cultural capital.</p>	<p>and are able to access funding appropriately. Impact is reported yearly.</p>	
<p>Increased attendance rates amongst PP students</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on any absences. First day call etc. Incentives for targeted students. Letters about attendance will go regularly to those students' parents/guardians.</p> <p>Establish any barriers to attending including transport.</p> <p>Consider how to help students catch up on learning following absence.</p>	<p>Addressing attendance is a key step to enabling students to make progress.</p>	<p>The Attendance officer will report directly to DHT. Attendance will be analysed so that we have a clear idea of who the PA PP students are, and we will develop strategies and work with the family in order to improve attendance at school. HoH and Tutors to have a key role in monitoring and improving attendance for their tutor group.</p>	<p>EL SC HoH</p>
<p>Smooth transition from primary school to secondary school</p>	<p>Head of House with responsibility to support SEN staff with gathering relevant information from primary schools and other</p>	<p>The Sutton Trust describes the transition from primary to secondary education as a potentially difficult period in the life of young people, particularly those pupils from</p>	<p>HoH and SEN staff work under the direction of</p>	<p>EL CP AE & AS</p>

	agencies, planning the transition, planning targeted activities for PP students identified as at risk of struggling with the transition to secondary school and delivering support packages for students once they start with us in year 7.	non-privileged backgrounds. It is hoped that by providing some stability and continuity at this time we can help students transition into secondary school successfully.		
Staff understand why we have to positively compensate for disadvantage	Raise profile of some of the challenges that face some PP students. Incorporate a PP focus into our CPD. Run focus groups with PP students with a focus on expectations and talking about their work and experiences in the classroom and out of school so that this can inform our messages to staff. Conduct analysis of our barriers to achievement and deliver training	Staff are committed to ensuring all students are successful and may not be aware of the gaps in achievement between PP and non-PP students. We are confident that by raising the profile of PP students, whilst recognising they are not a homogenous group and avoiding stereotyping, staff will feel compelled to provide compensatory education.	Overseen by Deputy Headteacher - Pastoral team and Faculty Leaders.	MC EL LD
All disadvantaged students to receive high quality social and emotional mentoring as required through a variety of available sources. To provide students with appropriate SEMH support so that they develop in confidence and self esteem	The school provides a range of Social Emotional therapy and interventions including self-esteem, confidence group and grief management. These interventions are led by a range of trained staff and impact is monitored throughout an intervention Students are referred to the Head of Well-being and	In some cases SEMH difficulties can have a big impact upon a student's ability to access school. In response to this, support is planned to break down barriers and work with a student individually to develop specific strategies. <u>EEF</u> <i>SEMH learning +4 months</i> <i>Mentoring + 1 month</i>	Intervention is monitored and impact is reported following the allocated sessions per half term. At this time a discussion is had to decide upon next stages. Students complete a pre and post intervention questionnaire All staff involved with these interventions receive specific training and support.	EL

	appropriate interventions are allocated .		A termly BAE audit is complete and evaluated.	
To provide targeted and specific intervention whether small group or individual so that students make their required steps of progress	Interventions will be planned by faculty leaders and HOD identifying individuals in need of enhanced teaching experiences. This will be done through a range of approaches including masterclasses, 1:1 allocated interventions and small group work. School holiday interventions will also be planned and students receive invites to attend	Targeted support that has impact is effective in assisting students to meet their targets and therefore closing the gap for our disadvantaged students. <u>EEF</u> <i>Mastery Learning + 5 months</i> <i>Small Group Tuition +4 months</i>	Interventions are monitored and tracked in 6 weekly blocks by teachers leading. All information is then tracked by the intervention coordinator. Any ineffective interventions will be ceased and re-evaluated for maximum impact.	HOF HOD
To provide students with the opportunity to practise and develop their approach to examination papers	Walking talking mocks will be planned for whole year groups, small class groups and individuals where appropriate in order to develop effective approaches to examination papers	When students have the skills and approaches to both understand and tackle an exam question outcomes will improve <u>EEF</u> <i>Mastery Learning + 5 months</i> <i>Small Group Tuition +4 months</i>	Results will be monitored through mock paper results and improvement in attainment Student voice feedback Exam results evaluation and QA feedback	MT – coordination of mocks HOF
Diminishing the difference across the	All teachers have a responsibility to track PP	Developing a full picture of an individual student is key to	Intervention and individual student case studies will be	SLT

<p>school for pupil premium students is a school wide high priority.</p> <p>To ensure all pupil premium students within teaching groups have specific targets, are known to the teachers so that they are making good steps of progress</p> <p>Maintain a culture of no excuses.</p>	<p>students within their class and report case studies for students to either HOH / HOD.</p> <p>Teachers will ensure some level of intervention is in place where needed for these students.</p> <p>All LSAS and support staff are aware of PP students.</p> <p>All PP books to demonstrate progress in line with other students.</p>	<p>ensuring all barriers are eliminated and full support is given.</p> <p>Understanding of needs and feedback is of key importance in monitoring and evaluating impact of interventions and Quality First teaching</p> <p><i>EEF Feedback +8 months</i></p>	<p>reported to Heads of Subject and Heads of Faculty on a regular basis. Subject / faculty meetings will focus on the progress of disadvantaged students.</p> <p>All teachers will have a seating plan and individual action plans for those students performing below target</p> <p>Observations and books scrutinies will monitor and evaluate impact</p>	<p>HOF HOD</p>
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Outcomes of Mid-Year Review:

SPRING 2020:

Total Planned Expenditure: £62,262

d. GROUP INTERVENTION

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>To ensure all Young carers are identified and supported so all barriers to school are eliminated</p>	<p>A Young Carers club takes place each week with two members of support staff and SLT lead. Respite and out of the classroom are planned to improve self-esteem.</p> <p>Parents are in regular contact and any home concerns are</p>	<p>It is important to identify student who have extra responsibilities to their peers that may impact upon their attainment, attendance and performance at school</p>	<p>Evaluations from students and staff are completed across the year.</p> <p>Progress reviews and liaison with HOH to track areas of need and improvement in attainment and attendance.</p>	<p>ZB</p>

	assisted with liaison with the carers hub and local authority	In identifying these students support can be timely with the biggest impact. <i>EEF</i> <i>Parental engagement +3 months</i> <i>SEMH learning + 4 months</i>	Attendance and SEMH carefully monitored Work continues with the Young Carers Plymouth Hub	
To support students with family members in the armed forces so that they are able to access all areas of the curriculum.	Military Kids Club takes place once per week with the supervision of an allocated support worker. Students also participate in out of school activities and visits with the wider Plymouth school community.	To enable support for students when a parent or family member is on deployment to provide a nurturing environment for them to succeed. <i>EEF</i> <i>Parental engagement +3 months</i> <i>SEMH learning + 4 months</i>	Evaluations from students and staff are completed across the year. Progress reviews and liaison with HOH to track areas of need and information distributed to staff as required Feedback from local authority representatives – MKC leaders	ZB AS
To provide a space and equipment for students to be able to complete home work with support from a member of staff as required. To improve the Health and Well-being of pupil premium students.	Twilight Homework and fitness Club (x3 per week Monday – Wednesday) Free club with refreshments provided; use of fitness suite equipment and library including computers, books and laptops	To provide students with the equipment and technology they would need to complete homework within a quiet environment under the guidance of a member of staff which they may not have at home. Ideally students who have an identified track record of not completing homework would be referred to the club so that they have the opportunity to improve this aspect of learning.	Registers taken to track attendance compared to impact on attainment and organisation Pre and post feedback from students and parents. Regular observations of group and liaison with staff lead.	Monitored by ZB

		<i>EEF</i> <i>After school programmes +3 months</i> <i>Homework + 5 months</i>		
To provide breakfast for all KS4 students prior to morning exams and ensure all are prepared for the examination hall	<p>Free breakfast for all pupil premium students prior to each morning exam.</p> <p>These sessions will be monitored by a member of staff and students supported</p>	<p>Calm meditation time before exams – ensuring at school and ready for examinations.</p> <p>Food before long exam times</p>	<p>Monitoring of attendance</p> <p>Student voice</p>	MC
To provide sufficient funding to have access to a well-balanced diet. Ensure any PP students isolating have access to funding for period of time at home.	FSM top up of £1 per day that will fund two course lunch and either breakfast or a snack.	<p>To ensure all students have access to sufficient food choices throughout the day</p> <p>Evidence that breakfast helps to engage students at the start of the day – understanding that keeping nourished throughout the day will support effective learning.</p>	<p>The top up is tracked and monitored to identify success.</p> <p>Evaluation from students</p>	<p>MC</p> <p>Finance overview</p>
Outcomes of Mid-Year Review:				
SPRING 2020:				
Total Planned Expenditure:				£14,951
e. Other, not captured by any of the above				

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
To coordinate all support and communication with parents of Pupil Premium students so that a knowledgeable picture is made available of all students	Continuation of a Pupil Premium Champion role to ensure that all support is coordinated, parents feel supported and staff can make referrals for PP students. Quick identification of area of need and timely response with appropriate interventions.	A key member of staff who can identify the needs of individual students and their families. <i>EEF Parental Engagement + 3 months</i>	Monitoring of impact of interventions and impact on communications with parents. Half termly reports to SLT and regular updates to key governor. Evidence of tracking and coordination of all interventions for PP students Student feedback and interviews	MC
Outcomes of Mid-Year Review:				
SPRING 2020:				
Total Planned Expenditure:				£37,079

6. Review of expenditure			
Academic year	2019/20		
a. QUALITY OF TEACHING FOR ALL			
Desired outcome	Chosen action / approach	Estimated impact	Lessons learned

<p>Teaching promotes progress of all students</p>	<p>The use of Quality First teaching for all students with careful teacher deployment in relation to PP students. Teachers carefully consider PP students in seating plans. Investigate what makes some subjects more successful with PP students than other subjects. Improve metacognitive awareness with students.</p>	<p>Having well-developed metacognitive thinking skills are associated with improved learning.</p>	<p>Having adopted Rosenshine’s principles of instruction, this consistent approach can now be seen across the school. Due to the interruption to last academic year, the investigation into what makes some subjects more successful with PP students’ needs to roll into next year.</p>
<p>leadership role to direct CPD and to implement & monitor strategies to improve outcomes for disadvantaged students Focus: Diminishing the difference – high prior attainers.</p>	<p>One member of SLT will have strategic leadership of the teaching & learning across the school. Key areas for CPD will be identified and planned in line with the school’s CPD programme.</p>	<p>Diminishing the difference for our pupil premium students is a high priority for the school and is subsequently high on the agenda for leadership and management. EEF Metacognition +7 months Feedback +8 months</p>	<p>CPD planned and delivered however this needs to be revisited in particular with the focus on High Prior Attaining students.</p>
<p>To develop an effective way to ensure all students complete high quality homework tasks</p>	<p>Explore coordinating homework for y7 and y8 centrally. Students complete 4 homework tasks each week, including reading, core knowledge reading and maths quizzes. Other subjects will set projects at various points in the year.</p>	<p>Streamlined homework to focus on what is considered most valuable, ie improving cultural capital through core knowledge reading and learning academic vocabulary.</p>	<p>An initial review of homework across Y7 and Y8 revealed great variation in the quality and quantity of homework being set. We have now adopted class charts to monitor behaviour in addition to homework and will use the analytics element of the software to monitor this.</p>
			<p>Total budgeted Expenditure: £51,773</p>
<p>b. TARGETED SUPPORT</p>			

<p>To improve literacy and numeracy in year 7 and year 8 students whose skills on entry to the school are significantly below average</p> <p>Intervention will be personalised and targeted to specific students requiring functional literacy and numeracy support</p>	<p>Phonics Program (Read, Write, Inc..) to support students with the most need for literacy intervention.</p> <p>This is supported and followed up with paired reading, additional 1:1 literacy support and if needed a weekly dyslexia workshop.</p> <p>Tuition is completed either in small groups or on a 1:1 basis dependent on the level of need.</p> <p>Literacy lessons / library lessons</p>	<p>Students completed a pre and post assessment. Those students who received enhanced literacy intervention made at least one level of improvement.</p>	<p>We need to embed these literacy skills in other curriculum areas to nurture their independence. We need to raise the profile of the importance of literacy in all subject areas.</p>
<p>To ensure KS3 students are on target to meet end of year expectations, including those with low prior attainment</p>	<p>Faculty and Subject Leaders will scrutinise progress data with Deputy Headteacher following each Progress Review. Pupil Progress meetings with parents and interventions agreed as appropriate</p> <p>Personalised timetables and alternative curriculum are planned for those students who require a more personalised approach to education. This is done</p>	<p>In certain cases individual students present with difficulties in accessing the full curriculum. As staff it is important to look at the whole child and make a knowledgeable decision in the best interests of a student.</p>	<p>To build on good examples from this year where it has worked with students completing their GCSEs for example following the introduction of bespoke timetables. To ensure all staff are aware of the individual needs of each PP student.</p>

	through consultation with teachers, parents and the student to facilitate an appropriate level of input.		
To offer specific and knowledgeable support to all KS4 students so that any concerns are dealt with and attitude to learning is consistent	<p>The deputy Head will oversee the year 11 tutor time structure where each House group is allocated a Core subject leader as a tutor.</p> <p>Tutor times will see small groups specifically allocated to a subject area to complete personalised masterclasses. This rotation will continue throughout the year.</p> <p>A similar programme will take place in year 10 with the Assistant Head Teacher leading on support.</p>	Areas of need will be identified and addressed to enhance the learning experience.	<p>It is difficult to establish the optimum groups for intervention based on their tier of entry if there is one. We did not build in specific intervention initially for students completing written coursework. This needs to be featured in plans in the future.</p> <p>In light of the difficult circumstances this last year with Covid, the nature of the support will need to have some focus on wellbeing.</p>
To ensure PP parents are engaged in their child's education.	House teams / IAG coordinator to be proactive in contacting parents before events and follow up on absence eg with smaller events targeted at specific parents.	Increased attendance and engagement of parents leading to increased attendance of students.	Having a phone conversation with many of the PP parents during lockdown provided a valuable opportunity to engage the parents in conversation about their child. This needs to be built in to the normal pattern of communication with PP parents.
For Pupil Premium students to have high aspirations, regardless of their family educational background	A range of data will be used to identify high prior attaining disadvantaged students from year 7 upwards and they will be offered aspirational extracurricular trips and	We are able to compensate for the any lack of cultural capital leading to increased grades.	We have engaged with Next Steps South West in every initiative offered and ensured that PP students are supported to take part in extracurricular trips etc.

	activities. Consider use of inspirational 6th formers, successful ex-students and external speakers presenting to students on site such as employers and Alumni.		
To deliver high-quality careers advice	<p>Raise the profile of the careers advice that the students receive by keeping a log in the student planner.</p> <p>Deliver lessons with specific links to careers in all subject areas in Y7&9 initially and then in Y8 before option choices.</p> <p>Prioritise careers appointments for PP students starting from y7 upwards.</p> <p>Use e-ME mentoring to give our students direct access to online mentors from universities who can answer questions and help develop skills so that they can achieve their personal future career and education goals.</p>	Help develop motivation for those students who lack intrinsic motivation (Gatsby benchmarks)	All PP students had an early careers interview in addition to this also being covered in PSHE. All careers related intervention is now recorded as an intervention in SIMS. e-ME mentoring was offered to our Y11 PP students.
Total Planned Expenditure:			£39,356
c. OTHER APPROACHES			

<p>PP students to have access to the things we consider essential for their learning and development eg uniform, equipment, school trips, music lessons, technology, books etc</p>	<p>Use a questionnaire/ discussions with form tutor to identify needs and address them proactively on an individual basis for y7 and y8 students. Automatically subsidise trips and provide equipment. HoH ensure that parents know they can request to have support in financing these essentials.</p>	<p>We hope to close the gap in their educational outcomes. By also actively encouraging students to engage in activities like music lessons, we hope to broaden their experiences and cultural capital.</p>	<p>We have included the offer of financial support for goods and trips on all letters that have gone home. As a school we contacted parents regularly during lockdown to ensure families had access to food boxes or vouchers in addition to having the appropriate technology at home to support their learning. We need to ensure that PP students benefit from this by checking take up regularly.</p>
<p>Increased attendance rates amongst PP students</p>	<p>Attendance officer employed to monitor pupils and follow up quickly on any absences. First day call etc. Incentives for targeted students. Letters about attendance will go regularly to those students' parents/guardians. Establish any barriers to attending including transport.</p>	<p>Addressing attendance is a key step to enabling students to make progress.</p>	<p>We have an attendance officer who reports regularly on attendance of all students in addition to just for PP students. We need to build on the information provided by primary schools to ensure early intervention in addition to building on information gathered from the 360 questionnaire.</p>
<p>Smooth transition from primary school to secondary school</p>	<p>Head of House with responsibility to support SEN staff with gathering relevant information from primary schools and other agencies, planning the transition, planning targeted activities for PP students identified as at risk of struggling with the transition to secondary school and delivering support packages for students once they start with us in year 7.</p>	<p>By providing some stability and continuity at this time we can help students transition into secondary school successfully.</p>	<p>Students were well placed in tutor groups and there was a useful exchange of information between primary and ourselves. We need to consider an alternative means of sharing information in light of such circumstances as covid.</p>

<p>Staff understand why we have to positively compensate for disadvantage</p>	<p>Raise profile of some of the challenges that face some PP students. Incorporate a PP focus into our CPD. Run focus groups with PP students with a focus on expectations and talking about their work and experiences in the classroom and out of school so that this can inform our messages to staff. Conduct analysis of our barriers to achievement and deliver training</p>	<p>We are confident that by raising the profile of PP students, whilst recognising they are not a homogenous group and avoiding stereotyping, staff will feel compelled to provide compensatory education.</p>	<p>Evidence from teaching and learning drop ins suggests that disadvantage is considered in seating plans but we now need to investigate expectation between disadvantaged and non-disadvantaged students. We also need to examine the achievement of disadvantaged students in mixed ability groups compared to groups where students are in sets.</p>
<p>All disadvantaged students to receive high quality social and emotional mentoring as required through a variety of available sources.</p> <p>To provide students with appropriate SEMH support so that they develop in confidence and self esteem</p>	<p>The school provides a range of Social Emotional therapy and interventions including self-esteem, confidence group and grief management.</p> <p>These interventions are led by a range of trained staff and impact is monitored throughout an intervention</p> <p>Students are referred to the Head of Well-being and appropriate interventions are allocated .</p>	<p>To break down barriers and work with a student individually to develop specific strategies.</p> <p><u>EEF</u> <i>SEMH learning +4 months</i> <i>Mentoring + 1 month</i></p>	<p>Students organised in house tutor groups groups in Yr 7-9 and in separate year group for Y10 and 11. Students were contacted by their tutor during lockdown and engagement with home learning was monitored. We normally carry out a social and emotional audit three times a year to identify students in need of additional intervention. This did not happen as frequently due to lockdown. We need to evaluate the impact of age specific tutor groups to inform future groupings.</p>
<p>To provide targeted and specific intervention whether small group or individual so that students make their required steps of progress</p>	<p>Interventions will be planned by faculty leaders and HOD identifying individuals in need of enhanced teaching experiences. This will be done through a range of approaches including</p>	<p>Assisting students to meet their targets and therefore closing the gap for our disadvantaged students.</p> <p><u>EEF</u> <i>Mastery Learning + 5 months</i></p>	<p>Students receive specific intervention if they are not making expected progress. We need to invest in being proactive in ensuring conversations happen on a regular basis between the tutor and PP students to identify early on barriers to learning.</p>

	<p>masterclasses, 1:1 allocated interventions and small group work.</p> <p>School holiday interventions will also be planned and students receive invites to attend</p>	<p><i>Small Group Tuition +4 months</i></p>	
<p>To provide students with the opportunity to practise and develop their approach to examination papers</p>	<p>Walking talking mocks will be planned for whole year groups, small class groups and individuals where appropriate in order to develop effective approaches to examination papers</p>	<p>Outcomes will improve</p> <p><u>EEF</u> <i>Mastery Learning + 5 months</i> <i>Small Group Tuition +4 months</i></p>	<p>A series of opportunities were planned for students to practise their approach to exam papers and revision. The Yr 11 tutor team were subject leaders from core subjects and a programme of morning intervention sessions were delivered to Y11 students. These were adapted according to student need. These continued until March. We started to use the interventions option in SIMS which enables us to track student engagement.</p>
<p>Diminishing the difference across the school for pupil premium students is a school wide high priority.</p> <p>To ensure all pupil premium students within teaching groups have specific targets, are known to the teachers so that they are making good steps of progress</p> <p>Maintain a culture of no excuses.</p>	<p>All teachers have a responsibility to track PP students within their class and report case studies for students to either HOH / HOD.</p> <p>Teachers will ensure some level of intervention is in place where needed for these students.</p> <p>All LSAS and support staff are aware of PP students.</p> <p>All PP books to demonstrate progress in line with other students.</p>	<p>A full picture of an individual student is key to ensuring all barriers are eliminated and full support is given.</p> <p>Understanding of needs and feedback is of key importance in monitoring and evaluating impact of interventions and Quality First teaching</p> <p><u>EEF</u> <i>Feedback +8 months</i></p>	<p>We continue to monitor the quality of feedback and student's response to this. We now need to track the engagement of students working from home and ensure they continue to make progress.</p>

Total Planned Expenditure: £62,262

d. Group Intervention

Desired outcome	Chosen action / approach	Estimated impact	Lessons learned
<p>To ensure all Young carers are identified and supported so all barriers to school are eliminated</p>	<p>A Young Carers club takes place each week with two members of support staff and SLT lead. Respite and out of the classroom are planned to improve self-esteem.</p> <p>Parents are in regular contact and any home concerns are assisted with liaison with the carers hub and local authority</p>	<p>A thriving group of young carers who value this opportunity to meet.</p>	<p>There is excellent leadership of this group. We need to continue to explore ways to improve attendance of this group of young people.</p>
<p>To support students with family members in the armed forces so that they are able to access all areas of the curriculum.</p>	<p>Military Kids Club takes place once per week with the supervision of an allocated support worker. Students also participate in out of school activities and visits with the wider Plymouth school community.</p>	<p>provide a nurturing environment for them to succeed.</p> <p><i>EEF</i> <i>Parental engagement +3 months</i> <i>SEMH learning + 4 months</i></p>	<p>The students have an excellent relationship with staff who run this group who have received external verification of this. We need to maintain this.</p>
<p>To provide a space and equipment for students to be able to complete home work with support</p>	<p>Twilight Homework and fitness Club (x3 per week Monday – Wednesday)</p>	<p><i>EEF</i> <i>After school programmes +3 months</i> <i>Homework + 5 months</i></p>	<p>We need to build on this to convert this high standard of work seen in books into greater progress.</p>

<p>from a member of staff as required.</p> <p>To improve the Health and Well-being of pupil premium students.</p>	<p>Free club with refreshments provided; use of fitness suite equipment and library including computers, books and laptops</p>		
<p>To provide breakfast for all KS4 students prior to morning exams and ensure all are prepared for the examination hall</p>	<p>Free breakfast for all pupil premium students prior to each morning exam.</p> <p>These sessions will be monitored by a member of staff and students supported</p>	<p>Students at school and ready for examinations.</p>	<p>This did not happen as exams did not take place.</p>
<p>To provide sufficient funding to have access to a well-balanced diet</p>	<p>FSM top up of £1 per day that will fund two course lunch and either breakfast or a snack.</p>	<p>Students have access to sufficient food choices throughout the day Evidence that breakfast helps to engage students at the start of the day – understanding that keeping nourished throughout the day will support effective learning.</p>	<p>The top up is tracked and monitored to identify success. This year families were contacted if they did not take up the Government voucher scheme.</p>
			<p>Total Planned Expenditure: £14,951</p>
<p>e. Other, not captured by any of the above</p>			
<p>To coordinate all support and communication with parents of Pupil Premium students so that a knowledgeable picture is made available of all students</p>	<p>Continuation of a Pupil Premium Champion role to ensure that all support is coordinated, parents feel supported and staff can make referrals for PP students.</p>	<p>A key member of staff who can identify the needs of individual students and their families.</p> <p><i>EEF Parental Engagement + 3 months</i></p>	<p>As tutors are the first point of contact, it would be beneficial for the member of staff concerned to gather all communications regarding PP students centrally to ensure any additional support that might be available is put in place.</p>

	Quick identification of area of need and timely response with appropriate interventions.			
Budgeted Expenditure:				205,421
Total Expenditure				215,086
Total PP allocation:				210,479