

# Pupil Premium 2020-21 Strategy / Secondary Phase

1. Summary information					
<b>School</b>	Saint George's Church of England school				
<b>Academic Year</b>	2020-21	<b>Total PP budget: 150,000</b>		<b>Date of most recent PP Review</b>	March 2020
<b>Total number of pupils</b>	1148	<b>Number of pupils eligible for PP</b>	210	<b>Date for next internal review of this strategy</b>	Jan 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	0.14	0.11
<b>Attainment 8 score average</b>	40.16	43.91
	<i>2019 provisional</i>	<i>2019 provisional</i>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	To improve the reading and literacy levels of pupil premium students.
<b>B.</b>	To diminish the academic gap between pupil premium students and their peers.
<b>C.</b>	To improve the progress and attainment of pupil premium students.
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	To engage pupil premium parents and improve their involvement with school.

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Accelerated reader programme will produce a report outlining progress in reading made by pupil premium students	Pupil premium children to progress by 2 levels and improve reading ages by 2 years.
<b>B.</b>	The strategies implemented will be evaluated & measured by LG and governors annually	The gap between pupil premium students and their peers will close, giving a positive P8 score

<b>C.</b>	The strategies implemented will be evaluated & measured by LG and governors annually	Pupil premium students will achieve their potential, enabling them to enter further education, apprenticeships etc.
<b>D.</b>	Using the Achievement for All programme, structured conversations techniques to be implemented for targeted pupil premium students	Achievement Coaches to record dates of structured conversations and paperwork.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2020-2021</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Use verbal feedback and provide more regular quality feedback	PP students to receive regular verbal feedback (stamp)	Research shows pp students require more regular feedback to make sustained progress	HODs book scrutiny, learning walks & staff training (WST)	ELH	Throughout the year as part of QA process
Track and monitor pupil premium students' contribution in class	Teachers record lesson contributions and ensure better participation	Research shows pp students contribute less than their peers and need better encouragement	Tracking sheets, ethos points from sims, logged postcards/phone calls/emails home	ELH	PP strategy review – Jan 2021
<b>Total budgeted cost</b>					<b>£78,445</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Use of support staff to assist pp students to reach their full potential	To academically and emotionally support pp students	PP students may require more support financially, emotionally & academically	PP tracking sheet to evaluate amount of time/resources/equipment/outside agency support each student has received	ELH	PP strategy review – Jan 2021
Family liaison and attendance officer to work closely with PP families to ensure above average attendance	To support PP students to attend school everyday	PP attendance data reviewed weekly	Interventions with families logged, data analysed, attendance student reports, work with outside agencies	ELH	PP strategy review – Jan 2021
<b>Total budgeted cost</b>					<b>£55,917</b>

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Accelerated reader programme to support PP students to improve their reading levels	To close the gap in reading and literacy levels	Research shows PP students have lower reading ages and literacy levels compared to their peers.	Termly reports showing pp student progress	AB	PP strategy review – Jan 2021
One Team Logic - to give access and support to PP students to an IT supported curriculum	To close the gap in IT levels	Research shows not all PP students have access to computers at home or specialised IT programmes needed for the curriculum	Data drop from IT – targeted group report	CLE	PP strategy review – Jan 2021 report
<b>Total budgeted cost</b>					<b>£5,942</b>

<b>6. Review of expenditure</b>					
<b>Previous Academic Year</b>		<b>2019-2020</b>			
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
To eliminate the stigma and anxieties associated with PP status to ensure that students will access the support and resources they are entitled to	Investment in 'Vericool' to allow PP students to remain anonymous with SGS community	PP students and their peers remain completely anonymous in the school canteen and this has given 'others' not claiming FSM who are eligible come forward to claim. 5 families during the school year and 4 from new Yr 7 intake. Email with form attached sent to all families at SGS with changes to eligibility outlined.	Investment in Vericool has met the success criteria and will remain in SGS. Stigma associated with FSM has been eradicated.	<b>£1,833</b>	
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the</b>	<b>Lessons learned</b>	<b>Cost</b>	

		success criteria? (Include impact on pupils not eligible for PP, if appropriate).	(and whether you will continue with this approach)	
Withdrawal groups focused on Literacy, Reading and Language.	Reading ages & data drop from English assessments to provide evidence that the literacy interventions are having clear impact on FSM literacy levels	The % of pupil premium students making expected progress in English was 91.9% in 2017 which was above the national cohort which achieved 75.8% on average. The in-school gap being 1.26%	PP students underachieving in English continue to be withdrawn for small group and 1:1 intervention. This boosts confidence and the student is returned to lessons to avoid 'missed' classwork. 2017 P8 0.22 2017 P8 PP -0.39	£7,820
Careers sessions and trips were run to ensure all PP pupils had opportunities and aspirations for the future.	A variety of trips were paid for to give PP students the opportunity for curriculum support, including essential field trips and theatre trips.	PP students were able to attend trips that they wouldn't have been able to afford.	We unreservedly encourage all our PP students to attend trips and visits and ensure staff know how to access the PP funding. Parents are also informed of the process.	£447

<p>EAL (English as a second language) Employ a Polish speaking HLTA, to be an additional key worker for the PP EAL students</p>	<p>The EAL HLTA worked closely with the English Department to improve links between EAL and English in the Learning Acceleration Base</p>	<p>EAL HLTA liaised and supported the PP EAL student's families, this allowed them to understand the English curriculum and the procedures for exams etc. The PP students were given strategies in Polish to support key texts in English.</p>	<p>The following year, the number of EAL students decreased and those speaking another language at home, had a very good grasp of the English language and did not need EAL intervention. They were supported through other English interventions, organised by the English department.</p>	<p>£8,321</p>
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To offer additional Maths and English tutor groups for P6 to further support PP students.</p>	<p>Create smaller Year 11 only groups based on need, either English or maths.</p>	<p>Yes, all Year 11 students preferred having targeted tutor groups with specific focus on areas of need for the forthcoming exams. The revision was structured and delivered twice a day.</p>	<p>Lessons learned – review 'need' after each data drop and have fluidity in the groups. We will continue this approach.</p>	<p>£22,000</p>

Introduction of breakfast club for PP students	To encourage persistently absent PP students to improve punctuality and attendance and motivation.	Yes, attendance figures for PP students increased from 91.5 to 93.8 in 2017.	Breakfast club is well attended by all students and PP students can now come into school early and have a hearty breakfast without stigma.	£1,192
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## 7. Additional detail

### Other strategies used for Pupil Premium Students 2019-2020

#### Quality of teaching

- Collaborative Learning (Kagan) **+3**
- Digital Technology **+5**
- Feedback (SIT & DIRT, verbal feedback stamp, marking PP student work first, increased amount of feedback, peer, self, verbal and formative) **+ 8**
- Homework (milestones personalised for lower attainers) **+ 5**
- Mastery Learning (Mastery learning may also be more effective when used as an occasional or additional teaching strategy, e.g. in maths) **+5**
- Metacognition and self-regulation (focus of T & L strand 2019/20, pilot study by RLE 2018/19) **+7**

#### Targeted Support

- One to one tuition (lead by HLTAs in core subjects) **+5**
- Language (oral) Intervention (outside agency worked with key PP EAL students) **+5**
- Peer tutoring (Year 12 peer mentoring programme with Year 11) **+5**
- Reading Intervention (Accelerated reader programme in Year 7 & 8) **+4**
- Small group Intervention (Lab used for functional skills and revision techniques for targeted students PP K4 students) **+4**



## Other Approaches

- Behaviour Interventions (Learning mentors lead anger management etc. sessions) **+3**
- Reducing class sizes (all set 4 classes are small, core subjects between 10-14 students) **+4**
- Social and emotional learning (targeted sessions on hygiene, social skills, self-confidence etc. lead by learning mentors) **+4**
- Early identification of issues (barriers to learning ELH interviews Year 11 PP students in September to identify barriers)
- L10 (lowest performing year 11 students grouped together for targeted 1-1 mentoring)
- L10 (barriers to learning identified, interventions, funding applied)
- L10 and L20 receive exam 'ready' pencil cases & revision resources.
- All Year 11 PP students receive revision guides for all subjects
- Funding towards educational trips
- Funding towards clothing, hygiene products etc.
- Trips to local college to prepare for 'next steps.'
- Use of effective data for self-evaluation and tracking pupil performance.
- Promote a culture of high achievement
- Respond positively to students' aspirational goals and clearly structure their practice around them.
- Promote 'self-belief' in lower attainers.
- Effective timetabling to ensure lower attainers have access to outstanding teachers
- Focus on vocabulary teaching in all subjects
- Whole school focus on attainment for all – remove stereotyping (disadvantaged students as all facing similar barriers or having less potential to succeed).
- Rigorous systems in place to address poor attendance

- PP strategies developed with staff through whole school training
- Collaborative work with primary schools in academy
- No 'glass ceiling' approach
- Access to breakfast club for free food
- Targeted invite for homework support
- Achievement for All programme – parental engagement (structured conversations) focus on closing the gap for the disadvantaged

**(+ 5) amount of months progress strategies make. Evidence from the Education Endowment Foundation**

