

Pupil Premium Performance – Impact of Funding on Closing the Gap for Pupil Premium Students in school

Key Strategies implemented:

- Raising Standards Leader: Pupil Premium and Pupil Premium Champion
- 'All About Me' Survey completed by all PP students and used to create Pupil Premium Profiles for all Pupil Premium students
- Academic Mentoring Programme for Year 11 PP students set up
- Staff given class lists specifically identifying PP students
- Regular sharing of data and individualised support to staff for students alongside regular CPD and strategies shared through whole staff briefing and staff weekly newsletter
- 'Bidding Pot' for staff to promote creative use of PP funding followed at the end of the year by 'Impact Evaluation Forms' for staff who have bid for funding

Awareness and Culture: Raising the profile of Pupil Premium students is key and, to achieve this, identified personnel in the school have this as a focus in their performance management. Year Managers and Heads of Year are focused on ensuring that all of the Pupil Premium students in their charge have access to everything they need to succeed and ensure that the communication between parents and school is productive. In addition to this, the school's Raising Standards Leader specifically focused on Pupil Premium alongside the Pupil Premium Champion with data analysis after each progress window, followed by individualised actions taken. Ofsted said 'Leaders work effectively to improve the outcomes of disadvantaged pupils. Targeted support linked to well-planned wider curriculum opportunities helps disadvantaged pupils to learn and experience more. As a result, outcomes for disadvantaged pupils are improving quickly'.

Data and Interventions: All teaching staff are given the data on the Pupil Premium students in each of their classes at the start of the year and this data is used when analysing assessments, throughout the year, to identify underperformance in this group and to ensure that Pupil Premium students are given the intervention needed to make progress across all year groups. In addition to this, all Pupil Premium students across all year groups now have a Pupil Premium Profile for staff to access. This includes information given by the students in a survey as well as attendance, behaviour and progress data. Mentoring information is also now being added to these profiles.

An academic mentoring programme has been implemented targeting Year 11 with mentors consisting of the PP Action Group and SLT. 60% of students mentored saw gains in either attendance or progress (depending on focus of mentoring). Mentoring within other year groups is being done through form tutors with the potential to be given an explicit mentor if the need is there.

Attendance and Pastoral staff are dedicated to the tracking and intervention of students whose attendance is below the national expectations. The Attendance Officer implements strategies to monitor and improve attendance like sending letters home informing parents of how many lessons a student has missed on account of their absence. This paints a clearer picture for parents rather than mere percentages.

The 'Whole' Child: There is a focus on Learning teams to narrow the gap within their own subjects and Pupil Premium students are discussed at all subject progress meetings. Passports have been created for all students to raise awareness of each student's individualized learning needs, barriers and support packages. Bidding forms have encouraged staff to think creatively. Ofsted noted that 'Targeted support linked to well-planned wider curriculum opportunities helps disadvantaged pupils to learn and experience more. As a result, outcomes for disadvantaged pupils are improving quickly.' Student engagement with enrichment activities has improved. Ofsted noted that 'trips to the Globe Theatre help pupils relate to the Shakespearean plays they study in English. Disadvantaged pupils are well supported.' They also noted that 'a wide range of activities and trips help pupils to learn more about life in Victorian times, as part of their English literature curriculum'. Increasing ties with the 11th brigade means following on from the trips to Belgium, a 6 week provision was created for Year 9 students focused around discipline, motivation, leadership and resilience.

Covid-19:

Funding was used in the latter part of the year to provide support for families where the student wasn't in school. Prior to the government voucher scheme, the school was sending funds to families to support them as students were not in school. Funding was also used to provide appropriate work where families didn't have access to a computer, internet and other school work.