

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Redbridge Community School
Number of pupils in school	512
Proportion (%) of pupil premium eligible pupils	49.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jason Ashley, Headteacher
Pupil premium lead	Emily Bell, Assistant Headteacher
Governor / Trustee lead	David Whalley, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£569,976
Recovery premium funding allocation this academic year	£22,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£591,976

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our ultimate objectives for our disadvantaged students, irrespective of their background or the challenges they face, is for them to make good progress at school and achieve highly across the curriculum and have access to a curriculum that meets their individual needs.

Not only is access to the curriculum a prime focus, but we also consider cultural and practical needs for disadvantaged students as a result of gained intelligence by members of the staff community.

How does your current pupil premium strategy plan work towards achieving those objectives?

High-quality teaching is at the heart of our approach with a focus on literacy, as we feel that this is the area that our students require the most support and one that will ultimately enable them to access the entire curriculum. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils within the school. The intention is that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

COVID 19 has highlighted the importance of remote learning (including homework) and the subsequent shortfall of ICT accessibility for disadvantaged students.

What are the key principles of your strategy plan?

Our approach will be responsive to any challenges presented to us and the individual needs of students, rooted in diagnostic assessment alongside our experience and knowledge of our pupils and the needs of each individual cohort and student.

COVID 19 has had a profound effect on many of our students, both academically and pastorally, and the divide between disadvantaged and non-disadvantaged students has become apparent as a result of the pandemic. Therefore, the long term plan using in-house enrichment is to provide disadvantaged students with the opportunity to regain academic ground and support their emotional needs.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	<p>Curriculum – a need for an evolving and relevant curriculum that continues to respond to the changing needs of students</p> <p>We offer 14/17 subject clusters across KS3/4 to retain breadth and relevance. 83% PPI students are now offered the full suite of Ebacc subjects at KS4. 5% increase on PPI students securing a strong pass in full suite of Ebacc Subjects.</p>																																										
2	<p>Attendance – PP attendance remains lower than non-PP students in all year groups.</p> <table border="1" data-bbox="400 533 1410 943"> <thead> <tr> <th></th> <th>PP in group</th> <th>Non PP in group</th> <th>PP absence total</th> <th>PP authorised / unauthorised</th> <th>Non PP absence total</th> <th>Non PP authorised / unauthorised</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>112</td> <td>96</td> <td>7.79</td> <td>5.68 / 2.11</td> <td>5.41</td> <td>4.91/ 0.5</td> </tr> <tr> <td>Year 8</td> <td>104</td> <td>110</td> <td>12.88</td> <td>7.47 / 5.41</td> <td>8.47</td> <td>7.16 /1.31</td> </tr> <tr> <td>Year 9</td> <td>104</td> <td>110</td> <td>16.15</td> <td>9.07 / 7.08</td> <td>9.59</td> <td>6.92 / 2.67</td> </tr> <tr> <td>Year 10</td> <td>101</td> <td>107</td> <td>14.58</td> <td>7.74 / 6.84</td> <td>11.2</td> <td>7.44 / 3.76</td> </tr> <tr> <td>Year 11</td> <td>97</td> <td>111</td> <td>21.29</td> <td>11.08 / 10.21</td> <td>14.1</td> <td>9.69 / 4.41</td> </tr> </tbody> </table> <p>During lockdowns, remote learning was poorly accessed by our disadvantaged students</p>		PP in group	Non PP in group	PP absence total	PP authorised / unauthorised	Non PP absence total	Non PP authorised / unauthorised	Year 7	112	96	7.79	5.68 / 2.11	5.41	4.91/ 0.5	Year 8	104	110	12.88	7.47 / 5.41	8.47	7.16 /1.31	Year 9	104	110	16.15	9.07 / 7.08	9.59	6.92 / 2.67	Year 10	101	107	14.58	7.74 / 6.84	11.2	7.44 / 3.76	Year 11	97	111	21.29	11.08 / 10.21	14.1	9.69 / 4.41
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3	<p>Literacy - reading, writing and communication impacts students across the curriculum.</p> <p>On entry Primary School TA data shows: Reading - 52/194* students were TA below national expectations (26.8%) Writing - 58/194* students were TA below national expectations (29.9%) So, from the Primary School TA data (PPI only) Reading - 40/112* students were TA below national expectations (35.7%) Writing - 49/112* students were TA below national expectations (43.8%)</p> <p>Post lockdown, the reading age gap has widened in almost all year groups and niche groups, with the exception of year 10, year 9 girls and year 9 PP.</p>																																										
4	<p>Inclusion/Exclusion – PP students have the highest internal and external exclusions</p> <p>Fixed term exclusion figures are shown below:</p> <table border="1" data-bbox="400 1731 1410 2029"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Number of FTE</td> <td>61</td> <td>35</td> <td>48</td> <td>50</td> <td>73</td> </tr> <tr> <td>% PP</td> <td>62%</td> <td>51%</td> <td>65%</td> <td>52%</td> <td>58%</td> </tr> <tr> <td>% Non PP</td> <td>38%</td> <td>49%</td> <td>35%</td> <td>48%</td> <td>42%</td> </tr> </tbody> </table>		2017	2018	2019	2020	2021	Number of FTE	61	35	48	50	73	% PP	62%	51%	65%	52%	58%	% Non PP	38%	49%	35%	48%	42%																		
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Alternative exclusion room figures are shown below:

	2017	2018	2019	2020	2021
Number of AER students	287	246	247	122	144
% PP	74%	82%	75%	80%	86.8%
% Non PP	26%	18%	25%	20%	13.2%

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Opportunities and Cultural Literacy – due to domestic monetary constraints exacerbated by COVID 19, many students have limited access to trips, uniforms, materials etc.

Every year we have an opportunity fund that can be accessed by all staff members for those students in need of resources of £10,000. During COVID 19, the budget was doubled to accommodate the need for more ‘opportunity’. We expect this need to continue going forward and will endeavour to grant all applications made to access these funds.

Access to technology has and continues to be a priority for those who are working from home due to isolation. Numbers so far include:

Government issued technology: 316 Laptops, 96 Chromebooks, 111 routers, 20 ipads & 60 BT Wifi vouchers

Allocated technology in total: 253 Laptops & 5 Chromebooks issued to students (all students who requested tech support received it), 32 Staff allocated laptops, 81 routers issued to students (30 returned to LA)

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COVID 19 Recovery – the need to focus on how to ensure all students have the support needed to recover from lost learning and also the impact on their mental health.

Our internal assessments, observations and discussions with pupils and families suggest that the education and well-being of many of our disadvantaged and vulnerable students have been impacted by school closures. These findings are backed up by several national studies.

This has resulted in significant knowledge gaps resulting in pupils falling behind in many subjects and shows the need to address these through teaching and learning and during enrichment.

Our well-being surveys, observations and discussions with pupils and families have also identified social and emotional issues for many students including anxiety, struggles to get back into ‘normal’ school routines and low self-esteem and motivation. This is partly driven by concern about lost learning and lack of enrichment opportunities that have been available for disadvantaged students.

Our Family Engagement Worker is actively working with 22 families of whom 18 (82%) are in receipt of pupil premium

123 students are identified as students with SEMH needs and are classified as SEND on our AN Register. 80.5% of these students are PP students. These students gain additional support and all have an information sheet that teachers follow to accommodate their needs.

	Through 2020/2021 there were 263 students that were referred to our Internal Triage system for additional SEMH needs. 44% of these students were then referred to external agencies for greater support.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Curriculum Expectations</p> <p>To improve Ebacc uptake amongst our PPI and translate that uptake into year on year statistical improvement</p>	<p>By the end of 2023/24 15% of PPI students achieve a standard Ebacc Pass and 10% of students achieve a strong Ebacc Pass. PPI cohort Ebacc APS to score 3.25</p>
<p>Attendance</p>	<p>To see a further closing of the gap between our PPI and Non PPI students overall attendance figure. By the end of 2023/24 this gap should be only 5%</p>
<p>Literacy</p> <p>Improved reading comprehension, written responses and communication skills amongst disadvantaged students across the curriculum</p>	<p>Reading Ages - to see a closing of the gap and improvement of reading ages for all niche groups in all year groups via the STAR reading data reports</p> <p>Vocabulary - to see the improved and more confident use of tier 2 and tier 3 vocabulary in written and verbal responses across the curriculum through lesson observations and work scrutinies</p> <p>Writing - improved written responses in exams for longer writing questions. This will be seen through exam attainment and work scrutinies.</p> <p>Quality literacy teaching - to ensure staff across the curriculum have access to literacy CPD and are clear on how our whole school strategy can be used in their own subject areas</p> <p>Quality assurance - will be through Middle Leader QA activities and Curriculum Review Days to include: lesson observations, meetings with teachers and students and work scrutinies.</p>
<p>Inclusion & Exclusions</p>	<p>Fixed Term Exclusions - Overall FTE figures are already significantly below national but internal data shows a gap between the number of PPI and Non PPI students receiving a FTE. This gap should be closed so that an equal % of PPI and Non PPI students have a recorded FTE</p>
<p>Cultural Literacy & Opportunity</p>	<p>Opportunity - to ensure the school continues to support students so that they can fully access the curriculum and more</p>

<p>To ensure and support all students in their aspiration to experience life and experience culture beyond Millbrook</p>	<p>Cultural Literacy - to develop an ethos that embraces different cultures and exposes students to more than what is immediately around them. This will be seen in the fabric of the school, within lessons, during tutor time and assemblies</p>
<p>COVID 19 Recovery - Curriculum & Pastoral Improved metacognitive and self-regulatory skills amongst disadvantaged pupils across all subjects</p>	<p>Quality teaching and learning - to ensure that all staff have access to high quality CPD across the year with full support from RLPs whenever an individual teacher requests this. Also the use of the CPD Classroom - EBE and RLPs to continue to add quality T&L CPD to the classroom to support teachers - including our newest teachers with experience teaching only during the pandemic</p> <p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning</p> <p>Homework completion rates across all classes and subjects should be improved</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,437

Activity	Evidence that supports this approach	Challenge addressed
CPD priority 1: Literacy (R, W, S&L) – development of the iStrategies (iWrite, iRead, iSpeak, iWord, chatnav) to include disciplinary literacy and explicit vocabulary teaching (RPL led)	<ul style="list-style-type: none"> • EEF – <u>collaborative learning</u> using talk has a consistently positive impact on learning (+5 months) • EEF – <u>reading comprehension strategies</u> can deliver an additional (+6 months) • EEF - <u>metacognition and self-regulation</u> has very high impact (+7 months) • EEF - Improving literacy in Secondary Schools research • Range of research books (can be found in our CPD library) 	Literacy, curriculum
CPD priority 2: Assessment - development of how assessment is used within teaching at Redbridge (RPL led)	<ul style="list-style-type: none"> • EEF – <u>feedback</u> studies (verbal or written) show very high effects on learning. Effective AfL may have an impact of half GCSE per student per subject is achievable (+6 months) • EEF - <u>metacognition and self-regulation</u> has very high impact (+7 months) • Range of research books (can be found in our CPD library) 	Literacy, curriculum
CPD priority 3: Shine/more able (all) - TLR holder now working alongside RLPS to deliver new strategies to all students to ensure inclusivity of challenge (RPL led)	<ul style="list-style-type: none"> • Nace challenge report, November 2019 • EEF - <u>metacognition and self-regulation</u> has very high impact (+7 months) • Range of research books (can be found in our CPD library) 	Literacy, curriculum, recovery
CPD priority 4: Recall/questioning	<ul style="list-style-type: none"> • EEF – <u>oral language interventions</u> directly related to text comprehension and problem solving have greater impact (particularly PP students) (+6 months) 	Literacy, curriculum

	<ul style="list-style-type: none"> • EEF - <u>metacognition and self-regulation</u> has very high impact (+7 months) • Range of research books (can be found in our CPD library) 	
CPD priority 5: Sequencing	<ul style="list-style-type: none"> • OFSTED research report - science and music • EEF - <u>metacognition and self-regulation</u> has very high impact (+7 months) • Range of research books (can be found in our CPD library) 	Literacy, curriculum
Appointment of Lead RLP to support and monitor the CPD priorities – Metacognition to underpin all T&L Strategies with RLPs becoming experts in F5 who are now responsible for leading, delivering and monitoring core whole staff CPD	<ul style="list-style-type: none"> • EEF – <u>metacognition</u> has consistently high levels of impact especially with low achieving and older pupils (+7 months) 	Literacy, curriculum
Return to ‘normal’ teaching and the training of ECTs, NQT +1&2 in guided learning , investigate following a stilted training year for some	<ul style="list-style-type: none"> • EEF – <u>small group tuition</u> is effective especially when work is closely matched to learners’ needs (no more than 6 in a group) (+4 months) 	Literacy, curriculum, recovery
Introduction of the Redbridge Curriculum Review days to support ML in the development of their curriculums	<ul style="list-style-type: none"> • OFSTED Inspecting the curriculum research • CPD and support in the F5 from non-specialists 	Literacy, curriculum
CPD focus on online learning and online resources during 2021 – this continues as a contingency plan and for isolating students - GCSE Pod, SAM Learning, Seneca, MyMaths, Bedrock vocabulary etc	<ul style="list-style-type: none"> • Teacher surveys on confidence in online learning provision. • DFE Guidance on remote education good practice. 	Curriculum
Introduction of the newly formatted Teacher Development Reviews incorporating a multi-pronged approach to performance	<ul style="list-style-type: none"> • Ongoing evaluation process 	Literacy, curriculum, recovery, attendance, cultural literacy, opportunity

management with precise links to T&L at its core		
Redbridge agreed expectations of T&L including: Increased opportunity for silent independent work, presentation, explicit vocabulary teaching, low stakes questioning and clear sequencing in books CPD	<ul style="list-style-type: none"> ● Ofsted subject reports ● Lesson observations, book scutinies and learning walks 	Literacy, curriculum, recovery
Teacher CPD library to support staff in all areas of pedagogy	<ul style="list-style-type: none"> ● Staff surveys on CPD and teacher development review targets 	Curriculum, literacy, recovery, attendance, opportunity

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £577,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
EduK8 – removing behavioural barriers in the mainstream whilst offering a bespoke curriculum for vulnerable students in a smaller environment	<ul style="list-style-type: none"> ● EEF – ‘<u>behaviour</u> interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours’ (+4 months) ● School research and evaluations of the curriculum for specific cohorts 	Curriculum, Inclusion
Knowledge and Skills tests continuously reviewed and implemented across the curriculum	<ul style="list-style-type: none"> ● EEF – Bloom’s ‘<u>mastery learning</u>’ shows a positive impact on learning (+5 months) 	Curriculum, recovery
Use of STAR reading to monitor reading age to inform catch up and guided reading	<ul style="list-style-type: none"> ● EEF - <u>Reading comprehension</u> strategies shows a high impact (+6 months) 	Curriculum, literacy, opportunity, recovery
All KS3 classes timetabled in the library for guided lessons with the librarian and teacher leading targeted guided sessions	<ul style="list-style-type: none"> ● Students timetables at KS3 demonstrate 2 lessons of library work across the fortnight 	Literacy, recovery
Double periods to be kept to ensure maximum curriculum time and	<ul style="list-style-type: none"> ● School research – more time with teachers and less lost learning time ● COVID – contingency plan 	Curriculum, recovery

contingency for bubbles returning		
Targeted enrichment for year 11 – 3 hours a week per student: option subject, Maths and English	<ul style="list-style-type: none"> • EEF – <u>extending school time</u> evidence (from USA) indicates that, on average, pupils make 2 additional months progress per year (PP may be closer to 3 months) • School research - tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students 	Curriculum, recovery
Use of subject specialist tutors (and the extended tutor team) with targeted tutees to support areas of weakness in all year groups including guided reading on Fridays	<ul style="list-style-type: none"> • EEF – <u>extending school time</u> evidence (from USA) indicates that, on average, pupils make 2 additional months progress per year (PP may be closer to 3 months) • School research - making use of tutor time to support weaknesses in learning in guided groups 	Curriculum, opportunity, recovery, literacy
Use of nurture groups in years 7 & 8 to support our most vulnerable students including the Outdoor Education pathway (KS4) with use of Lucy's Garden and chicken coop	<ul style="list-style-type: none"> • Bespoke programme will suit the needs of the few, as evidenced by comparatively small groupings and specific teachers/supervision (e.g. Teaching Assistant Support) • EEF - <u>teaching assistant interventions</u> have moderate impact (+4 months) • EEF - <u>Social and emotional learning</u> has moderate impact (+4 months) 	Literacy, curriculum, opportunity, recovery
Bespoke options pathways including the new Endeavour and Outdoor Education pathways to be more inclusive, vocational qualifications, ASDAN qualification and nurture groups.	<ul style="list-style-type: none"> • EEF – <u>collaborative learning</u> and <u>metacognition</u> has an impact on self-confidence and greater impact on more vulnerable students (+5 months) • EEF - <u>Social and emotional learning</u> has moderate impact (+4 months) 	Literacy, curriculum
Use of MidYis to aid setting in year 7 and inform literacy/numeracy catch-up groups	<ul style="list-style-type: none"> • EEF – <u>attainment grouping</u> is likely beneficial for learners - however, low attainers need to be considered carefully (+2 months) • School research – matching staff to low ability groups is vital for success in developing strategies to improve attainment 	Literacy, recovery
Development of year 7 catch-up programme in literacy and numeracy to include year 8 and 9 who need help to master	<ul style="list-style-type: none"> • EEF – <u>mastery learning</u> appears to be a promising strategy for narrowing the gap (+5 months) • School research – programmes need to be bespoke to the needs of 	Literacy, recovery

specific skills taking place led by subject specialists	the students with the support of Curriculum Support within the sessions	
Development of DART to inform interventions within all classes	<ul style="list-style-type: none"> • DARTs developed for all classes. Also, easily available and up to date information about all teaching and pastoral groupings on teacher MIS home pages 	Recovery
Investment in IT including programmes Bedrock Vocabulary, My Maths, GCSE Pod, Seneca and SAM Learning and develop how these can be used for home learning	<ul style="list-style-type: none"> • EEF – <u>digital technology</u> ‘technology approaches should be used to supplement other teaching’ • EEF – <u>homework</u> must relate to in school learning and have feedback for impact (+5 months) 	Curriculum, opportunity, recovery
Significant investment in IT for all subject areas – including Chrome Books for google docs etc	<ul style="list-style-type: none"> • EEF – <u>digital technology</u> is ‘unlikely to bring about changes in learning directly, but have the potential to enable changes in T&L strategies’ e.g. Effective feedback. <u>Feedback</u> shows very high effects on learning (+6 months) • School research – allows for immediate, personalised interventions within each lesson when working on individual written tasks • Recovery – continues to as our COVID contingency 	Curriculum, recovery, opportunity
Investment in IT and laptops for all students during school closures and long-term plans	<ul style="list-style-type: none"> • School research – during COVID a need for all students to access remote learning for a considerable amount of time 	Curriculum, opportunity, recovery
Timetabled support for key students within lessons with qualified teacher	<ul style="list-style-type: none"> • Over resourcing of key subjects (mainly Ebacc focus) to support small group enrichment/guided opportunities for targeted student groupings 	Curriculum, opportunity, recovery
SENCO to continue to offer class withdrawals for literacy and numeracy sessions	<ul style="list-style-type: none"> • EEF – <u>small group tuition</u> is effective (+4 months) 	Curriculum, opportunity, recovery
One to one tuition in the core subjects for LAC students	<ul style="list-style-type: none"> • EEF – short, regular sessions appear to have optimal impact and not a replacement for lessons 	Curriculum, opportunity, recovery
Development of half-term/ summer schools for KS4	<ul style="list-style-type: none"> • EEF – <u>summer schools</u> must be intensive, well-resourced and involve small group tuition for any learning gains (+3 months) 	Curriculum, opportunity, recovery

Development of targeted breakfast enrichment across the curriculum for all years	<ul style="list-style-type: none"> • EEF – <u>small group tuition</u> is effective • School research/assessment of students who would benefit from further small group enrichment 	Curriculum, opportunity, recovery
Careers education/interviews for all	<ul style="list-style-type: none"> • School context/research – lack of aspiration in some parts of the community and a lack of experience from family members shows a need for this within school 	
Development of Master Class assemblies to focus on core subjects with HODs now taking these sessions	<ul style="list-style-type: none"> • Schedule of Core subjects and topics (Eng, Maths, Science) to address group needs according to departmental assessment information 	Curriculum, opportunity, recovery
Use of high-quality resources in our Self-Isolating Google Classroom for those students at home and well enough to work	<ul style="list-style-type: none"> • Alan Taylor-Bennett (former HMI, school improvement officer) report February 2021 	Curriculum, opportunity, recovery
Gender classes in English to facilitate the debasing of previously held stereotypes related to content study	<ul style="list-style-type: none"> • Independent consultant (former highly successful headteacher) has visited to review gender classes in English to evaluate the impact of them 	Curriculum, literacy, recovery

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £96,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead Attendance Officer appointed to lead and support AHOY in weekly attendance drive and new attendance strategies	<ul style="list-style-type: none"> • Attendance data • Tutor programme (tracking) 	Attendance, recovery
PA tutor groups	<ul style="list-style-type: none"> • Attendance data • Bespoke tutor programme • Student surveys 	Attendance, recovery
Attendance bus to visit students of concern and support key families	<ul style="list-style-type: none"> • Google doc - identifying proactive and reactive visits and the impact it has 	Attendance, recovery
PA Days and SEMH Days (HOYs)	<ul style="list-style-type: none"> • Parental engagement within sessions • Minutes • Information sheets 	

ELSA, NHS Solent and MHST sessions to support vulnerable students	<ul style="list-style-type: none"> ● ½ term numbers ● Information sheets 	Inclusion, attendance, recovery
Appointment of Health and wellbeing coordinator to support, coordinate and further promote emotional well-being for students	<ul style="list-style-type: none"> ● Wellbeing newsletter ● Resilience survey ● Resilience workshops 	Inclusion, attendance, recovery
Group interventions – for specific programmes including Girl/Lad Talk, behaviour and mental health issues	<ul style="list-style-type: none"> ● EEF – <u>social and emotional learning</u> have valuable impact on attitudes to learning and social relationships in school (+4 months) 	Inclusion, attendance, recovery
Family Engagement Worker – including home visits and counselling for students	<ul style="list-style-type: none"> ● ½ termly tracking (open cases) ● Number of referrals to Children's Services ● Parental communication (CPOMS) 	Inclusion, attendance, recovery
Rewards for attendance	<ul style="list-style-type: none"> ● ½ termly reset attendance data to encourage improved attendance ● Newsletter to engage with parents ● Hot 100 to engage with students and parents and praise 	Attendance, opportunity
Subsidised materials in Technology for all	<ul style="list-style-type: none"> ● Reduction of on-calls ● Increased engagement - learning walks ● Increased participation and opportunity to access the curriculum 	Opportunity, curriculum
Bushcraft – targeted work for small groups in an outdoor setting	<ul style="list-style-type: none"> ● Reduction of on-calls ● Reduction in behaviour points ● Reduction in Internal and Exclusion exclusions ● Student surveys 	Attendance, opportunity, inclusion, recovery
Pupil voice – to ensure students feel valued and have the tools they need to make progress	<ul style="list-style-type: none"> ● student wellbeing survey ● resilience survey ● SERAT ● Breakfast club numbers ● Social group numbers ● Student Leadership team minutes 	Opportunity
Opportunity Fund available for all staff to apply for funding for key students who may need support - trips, uniform and access to resources eg. food	<ul style="list-style-type: none"> ● School research – enables more students to access trips and ensures access to all areas of the curriculum etc 	Opportunity, curriculum, attendance

Appointment of Cultural Literacy lead to work with ML/HOY and promote around the school	<ul style="list-style-type: none"> ● Wall displays/posters to support knowledge within and beyond the curriculum ● Curriculum implementation to now include cross-curricular/cultural literacy links to meet school context 	Opportunity, cultural literacy
Use of Fair Share/free breakfast for all to support vulnerable families and students	<ul style="list-style-type: none"> ● Behaviour/exclusions ● Numbers attending breakfast club is always high with regular attendees 	Opportunity
Free books for pre-secondary children to support families at home	<ul style="list-style-type: none"> ● Donations of books from staff and students are regularly taken by the community from reception 	Literacy, recovery
Continued use of School Cloud for parents evening to ensure higher attendance	<ul style="list-style-type: none"> ● EEF – <u>parental engagement</u> evidence is mixed particularly for PP students (+4 months) ● School research – building relationships with families is important for all aspects of a student’s school life including well-being and behaviour (+4 months) 	Recovery, curriculum
Into University , students learn about life at university.	<ul style="list-style-type: none"> ● Impact report ● Here 	Cultural literacy
Use of new tannoy system to promote literacy and cultural literacy during tutor times	<ul style="list-style-type: none"> ● Weekly iWord, Fun Facts and musical themes 	Literacy, cultural literacy, recovery
Appointment of Girl XL/LGBT+ coordinator to celebrate diversity and awareness	<ul style="list-style-type: none"> ● Blurred Lines posters raising awareness of sexual harassment ● Development of mentoring schemes for targeted students (Girl XL) ● coordinate speakers and visits ● Alignment with SMSC/RSHE coordinator 	Cultural literacy, attendance
Increase of bespoke teaching groups across all year groups. (Endeavour/Nurture)	<ul style="list-style-type: none"> ● Behaviour data ● Student surveys 	Attendance, curriculum
Offer of free books to all students at Christmas and during the summer holidays	<ul style="list-style-type: none"> ● £1536.32 spent on books by student request 	Literacy, cultural literacy, opportunity
Book vending machine to use as a reward system	<ul style="list-style-type: none"> ● Students love this reward - in particular the Harry Potter books 	Literacy, cultural literacy, opportunity
SEMH Triage system - all students who have	<ul style="list-style-type: none"> ● SEMH data ● Information sheets 	Attendance

additional needs are given supportive intervention		
Additional purchase days from Educational Psychologist	<ul style="list-style-type: none"> ● Student consultation reports ● EHCP ● Exclusion data 	Attendance, curriculum, literacy
Introduction to online platforms within the AER	<ul style="list-style-type: none"> ● Behaviour and effort reports 	Attendance, exclusions

Total budgeted cost: £711,460

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, through online teaching via Zoom and the use of breakout rooms where we would normally have TA support or group work within a lesson.

Literacy

Lockdown had a hugely negative impact on our students' reading ages. During this time students could not visit the library and so did a huge overhaul of the library. Books are now stored in genre for ease of finding books. We ordered hundreds of brand new fiction books, created new reading challenges and brought new furniture ready for the opening in September 2021.

Year 7 (current Y8)

<u>% On Target</u>		
Year	AUT	SUM
Cohort	21%	17%
Boys	22%	17%
Girls	20%	17%
PP	20%	12%
Non-PP	23%	22%
Shine	83%	68%
Shine PP	100%	60%
SEN	8%	7%
Catch Up	5%	0%

Year 8 (current Y9)

<u>% On Target</u>		
Year	AUT	SUM

Cohort	11%	10%
Boys	13%	10%
Girls	8%	11%
PP	10%	11%
Non-PP	12%	10%
Shine	50%	35%
Shine PP	63%	33%
SEN	4%	4%
Catch Up	0%	0%

Year 9 (current Y10)

% On Target		
Year	AUT	SUM
Cohort	13%	17%
Boys	12%	19%
Girls	14%	14%
PP	13%	16%
Non-PP	12%	17%
Shine	44%	41%
Shine PP	33%	40%
SEN	0%	0%

Year 10 (current Y11)

% On Target		
Year	AUT	SUM
Cohort	11%	10%
Boys	12%	10%
Girls	11%	10%
PP	12%	7%
Non-PP	11%	13%
Shine	53%	42%
Shine PP	71%	57%
SEN	2%	0%

Attendance

From start of year to date	Absence all	Absence boys	Absence girls
Overall	12.1	12.5	11.6
PP	14.65	15.97	13.31

Lockdown has had a negative impact upon our attendance (and particularly so our PP attendance) with many of the strategies that we would normally implement not being practical to do so.

Attendance Manager's role

- For the previous 12 months. focus has been on online engagement, x codes and shielding students. Much family liaison has been with families who were refusing school due to pandemic concerns. Liaison with external agencies has been difficult due to restricted working and no face to face visits by EWOs/Social workers/EH etc. External agencies only had capacity for serious safeguarding concerns.
- Many more PAs have been generated through anxiety that has manifested itself during the pandemic.
- Coding has adversely affected absence figures. A positive covid case will get recorded as an I (ill code [sub code 102] rather than an x code. This means most students who have had covid this term will currently be sitting at around 80% attendance. A significant amount of our PP students have contracted covid.

Family Liaison Officer

- FLO had to work from home for part of the last academic year.
- Face to face appointments had to be stopped and meeting held on zoom (families don't always turn up, harder to engage and build relationships)
- FLO has reported an increase in anecdotal hardship due to the pandemic (furlough leading to unemployment)

NVR training for parents

- NVR programme suspended due to pandemic as required face-to-face - many PP families would have benefitted.

Weekly Attendance bus

- Period of time visiting masked and social distance but often caused very negative reactions.
- Bus suspended during National Lockdowns.
- Often cannot be staffed due to staff illness/shortage

EWO referrals and regular meetings

- EWO powers suspended during pandemic and only contact with students was due to safeguarding.
- Unable/unwilling to proceed with many cases due to mental health/anxiety issues.
- EWO caseload from ours and other schools is unsustainable

KS4 Endeavour pathway.

- Vocational Pathways such as horticulture could not be accessed online or during pandemic.
- Engagement for Endeavour on google classrooms and subsequently over zoom was challenging as the work was difficult to tailor and make practical.
- Many have become disengaged with education and have found it hard to readjust to school.

ELSA / mentoring, lunch time groups, meet and greet, family relationships)

- During school closures ES remained in contact with key families via phone and email.
- When school's returned, previously determined groups had to be rearranged to accommodate year group bubbles which meant that not as many students could benefit.

Whole school "rewards" regarding attendance (memory makers)

- Party in the Park Party in the Park took place in September (socially distanced and by year group) but the focus was for as many to attend as possible (unless poor behaviour exhibited in the first few weeks. It was felt that this was important for previous students to feel excited to be back and to excite and rapidly engage our new Year 7 students.
- Winter Wonderland was planned and then had to be cancelled due to rising infection numbers.

- Attendance rewards have been hard due to covid illness figures unfairly disadvantaging students. Instead we are rewarding positive trends (in every Friday, no lates for a week)

Inclusion/Exclusion

Number of FTE 20/21	73
% Boys	73%
% Girls	27%
% PP	58%
% Non PP	42%

Alternative Exclusion Room Figures

Number of AER students	144
% Boys	79.2%
% Girls	20.8%
% PP	86.8%
% Non PP	13.2%

Curriculum

We offer 14/17 subject clusters across KS3/4 to retain breadth and relevance. 83% PPI students are now offered the full suite of Ebacc subjects at KS4. 5% increase on PPI students securing a strong pass in full suite of Ebacc Subjects.

Opportunity & Cultural Literacy

The PP Opportunity fund is set at £10,000 each year. However, for the year 2020-21 the spend was actually much more - £19,472.99.

Trips and residentials - £14,780 including bushcraft residentials to engage vulnerable or at risk students

Revision guides - £368.02

Uniform - £1,718.96

Book giveaways - £1,536.32 including the Summer and at Christmas at both key stages

Rewards - £28.65

Food - £375.64 this is food for personal use rather than the curriculum

SAW (cultural literacy lead) has started a project for the fabric of the school to showcase the knowledge needed for each subject area and relevant cultural literacy. Plans are in place for these new displays to be put up in the year 21/22. Our flag pole will now be utilised to celebrate/represent causes, countries and commemorations e.g. Poppy Day, NHS etc. Collation of facts/knowledge for use over the tannoy in year 21/22.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium and this has been included in this document.