

Pupil Premium review of Plan 2019/2020 (£240,388 allocated)

Target	Head's Ref	How achieved/success criteria	i/c	Impact review
<p>1. To raise the profile of and develop a support culture for disadvantaged students across the 4-19 school.</p>	2,3,5	<p>FSM registration promoted on intake and information evenings across primary phase. Promote benefits of registration including that of wrap-around care discount for primary phase. Application and form filling supported at point of need.</p> <p>All teachers made aware of which students are in the disadvantaged group.</p> <p>CPD provided to inform staff of best ways to monitor, track and support disadvantaged students. DA students a School Improvement Group focus.</p>	<p>EDK</p> <p>MCR</p> <p>MCR</p>	<p>All parents made aware of implications for school/students of applying for FSM. Numbers have increased at all phases.</p> <p>CPD delivered and SIG group ran until lockdown, intent of strategies still there but implementation was not possible</p>
<p>2. To raise achievement in English and Maths through targeted staffing (7-11)</p>	2,3,5	<p>Additional groups in all years 7 -11</p> <p>Year 7 English and Maths: 8 groups with 170 students.</p> <p>Year 8 English and Maths: 8 groups with 171 students.</p> <p>Year 9 English and Maths: 8 groups with 175 students.</p> <p>Year 10 English 7 groups. Maths 8 groups with 175 students.</p> <p>Year 11 English 7 groups. Maths 8 groups with 156 students.</p>	HDS	<p>Extra groups created as plan.</p> <p>Figures from awarded centre awarded grades. (34 students)</p> <p>DA GCSE results:</p> <p>Maths 50% (4+) - all 77%</p> <p>English 59% (4+) – all 75%</p> <p>Both 44% (4+) –all 68%</p>
<p>3. Improve outcomes for looked after children.</p>	2,3,5	<p>Complete ePEP's.</p> <p>Attendance at looked after reviews (LAR)</p> <p>1:1 mentor meetings</p>	PYN	Records complete
<p>4. Close the attainment gap to well below the national average level for Disadvantaged students through track point monitoring and through pastoral intervention across all years 4 -19.</p>	2,3,5,6	<p>Underachieving students at primary phase identified at regular progress meetings and intervention put in place. Small group and 1:1 support with LSA's.</p>	EDK	<p>Students monitored/tracked and 1:1 support implemented. Special education needs identified and support given to overcome difficulties.</p>

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		<p>Underachieving students identified at departmental level and Intervention put in place directed by HODs to support progress and get students back on track.</p> <p>MCR to meet independently with HOSPS and HODS to support student progress tracking.</p> <p>Year 11 DA students mentored were necessary for GCSE attainment and attendance.</p> <p>Support with equipment and stationery revision materials for all DA students.</p> <p>Assistant HOSP tutor groups created specifically to target DA students in years 8,9,10 and 11. To improve progress and attendance.</p>	<p>MCR</p> <p>MCR</p> <p>MCR</p> <p>MCR</p>	<p>Students tracked and reported on by HODs to year heads. Strategies targeted to individuals put in place as appropriate.</p> <p>Intervention support / homework support targeting individuals</p> <p>Stationery partly provided (Lockdown effected) stationery offered to all FSM families to support with electronic set school work</p> <p>Assistant Hosp groups targeting key students (Trackpoint 2 and 3 data not available)</p>
<p>5. Improve the school attendance of Disadvantaged students.</p>	<p>2,3,5</p>	<p>Through a culture of mentoring by tutors, with monitoring and early identification (Autumn term). Assistant HOSP's role in years 8,9,10,11 to include a small tutor group of students targeted with attendance criteria.</p> <p>A further small GCSE tutor group formed (year 10) and supported by inclusion centre staff following the same model.</p> <p>Primary phase – EDK/class teacher to liaise directly with parents</p> <p>Assess internal exclusion options on individual basis.</p> <p>Target improved attendance through use of attendance panels, EHA's and Warwickshire Attendance Service (WAS)</p>	<p>MCR/LTH</p> <p>EDK</p> <p>SLT</p> <p>MCR</p>	<p>DA attendance after 1 term above 90% (91.3%)</p> <p>This includes Primary phase.</p> <p>General – a culture of running detailed attendance logs and actions ran by HOSPs (fortnightly checks on all students). Actions reviewed in regular Year meetings.</p> <p>DA exclusions considered (some switched to internal)</p> <p>Continued partnership with WAS. Individuals and families referred as appropriate (on failure of school based targets).</p>

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		Attendance supported through 'School Improvement Group' focus and resulting strategies.	MCR/LTH	School profile of attendance raised through CPD
6. Improve homework completion rates.	2,3,5	Provision of a daily lunchtime homework club for private study. HOSP compulsory homework club after school where necessary. Library facility for after school from 3:15pm to 4:15pm Monday to Thursday and every morning from 8:15am to 8:40am.	MCD HOSPs WNS	Provision given but compulsory homework support ran by HOSPs as per need to ensure all DA students in culture of completing homework
7. Equipment and uniform support	2	Finance and support disadvantaged students	MCR	Hardship fund provided and 25% uniform discount offered (minimum). All DA students present in full school uniform. Families given tailored support dependant on need. School collaboration with local charities.
8. Provide extracurricular clubs / activities to support school ethos 4-19.	5,9	External provider to run a dance club (secondary phase). Sports and drama clubs run in-house. Subsidise extra-curricular activities/clubs including 'wrap around care' discount at primary phase. These help in improving behaviour, ethos and playground culture. They support a sense of belonging and ownership on behalf of students.	HODS + EDK	Dance club/other clubs – until Lockdown.
9. Support student's attendance on trips and visits 4-19	5	Up to 50% costs to be met for disadvantaged students for school time curriculum trips. Total cost may be offered subject to need.	MCR/EDK	Trips cancelled due to COVID 19
10. To improve GCSE outcomes and learning of all students 4-19.	2,3,5	Early identification of underachievers following Year 10 exams and/or track point 3. Personal academic mentoring from selected staff.	HDS/ HODs	Mentoring only partly started/completed. (Lockdown effected)

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		<p>Mentoring of DA year 11 students by MCR where needed.</p> <p>Extra subject revision classes organised by departments.</p> <p>‘Sprint Finish’ programme of revision held during Easter holiday.</p> <p>Study skill/revision techniques form part of the Year Period programme.</p> <p>CPD - School focus on revision / learning / remembering techniques and science.</p> <p>Small group supported learning and targeted 1:1 by LSA’s (particularly in numeracy and literacy, see below)</p>	<p>MCR</p> <p>HODs</p> <p>MCR</p> <p>HOSP</p> <p>MCR/SCP</p> <p>EDK</p>	<p>Extra Revision/ Sprint Finish cancelled, normal services listed greatly effected (Lockdown)</p> <p>Revision classes taking place, mentoring taking place of key students up to Lockdown.</p>
<p>11. Numeracy To improve the performance of students who have below national levels in Maths, (includes year 7 catch up).</p> <p>To improve the performance of vulnerable students in Maths.</p>	2,3,5	<p>The formation of extra groups at KS3 to improve teacher student ratio (as in target 2). Intervention with identified group (Those below expected standards on entry) in year 7</p> <p>‘Numeracy Ninjas’ program run in tutor time for all year 7.</p> <p>Key Stage 3 Scheme of Work Numeracy rich, particularly for students in lower attainment groups.</p> <p>1:1 and small group support by LSA’s for identified primary phase students</p> <p>Additional groups: TA 3 to work in department with a small group in each year group identified from prior attainment. Improved outcomes in numeracy.</p>	<p>ORM</p> <p>MSN</p> <p>ORM</p> <p>EDK</p> <p>ORM/RBS</p>	<p>Numeracy programmes ran as normal until Lockdown – tracking data for 1 term only.</p>

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<p>12. Literacy Improve the performance of students who have below national levels in English, (includes year 7 catch up).</p> <p>Improved literacy and reading levels.</p> <p>TA3 withdrawal across the curriculum to support literacy.</p> <p>Implement supported Reading strategies:</p>	<p>2,3,5,7</p>	<p>The formation of extra groups at KS3 to improve teacher student ratio (as in target 2). Improved literacy outcomes through Accelerated Reader Scheme targeting all year 7,8 and students with low reading ages in year 9.</p> <p>Improved literacy outcomes through reading time given daily to all year 7 and 8 students during period 5. (Whole school strategy)</p> <p>Monitoring and Intervention of identified group (those below expected standards on entry) in year 7. (Catch up group)</p> <p>1:1 and small group support by LSA's for identified primary phase students.</p> <p>Extra literacy classes at key stage 3 for identified students based on reading ages. Withdrawal from MFL (4/5 periods per fortnight)</p> <p>Reading buddy scheme in library during registration periods for students in Year 7 below a defined standardised 'average' measure on entry. Paired with Year 8 (disadvantaged/more able prioritised); supervised by school Librarian.</p>	<p>YRD</p> <p>SCP</p> <p>FRL</p> <p>EDK</p> <p>TLL</p> <p>WAR</p>	<p>Literacy programmes ran but tracking data for 1 term only.</p> <p>Drop everything and read strategy employed. Will continue as a whole school strategy. Unable to measure impact.</p> <p>Autumn term only (Lockdown effected) All students involved enjoyed and found it a positive experience.</p>
<p>13. To promote high aspirations of DA students through careers guidance and information.</p>	<p>5,6</p>	<p>Fast track all DA students from year 9 through careers guidance. DA list with careers advisor to see students as priority in years 9,10 and 11. DA students taken to NEC skills show in Autumn term of either year 10/11. DA students encouraged on University day trips during KS4 to raise aspirations.</p>	<p>MCR</p> <p>WLY</p>	<p>DA students given priority bookings – had not started for year 9 at point of lockdown. (summer term normally)</p>

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<p>14. Sixth Form Improve outcomes for disadvantaged students through monitoring, pastoral intervention and provision of study support in designated 6th form areas.</p>	<p>2,3,4,5</p>	<p>Early identification of underachievers and intervention plans put in place to support progress.</p> <p>Study assistants available to offer support and mentor as appropriate.</p>	<p>SHW</p> <p>SHW</p>	<p>4 DA students in year 13. All 4 students obtained 1st choice further Ed. Next stage. (3 university, 1 Stratford College to study music)</p>
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Total costing £259,314