PUPIL PREMIUM STRATEGY
2019-2020 Mid year review

Description	
Headteachers	Ela McSorley Victoria Twort
The academic year	2020-2021
Acting Chair of Governors	David Gould
The Academy Name	Ark Victoria Academy

POLICY INFORMATION

Named personnel with designated responsibility for Pupil Premium & Sports Funding

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020-2021	Kate Baker	Leanne Lee	Patrick Horner	David Gould

Policy review dates

Review Date	Changes made	By whom
November 2021	Policy to be ratified	Governors

CONTENTS

1   INTRODUCTION

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including:
  - special schools (for children with special educational needs or disabilities)
  - pupil referral units (PRUs - for children who can't go to a mainstream school)

- academies and free schools, including
  - special academies (for children with special educational needs or disabilities)
  - alternative provision (AP) academies (for children who can't go to a mainstream school)
- voluntary-sector alternative provision (AP), with local authority agreement
- non-maintained special schools (NMSS - schools for children with special educational needs that the Secretary of State for Education has approved under section 342 of the Education Act 1996)

2   FUNDING

Financial year 2019-2020

In the 209-2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local - authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

3 EVIDENCE OF WHAT WORKS

The Education Endowment Foundation has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its families of schools toolkit helps teachers learn about effective practice from similar schools. It has also produced an evaluation tool to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the Pupil Premium Awards website. The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

4 PUPIL PREMIUM REVIEWS

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils.

Other bodies may also recommend a pupil premium review, including:

- the academy trust
- the regional schools commissioner
- the Department for Education

5 ACCOUNTABILITY

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on what must published online is available from the Ark Central Team.

6 PUPIL PREMIUM REPORTING

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount

summary of the main barriers to educational achievement faced by eligible pupils at the school

- how you'll spend the pupil premium to address those barriers and the reasons for that approach

- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

7   PE AND SPORT PREMIUM FUNDING FOR PRIMARY SCHOOLS

Ark Victoria receives PE (physical education) and sport premium funding, which is detailed in a separate document. In this document it details:

- how much funding is received
- a full breakdown of how the funding has been, or will be, spent.
- the effect of the premium on pupils' PE and sport participation and attainment
- how we ensure these improvements are sustainable.

PERFORMANCE TABLES

School and college performance tables also report on the performance of disadvantaged pupils compared with their peers.

Annex 1a: Pupil premium strategy statement

Summary information					
School	Ark Victoria				
Academic Year	2020-2021	**Total PP budget**	625665.00.	**Date of most recent PP Review**	Sept 2020
Total number of pupils	1619	**Number of pupils eligible for PP**	615	**Date for next internal review of this strategy**	July 2021

Primary Phase		
Results from Y6 2019	*Pupils eligible for PP (your school)*	*All pupils (national average)*
% achieving ARE or above in reading, writing and maths	61%	65%
Progress in reading	-3.2	
Progress in writing	0.3	
Progress in maths	0.65	

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Historically pupil premium students achieve a lower level of attainment than non -pupil premium. In 2016/2017 this trend was reversed. We need to maintain this for pupil premium students.
B.	Pupil premium students with HPA make less progress than their peers.
C.	A proportion of pupil premium students have reading ages lower than their chronological age.
D.	Too many pupil premium students leave the primary phase without the skills to access the secondary curriculum.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	Attendance rates for pupil premium students are lower than non -pupil premium students,
F.	Many pupil premium students lack resilience, aspiration and other personal qualities that promote a positive attitude towards, and engagement with, education.
Desired outcomes	
Desired outcomes and how they will be measured	*Success criteria*
All teaching in every classroom to be effective or better.	Majority of teachers graded as proficient across both phases. PP children make accelerated progress to diminish differences.
Narrow the attainment gap between PP and non- PP students across the curriculum	Pupils eligible for pupil premium funding will make better than expected progress PP children achieve similar results top their peers. Primary combined target for end of KS2 is set at 68% for all children.
Improved attainment for high attaining pupils PP	Children with high prior attainment will be continually challenged and achieve their full potential.
Improved reading attainment across the whole school	Reading ages for all students will increase to be in line with, or very close to, chronological age. Measured using NGRT and other approved reading tests.

	Improved outcomes at primary phase across all year groups, especially in Year 6 to ensure secondary readiness	Outcomes at least as good as national averages.
	Improved attendance rates and reduced persistent absence	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to 97%.
	Improved Mental wellbeing and personal development of students to ensure success in life, education and employment	Increase the exposure of pupil premium students to aspirational experiences such as residential, trips and visits, that enriches their educational journey and enables them to develop the confidence to be successful contributors . Reduced number of behaviour incidents, and number of pupils regularly receiving negative logs for pupils eligible for PP. Reduced number of fixed term and permanent exclusions for pupils eligible for PP.

Planned expenditure Primary Phase					

Academic year: 2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. 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	Mid year review
All teaching in every classroom is effective or better leading to better outcomes for PP children.	Support quality of teaching through Read Write inc and Maths Mastery programmes. £3000 Targeted CPD for teachers in all stages of their career. £5000 Coaching for all teachers who are not consistently good, and training for new coaches. £5000	RWI has been shown to be an effective strategy for increasing progress. The Sutton Trust T+L toolkit has found it to be effective. Last year, both RWI and maths mastery were shown to have an impact in the PP review. The quality of teaching children receive is the most significant factor in how quickly they progress and gaps can be closed. In the research schools network document, it states improving the quality of teaching and learning will positively impact on all pupils but has a particularly positive effect on pupils eligible for pupil premium funding.	RWI and maths mastery training for new staff in September. Monitoring and evaluation cycle will closely monitor all aspects of teaching and learning to ensure swift action is taken where needed. CPD will be tailored to individual teachers and the needs of the staff. Regular coaching will be in place and impact tracked closely. Peer observations, use of video and learning walks will share good practice. Use of the GTR will inform CPD and ensure development is bespoke to our school.	English lead for KS1. Phonics lead. T+L team	Phonics data Spring 1 Reception- 63% Year 1-85% Children who are struggling in reception are now receiving 1:1 support. Autumn 2 Maths data for maths mastery year groups Year 1 79% / Year 2 72% / Year 3 78% Maths mastery have been in to assess the implementation of the programme and are very happy with the staff observed. The maths data is in line with national. Coaching, GTR observations, personalised feedback and peer observations have improved the quality of teaching In Autumn term 60% of teachers were proficient or exemplary. In Spring 2 64% are proficient or exemplary. There has been a significant increase in foundational with teachers moving from attempting and we now have 18% exemplary practice

Mid year review table:

Year 1	79%
Year 2	72%
Year 3	78%

Improved reading attainment	Purchase of appropriate texts £32000 Book corner design competition to engage readers and encourage reading for pleasure£0 All children to have a passport to encourage reading at home. £5000 Purchase of more home reader books. £5000 Topic approach where non-core lessons are blocked and link to English curriculum to support vocabulary. Resources purchased to support topic lessons. £3000 Class reader certificates given out in celebration assemblies £1000 Reading badges given out to promote more reading at home £1000 Reading area constructed in the playground to encourage more reading during break/lunch £5000 External reading training organised for December £2000	Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the SATs all pupils need to have a good enough level of reading to access the full curriculum.	Reading work scrutiny, including Pupil Voice PIRA and SATs tests administered Reading age calculated using NRGT English work scrutiny to check for use of vocabulary All teachers will have a reading/vocabulary related performance management target this year CPD will focus on reading/vocabulary this year Deputy head to carry out a deep dive into reading across the academy to check provision, devise a policy and clarify next steps.	English leads Deputy head leading on quality of education	Autumn 2 reading data for each year group 	Year 1	85%
Year 2	68%
Year 3	80%
Year 4	71%
Year 5	73%
Year 6	55%	 A new reading model has been launched in all year groups and teachers are now feeling more confident in their teaching of key skills. The impact of this will be evident when spring 2 data is collected. All year groups have passports which children are using to record their response to reading a banded book for their current level.
Improved outcomes in Year 6 to ensure secondary readiness	Before and after school targeted Interventions. Saturday and Easter holiday sessions. £7500 Action tutoring twice a week for children falling behind. £5000 Children taught in smaller class groups through use of intervention teachers. £20000 Revision books to be ordered to ensure all interventions are impactful £3000	Revision and intervention sessions will support pupils by consolidating learning and closing gaps. Pupils will feel well-prepared for national assessments	Monitoring and evaluation cycle RWM work scrutiny, including Pupil Voice PIRA, PUMA and SATs assessments Weekly Y6 data meeting Regular PPMs	Head of year 6 Deputy head Year 6 team	Year 6 data comparison for spring 1 data |	2019	2020
Maths	52%	57%
Reading	50%	55%
Writing	60%	65%	 Saturday school organised for 66 children Easter school organised for 66 children. Extended school twice per week began in January for all pupils
				Total budgeted cost	£102,500

ii.	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	Mid-year review
Narrow the attainment gap between PP and non PP pupils in RWM	Small intervention groups which will focus on PP children who are falling behind. £10000	We need to eliminate any variance in the quality of teaching to ensure effective, high quality teaching in all classes which will ensure at least strong progress for all pupils, with those identified as needing to catch up making sustained progress. Professional development delivered will include CPD sessions; peer observation through lesson study; coaching and mentoring and co-planning. These things are said to be effective in the Teacher Development Trust research review on professional development.	Performance management targets will include diminishing differences between PP and non PP. Staff will be very aware of their class make up due to Venn diagrams in classes, data discussions during co-planning and pupil progress meetings. All interventions will be closely monitored by SLT and reviewed to ensure impact.	Heads of year Assessment lead to track effectiveness of interventions	Data for RWM combined <table><tr><td>Year</td><td>All</td><td>PP</td></tr><tr><td>1</td><td>70%</td><td>62%</td></tr><tr><td>2</td><td>57%</td><td>43%</td></tr><tr><td>3</td><td>51%</td><td>74%</td></tr><tr><td>4</td><td>65%</td><td>64%</td></tr><tr><td>5</td><td>60%</td><td>54%</td></tr><tr><td>6</td><td>64%</td><td>60%</td></tr></table> HOY 1 and 5 have been notified to set up more interventions to close the gap between PP and non PP. In other year groups, interventions previously set up are working to stop children falling behind their
Narrow the attainment gap between PP and non-PP students across the curriculum	Higher ratio of staff within the Early Years to ensure a really high quality environment and provision which promotes accelerated progress for our youngest children and close gaps sooner. £40000 Indoor and outdoor learning environments need updating to ensure purposeful play and encourage independence. £20000 Visits to outstanding early years providers organised £2000	Overall, the evidence suggests that early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families (Education Endowment Foundation website).	Staff new to early years will receive regular training and support from SLT and HOY. Learning environment audits to identify areas of strength to share good practice in encouraging independent learning and areas for development.	Assistant head for early years	Reception data Spring 1 85% PP on track for GLD 86% Non PP on track GLD PP children are on track in reception with no significant gap. There are currently no pupils identified as PP in nursery which needs addressing.
Improved attainment for high attaining PP pupils	PPA teachers to cover classes for a morning/afternoon each week to allow for co-planning time. £40000 Purchase some challenging texts for our highest attaining pupils to ensure engagement. £10000	Following the co-planning model and planning backwards from the end goal proved successful, in terms of children's progress last year. Year groups planning together will support with subject knowledge and questioning/misconceptions to challenge children with high prior attainment.	Monitoring and evaluation cycle Complete fortnightly work scrutiny alongside pupils to ensure appropriate support and challenge Middle leaders to complete weekly planning scrutiny and feedback to teachers before lessons start for the week curriculum planning time given to HOY to ensure learning is sequenced appropriately and knowledge builds on what they already know.	Heads of year Curriculum AHT	HPA PP data <table><tr><td>Year</td><td>All HPA</td><td>PP HPA</td></tr><tr><td>1</td><td>100%</td><td>100%</td></tr><tr><td>2</td><td>100%</td><td>100%</td></tr><tr><td>3</td><td>100%</td><td>100%</td></tr><tr><td>4</td><td>100%</td><td>100%</td></tr><tr><td>5</td><td>100%</td><td>100%</td></tr><tr><td>6</td><td>78%</td><td>75%</td></tr></table>

Improved combined attainment of PP pupils.	Small intervention groups which will focus on PP children who are falling behind. £10000	The EEF report recognises small class sizes only have a positive impact if numbers are reduced drastically. Small intervention groups of less than 10 pupils should ensure targeted and bespoke teaching tailored for individual needs.	Performance management targets will include diminishing differences between PP and non PP. Staff will be very aware of their class make up due to Venn diagrams in classes, data discussions during co-planning and pupil progress meetings. All interventions will be closely monitored by SLT and reviewed to ensure impact. CPD will be bespoke and targeted to ensure teachers delivery high quality education.	SLT	Attainment of PP Children with HPA is in line with non PP peers. However, progress of pupils with HPA is still an issue across the academy.

Year	All HPA	PP HPA
1	7%	17%
2	0%	0%
3	43%	33%
4	5%	17%
5	40%	33%
6	17%	7%

During PPMs, we focused on children with above prior attainment being a high focus in every year group to ensure they make good progress compared to their starting point.

	Total budgeted cost
	£132000

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Mid-year review
E. Improved attendance rates and reduced persistent absence	Contribution to additional parent support worker focusing on attendance £30000 Class and individual attendance monitored weekly and trophies given out for winning classes Rewards for good attendance. £500 Regularly updating parents on attendance and any concerns. £0 PTA set up and regular coffee mornings held to ensure open communication £1000 Purchase of Marvellous Me to communicate with parents directly. £4000	Pupils need to attend school every day in order to make progress NFER identifies addressing attendance issues as key The EEF toolkit shows parental engagement has a positive impact on academic success for a moderate cost.	Regular attendance updates to SLT team Data monitored daily and weekly Key trends are identified and interventions put in place. Open communication with parents. Regular vulnerable child meetings to link attendance/DSL/behaviour information	Parent support workers SLT	Aut 1 and spring 1 data for attendance and persistent absence |	All	PP
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Aut 1	97.2%	97.1%
Spring 1	96.1%	95.8%	 Persistent Absence 		All	PP
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Autumn 1	4.5%	5.6%
Spring 1	9.6%	13.9%	 Persistent absence of PP pupils needs to be investigated further, those children identified and interventions put in place.
F. Improved Mental wellbeing and personal development of students to ensure success in life, education and employment	Enrichment Opportunities including trips and visitors. £5000 Assemblies and collapse days focusing on mental wellbeing. £1000 Sports coaches to lead activities over lunch time. £5000 Playground will be developed leading to more purposeful play. £15000 Play leader training and implementation £5000 After school clubs with PP children given priority. £5000 Learning mentors to work with all children identified as vulnerable. £20000 Loudmouth theatre company to deliver workshops on	Pupils with SEMH needs require additional support to raise their self-esteem so they feel confident to access the curriculum and challenge themselves Develop pupils' cultural capital and exposure to a wider curriculum so they are able to access challenging content confidently. Pupils' health and mental well-being will impact their success in education	Pupil Voice during learning walks and book looks. Monitoring of behaviour records to see an improvement. Active vote- children in every year group to answer questions about themselves and school life to gauge trends/issues to resolve them. Worry boxes monitored and interventions put in place where needed. Pastoral team to feedback to SLT regularly	Learning mentors DSL SLT	13 PP Children are currently receiving mentoring from student support managers Pupil voice shows pupils feel safe on the playground and really value their leadership roles and the activities on offer. 44% of children attending after school clubs during Autumn and Spring 1 term are PP

	keeping safe, and follow up sessions. £3000 Student leadership roles provided to encourage independence and offer new opportunities. £1000				
				Total budgeted cost	£95500

Academic year: **2019-2020**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i.   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	Interim review
All teaching in every classroom to be proficient, leading to better outcomes for PP children.	CPD on coaching provided for all secondary Middle leaders. £20,000 Weekly training provided for staff are not consistently proficient. £24,000 Teachers to target underperforming PP pupils in planning. £0	In order to improve outcomes for pupils, teaching needs to be effective across the phase in all subjects. Middle leaders (Heads of Department) are accountable for the quality of teaching in their area. Teachers need to be aware of PP pupils so that they can plan and cater for all pupils in their class.	Monitoring and evaluation cycle will closely monitor all aspects of teaching and learning to ensure swift action is taken where needed. CPD will be tailored to individual teachers and the needs of the staff. Regular coaching will be in place and impact tracked closely.	LLE Heads of departments	September 2019: 43 teachers in the secondary phase, including 20 who were new to the academy (47%), 6 colleagues who were trainee teachers and 8 supply teachers. From baseline data, 26% of teachers were proficient or better and 33% was attempting. A programme of coaching, feedback and learning walks was implemented. Spring 2020: 41 teachers in the secondary phase and 37% of teachers were proficient or better and 12% of teachers were attempting. The focus is now on securing more proficient teaching from staff who were in the foundational phase.
Improved reading attainment.	NGRT tests to determine pupils' reading ages. £5,775 A list of pupils who are not at the expected reading age will be identified and shared with teachers. £0 Strategies to improve reading age will be created and shared with teachers. £2,796 NGRT tests will be conducted every term to check improvement of reading ages. £0 Accelerated Reader programme - Star quizzes which pupils will use to measure whether they have understood the texts they are reading. £5,600	Pupils need exposure to rich texts and vocabulary in order to meet the expectations of the end of term tests and GCSEs. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (Education Endowment Foundation)	Improvement of reading ages in termly NGRT tests. DCO to review termly.	DCO	NGRT reading data was captured in Autumn 2019, however, it is prudent to look at the Autumn 2020 baseline data. **Aut 2020** | Year	% below 96	% 97-103
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7	34%	13%
8	53%	17%
9	42%	18%
10	40%	21%	 This shows that the prolonged time from school due to Covid-19 has had a significant impact on reading attainment and is a focus for 2020/21.

| | Total budgeted cost | £62,171 |

	ii.	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	Interim review	
Narrow the attainment gap between PP and non-PP pupils across the curriculum.	Ensure that PP pupils have access to materials/equipment such as French dictionaries, revision books, which prevent gaps between PP and non-PP pupils. £12,000 Provide training so that teachers know how to review the progress of PP pupils in their classes. Provide follow up training. £5,000 Digital technology programmes such as Kerboodle, Active Learn to be used to support pupils' learning outside of lessons. £10,000 Use of programmes such as English Mastery, Maths Mastery to break down content into clearly defined learning objectives, which are pursued until they are achieved. £9,500	There was a difference in progress between PP and non-PP pupils in most subjects, with non-PP pupils making more progress in Summer term 2019. Pupils will need essential equipment such as protractors for Maths, and French bilingual dictionaries, to complete their homework. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. (Education Endowment Foundation) On average, mastery learning approaches are effective, leading to an additional five months' progress. (Education Endowment Foundation)	Review the differences in progress and attainment on a termly basis. Heads of departments and class teachers to ensure that pupils are using the equipment at school and at home. SLT to review use of programmes in LM meetings. Review the differences in progress and attainment on a termly basis.	HBR Heads of Department HBR HBR HBR	Due to the national lockdown in March 2020, there is no data for assessments from Spring-Summer 2020 for pupils in Y7-10. Y11 Mock exam data (Autumn term): (table below) It is important to note that pupils did not sit all papers for English in the mock series. Centre Assessed grades (Awarded in August 20): (table below) Attainment and progress of PP pupils has improved, however there is a difference in attainment between PP and non-PP pupils. The percentages for	

Y11 Mock exam data (Autumn term):

	PP	Non-PP
A8	4.1	4.5
P8	-0.24	-0.12
En 4+	80%	80%
En 5+	63%	70%
Ma 4+	63%	76%
Ma 5+	37%	44%

Centre Assessed grades (Awarded in August 20):

	PP	Non-PP
A8	45.4	48.6
P8	+0.22	+0.38
En 4+	80%	85%
En 5+	59%	68%
Ma 4+	74%	77%
Ma 5+	42%	58%
En P8	+0.13	+0.31
Ma P8	+0.21	+0.39
Ebacc P8	+0.28	+0.49
Open P8	+0.25	+0.32

					pupils being awarded a Grade 5 and above in English and Maths show the biggest difference, and this will be a target for the next academic year.

Improved attainment for high attaining pupils PP.	Provide training on CCR! so that teachers know how to review the progress of PP pupils in their classes. £0 Teachers to target underperforming PP pupils in planning. £0	HPA PP pupils did not make as much progress as their peers last academic year Teachers need to know how to analyse the data so that they can plan how to improve the attainment of HPA PP pupils.	Review the differences in progress and attainment on a termly basis in Pupil progress meetings.	SLT	Due to the national lockdown in March 2020, there is no data for assessments from Spring-Summer 2020 for pupils in Y7-10.
Improved outcomes for PP pupils in Year 11.	Deputy Headteacher in charge of Year 11 outcomes to provide strategic overview of interventions to diminish progress differences for PP pupils. £45,000	59% of Year 11 are PP pupils. Results from the Summer data in Year 10 show that non PP pupils are making more progress than PP pupils in 18/19 subjects.	Going for Gold meetings SLT meetings	SCH	Centre Assessed grades (Awarded in August 20):

Centre Assessed grades table:

	PP	Non-PP
A8	45.4	48.6
P8	+0.22	+0.38
En 4+	80%	85%
En 5+	59%	68%
Ma 4+	74%	77%
Ma 5+	42%	58%
En P8	+0.13	+0.31
Ma P8	+0.21	+0.39
Ebacc P8	+0.28	+0.49
Open P8	+0.25	+0.32

Improved outcomes across all year groups, especially in identified year groups and subjects.	Assistant Headteacher in charge of Year 7-10 outcomes to provide strategic overview of interventions to diminish progress differences for PP pupils. £25,000 Provide training on CCR so that teachers know how to review the progress of PP pupils in their classes. £0 Teachers to use support staff to work with underperforming PP pupils. £5,500	Teachers need to know how to analyse the data so that they can plan how to improve the attainment of all PP pupils.	Review the differences in progress and attainment on a termly basis in Pupil progress meetings.		Centre Assessed grades (Awarded in August 20):

Centre Assessed grades (Awarded in August 20):

	PP	Non-PP
A8	45.4	48.6
P8	+0.22	+0.38
En 4+	80%	85%
En 5+	59%	68%
Ma 4+	74%	77%
Ma 5+	42%	58%
En P8	+0.13	+0.31
Ma P8	+0.21	+0.39
Ebac c P8	+0.28	+0.49
Open P8	+0.25	+0.32

Due to the national lockdown in March 2020, there is no data for assessments from Spring-Summer 2020 for pupils in Y7-10.

	Total budgeted cost	£112,000

iii.	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**	**Interim review**
Improved character and personal development of pupils to ensure success in life, education and employment.	Assistant Headteacher to create programme to ensure that PP pupils have access to opportunities on different programmes. £20,000 Deputy Headteacher in charge of creating character development programme. £25,000 Target PP pupils for programmes such as Envision and Headstart, to give them opportunities to deliver assemblies, conduct presentations etc. £10,000	To ensure that pupils have the opportunities to engage with experiences which parents might not be able to afford. This will diminish the gap in cultural capital. Benefits have been found in both primary and secondary schools, for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (Education Endowment Foundation)	Evaluations from pupils to measure whether pupils found the programmes useful.	MNA	The programme for careers and pathways has been positively received and included: Envision, Head Start, Drop down day which included careers workshops. Envision group raised £674.80 from their presentation and fundraising project. The focus for 2020/21 will be to measure the impact of the programmes.
Behaviour interventions improve attainment by reducing challenging behaviour.	4 Student Support managers employed in Secondary phase to work with pupils who need targeted support such as mentoring. £60,000 Data manager to analyse trends and report information on a weekly basis to Student Support Managers, Heads of Year and SLT. £10,000	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (Education Endowment Foundation)	Analyse behaviour data from weekly tracker.	IYO	Total negative events from Autumn 1.2 		PP
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2019	3178
2020	1624	 The data has been compared to 2020 Autumn 1.2, as this was the first year of having pupils in Y7-11. However, it is evident that there is a significant decrease in negative events and therefore behaviour interventions have had a positive effect.
Improved attendance rates and reduced persistent absence.	Attendance team to contact home when pupils do not attend school. £15,000	Pupils need to attend school every day in order to achieve grades and make progress.	Analyse attendance of PP pupils and non-PP pupils through CCR	AMA	Year to date attendance |	PP	Non-PP
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2018	97.5%	97.4%
2019	96.6%	96.6%	 Persistent absence 		PP	Non-PP
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2018	6.9%	7.7%
2019	10.9%	8.8%	

					It is difficult to draw conclusions from overall absence data between academic years due to absence for C-19. However, there appears to be a widening gap in persistent absence between PP and non-PP pupils and this will be a focus for 2020/21.
				Total budgeted cost	£140,000