

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	Penistone Grammar School
Number of pupils in school	1841 Y7 to Y13 1583 Y7 to Y11 258 Y12 to Y13
Proportion (%) of pupil premium eligible pupils	12.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	15/12/2021
Date on which it will be reviewed	First review will take place in September 2022. Final review September 2024.
Statement authorised by	Paul Crook (Principal)
Pupil premium lead	Andrew Gibbins (Vice Principal) and Elizabeth Butler (Associate Senior Leader, Pupil Premium Champion)
Governor / Trustee lead	Andy Smeaton (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190 570
Recovery premium funding allocation this academic year	£ 28 000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3 400
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	£ 221 970

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to bring to life the belief that there is no limit to a student achieving. We will empower our disadvantaged students to succeed in school and progress to the next stage of their life, supporting them in having high aspiration. We believe in them and want them to believe that through embracing our core values they can turn their dreams in to reality. Ensuring we challenge them to challenge their own aspirations is critical, we want them to Aim High.

Through all our Core Values we will support our disadvantaged students in various ways. We want them to enjoy reading, but before that we want them to be able to access varying texts, having the skills to be able to understand them and then decide what they enjoy. We will support them to access the breadth of a varied curriculum and ensure no assumptions are made about their ability. We will support our students when things are not going as they would like and ensure they have the skills to drive on through this. Our students will feel cared for and know that the school is willing them to succeed so that they can leave us, not only with a set of qualifications that open the door to the next steps, but also as confident and well-rounded people who will contribute to a better tomorrow.

The plan has goals that we want to achieve within the next three years. Ensuring we have subject specialists in front of our students is a priority for the school. High quality teaching and learning is a school wide focus and paired with this we have a focus on our disadvantaged students' attendance to ensure they are receiving the benefit of this expertise.

Through the use of a new provision 'Room 1392' there is a professional who has an overview of all disadvantaged students to really personalise support if and when required. This can be any walk of school life – academic or more personal needs.

Our strategy is rooted in the in the following principles:

1. Students have the right to succeed, no matter what their home circumstances are.
2. We do not equate 'disadvantaged' students with students who are 'LoE' or of 'low ability'.
3. Teachers of our disadvantaged students should be held accountable for their progress.
4. High quality teaching and learning is at the forefront of ensuring gaps are lessened and removed.
5. Disadvantaged students feel as much a part of our school as any other student.

Penistone Grammar School is a large secondary comprehensive with some year groups having 320 children. The challenge is to keep a sharp focus on disadvantaged students to ensure that there is a dedicated and personalised approach, and our ultimate goal is that Penistone Grammar School students leave with the same opportunities, regardless of barriers they may face outside of school.

Challenges

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

Challenge number	Detail of challenge															
1	<p><u>Academic (Progress)</u></p> <p>Historically, disadvantaged students have not progressed as well as their counterparts with the same KS2 starting point. The last four years show the following:</p> <table border="1"> <thead> <tr> <th></th> <th>PGS Disadvantaged</th> <th>PGS Non-Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>-0.22</td> <td>0.46</td> </tr> <tr> <td>2019</td> <td>-0.31</td> <td>0.23</td> </tr> <tr> <td>2020</td> <td>-0.08</td> <td>0.78</td> </tr> <tr> <td>2021</td> <td>0.20</td> <td>0.48</td> </tr> </tbody> </table>		PGS Disadvantaged	PGS Non-Disadvantaged	2018	-0.22	0.46	2019	-0.31	0.23	2020	-0.08	0.78	2021	0.20	0.48
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2	<p><u>Mental Health</u></p> <p>Young people's mental health is known to have suffered as a result of lockdown and enforced time out of school, away from their social norms. We will work to ensure targeted mental health/counselling support will be available at the appropriate level with increased capacity at each tier of intervention meaning reduced waiting times in school.</p>															
3	<p><u>Attendance</u></p> <p>The attendance of Pupil Premium students compared to non-PP students shows us that PP students are more likely to be absent than their non-PP peers. PP attendance levels at PGS at the end of the last school year not affected by the lockdown were significantly higher than</p>															

	<p>national figures although the gap to the whole school cohort was slightly wider than that found nationally.</p> <p>The attendance gap between our PP students and our “All Students” cohort has grown over the years affected by school closures due to the pandemic. Our 2-year plan sees us recovering to the position at the end of the last full school year by the end of 2022/23 with collaboration between the Education Welfare Officer, the Head of Attendance and the Student Engagement Officer. In this way we will support them in enhancing their attainment and subsequent life chances.</p>
4	<p><u>Behaviour</u></p> <p>PP students historically encounter more difficulties with school behaviour systems than their non-PP peers.</p> <p>Since its introduction our Values Driven Expectations system has allowed us to support PP students so that they have had 73% fewer visits to Supporting Expectations (64% reduction for all students) however we have only reduced after school detentions by 56% (60% for all students). We will work with mentors, teachers, families and students to identify where lines are repeatedly being incurred leading to after school detentions and reduce these, thus reducing the number of after school detentions.</p>
5	<p><u>School Support for Students/Parents</u></p> <p>Our own survey of our students, their parents and carers and their teachers showed us that our students and their parents/carers value PGS but do not always feel valued by it. There is an issue of preparedness for learning and also a lack self-confidence/self-belief required to take risks in the classroom. Our PP students also do not display a feeling of “belonging” in school, which is vital if students are to engage fully and believe that they have an equal part in our school community.</p>
6	<p><u>Y7 reading comprehension</u></p> <p>Data from our disadvantaged students’ flight path suggests that some of our disadvantaged students join us with limiting comprehension skills. This challenge impacts on academic attainment in all subjects and eventual life chances. We intend to accelerate a students’ learning through reading.</p>

7	<p><u>Personal Development</u></p> <p>Our survey of our PP students/parents/carers and our staff showed our PP students are not adequately prepared for their future; students say they know what they are going to do but our teachers and their parents/carers are less sure that this is the case. They say they have a clear plan and know what qualifications they will need but they are less sure about the possibility of being able to do anything they want when they leave.</p> <p>We recognise that strong careers guidance is needed and will undertake investigation into the degree of ambition being shown as well as a programme of aspirational university visits to broaden horizons.</p>
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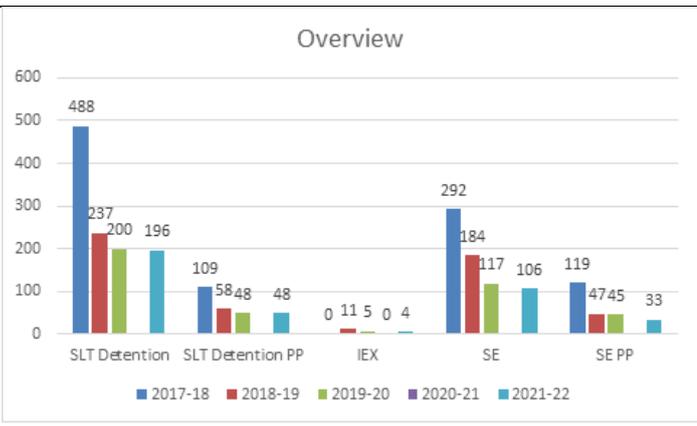
Intended outcomes

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>Academic</p> <p>Support our students to leave with the foundation of strong passes in their GCSE subjects, allowing them to progress on to their chosen Post 16 destination.</p>	<p>By 2024 we want our disadvantaged students to be able to complete their exams and be in line with, at least, the national average progress score for their non-disadvantaged counterparts. This would represent a positive shift for our children.</p> <p>Target overall Progress 8 of 0.13 – this is based on 2019 outcomes and will be reviewed annually to ensure it remains challenging.</p> <p>Target disadvantaged students Attainment 8 of 47.46.</p>
<p>Mental Health</p> <p>A twice yearly survey of the state of the mental health of our PP students will enable us to appropriately direct our interventions.</p> <p>Students will be engaged in their learning and in</p>	<p>A survey of the state of the mental health of our students will be undertaken twice a year in conjunction with the school Mental Health Practitioner. Interventions will be planned based on the outcome of these surveys and the entry/exit questionnaires for these interventions will show an improvement in the overall emotional wellbeing of our PP students.</p>

<p>school. They will grow to speak openly about their emotional wellbeing and will seek support when they identify an issue.</p>																																																							
<p>Attendance</p> <p>Our Pupil Premium students will be attending at a level equal to that of their counterparts prior to the pandemic.</p>	<p>Our 2-year plan sees us recovering to the position at the end of the last full school year (2018-19) by the end of 2022/23 with collaboration between the Education Welfare Officer, the Head of Attendance and the Student Engagement Officer. We will focus on the gap between the attendance of PP and non-PP cohorts, thus ensuring an equality in the learning opportunities for all.</p> <p>This is a two year focus initially due to the ever-changing landscape with the pandemic, therefore a slightly shorter time scale is being considered to allow for responsiveness.</p> <table border="1" data-bbox="517 904 1366 1124"> <thead> <tr> <th>Academic Year</th> <th>All Students PGS</th> <th>All national</th> <th>Non-PP students PGS</th> <th>Non-PP students National</th> <th>PP Students PGS</th> <th>PP Students National</th> <th>Gap PGS All to PGS PP</th> <th>Gap National All to PP</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>96</td> <td>94.5</td> <td>96.4</td> <td>95.5</td> <td>93.1</td> <td>91.8</td> <td>2.9</td> <td>2.7</td> </tr> <tr> <td>2019/20 to 20/3/20</td> <td>95.4</td> <td>n/a</td> <td>96</td> <td>n/a</td> <td>91.7</td> <td>n/a</td> <td>3.7</td> <td>n/a</td> </tr> <tr> <td>2020/21</td> <td>95.2</td> <td>n/a</td> <td>96</td> <td>n/a</td> <td>90.8</td> <td>n/a</td> <td>4.4</td> <td>n/a</td> </tr> <tr> <td>2021/22 Plan</td> <td>95.7</td> <td></td> <td>96.1</td> <td></td> <td>92.4</td> <td></td> <td>3.3</td> <td></td> </tr> <tr> <td>2022/23 Plan</td> <td>96</td> <td></td> <td>96.4</td> <td></td> <td>93.1</td> <td></td> <td>2.9</td> <td></td> </tr> </tbody> </table>	Academic Year	All Students PGS	All national	Non-PP students PGS	Non-PP students National	PP Students PGS	PP Students National	Gap PGS All to PGS PP	Gap National All to PP	2018/19	96	94.5	96.4	95.5	93.1	91.8	2.9	2.7	2019/20 to 20/3/20	95.4	n/a	96	n/a	91.7	n/a	3.7	n/a	2020/21	95.2	n/a	96	n/a	90.8	n/a	4.4	n/a	2021/22 Plan	95.7		96.1		92.4		3.3		2022/23 Plan	96		96.4		93.1		2.9	
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<p>Behaviour</p> <p>Students will be in lesson, behaving appropriately so their access to learning will be improved and not affected by time out of lesson for sanctions.</p> <p>Consequently, students will access learning at the same rates as their peers. Their self-confidence and self-esteem will rise as their behaviour issues in school reduce and the praise they receive grows. The positivity this will</p>	<p>Pupil Premium students will have reduced the amount of time they spend in after school detentions. This will largely be achieved by working with students to reduce the number of lines they are receiving for issues which our support provision (Room 1392) can affect:</p> <ul style="list-style-type: none"> - Home learning - Organisation - Uniform <p>We will work with mentors to achieve quicker intervention in the mornings to address issues around equipment and uniform and we will work with teachers to identify students who may require home learning to be provided on printed sheets rather than online.</p> <p>Our student resources survey also identified students who did not have an appropriate device at home to complete home learning as well as not having all equipment/uniform items required. We will work to fill the gaps in items required and we will carry out the survey each school year.</p>																																																						

bring to them will be reflected in their engagement in our school community.



School Support for Students/Parents/ Carers (Room 1392)

We will have a focused opportunity to engage Pupil Premium students in our school life, providing all round support and encouragement to influence all aspects of their experience. Overall, the impact will be positive on the outcomes at GCSE level and so also on future life chances.

The newly opened provision Room 1392 is a dedicated resource focussing on the needs of our Pupil Premium students across Y7 – 11. The engagement of our PP Students and their families will be improved thus impacting positively on outcomes and eventual life chances.

Through the provision offered by Room 1392 the barriers to attending school and accessing learning which can be posed by financial disadvantage will be reduced/removed.

Parents/carers will be aware of the support we can offer them and their child. The attendance of the parents and carers of our PP students at Open Evenings and Parent/Student Evenings will be maximised through our offer of support to remove barriers such as transport and childcare where necessary so that our teachers can have appropriate conversations with our students.

Through the interventions of the Student Engagement Officer who will staff the Room 1392 provision but work under the strategic direction of the ASL: PP Champion and the VP Raising Achievement:

- The gap between the attendance of PP and non-PP students will be reduced by the end of Y2 to the level at the end of the last school year before the pandemic (2018/19), thus ensuring an equality in the learning opportunities for all
- The number of detentions incurred by PP students will reduce at a rate equivalent to the reduction in the number incurred by non-PP students
- Effective tracking of PP parental engagement in Parents' Evenings, Y9 Options evening and GCSE Success evening will take place in Y1 to allow benchmarking. Levels of engagement in Y2 and Y3 will grow from the benchmarked position.

<p>Y7 Reading Comprehension</p> <p>As a minimum we expect that students reach a minimum of their age-expected reading age.</p>	<p>Retrieval of knowledge and comprehension through reading will be enhanced for our students.</p> <p>Students will accelerate in their reading age, Zone of Proximal Development and Normed Referenced Standardised Score and will thus be allowed opportunities to develop and improve in every subject.</p> <p>Good comprehension will be achieved through focus on critical skills students are expected to be working at by the time they reach Y7. These are focused around: vocabulary, discussion skills, understanding and interpreting texts and engaging and responding to texts.</p>
<p>Personal Development</p> <p>Increased levels of aspiration enable students to access higher grades and to feel empowered in their future lives.</p>	<p>Careers</p> <p>Increased levels of aspiration will enable students to access higher grades and to feel empowered in their future lives.</p> <p>Aspiration</p> <p>Students in Y9-11 will be supported by a non-academic mentoring programme (Dreams2 Reality – Cameron Parker) to boost their personal development which in turn will positively impact on their attitudes and approaches to their academic commitments. They will be encouraged to grow in ways they had not previously considered. Their parents will be encouraged to join them on this journey through access to a parents' event and on-going updates via email from the programme leader, Cameron Parker.</p> <p>Dreams2Reality will provide data at the end of the programme showing the growth in our students from Day 1 to Day 4 of the programme.</p> <p>Furthermore, students will form a relationship with a role model from outside of school and the relationship between school and home will be enhanced.</p> <p>Staff will be asked to "buddy" with PP students in Y7 & Y8 to form "non-academic mentor" relationships with them through brief meetings every 2 weeks. Staff will be encouraged to investigate ways to develop the relationship with students through shared interests. Student voice and questionnaires from the students involved will be used to measure impact and to shape the programme.</p>

	Strong relationships in school will encourage personal development of our students in the non- academic arena
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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.

Academic (Teaching) (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subject specialist teachers teaching groups</i>	Basing lots of our approach around The EEF Guide to The Pupil Premium, we have focused in on key areas. The Education Endowment Foundation clearly states the importance of an effective teacher is in front of every class. To support this the specialism in the subject area is critical and will ensure secure knowledge of both content and exam criteria to support our students.	1
<i>Second in Department responsibility</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our disadvantaged students driven by our second in department there will opportunity to consider what targeted support is required.	1
<i>Achievement Leaders</i>	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through clear focus on our disadvantaged students driven by our Achievement Leaders there will a professional who has an overview of the whole student across all subject areas and school life.	1, 3, 4, 5, 6, 7

HLTA	When considering the published findings of the Education Endowment Foundation, the area addressing targeted academic support is critical. Through interactions between the HLTA, Seconds in Department and Achievement Leaders there will be a focus on gaps in learning, including those generated as a result of Covid, and support given to close these.	1, 2, 3, 4, 5, 6, 7
<i>Alternative provision</i>	Ensuring students have every opportunity in school is vital, but we also consider whether opportunities in other educational establishments may suit our students on occasions. Working with a local provider we review what pathway a student wants to follow once they progress from Penistone Grammar School and support the students in Aiming High. We support students accessing courses that Penistone do not offer, such as Mechanics, so that they can progress on to full time training and then employment. This is supported by research conducted by the EEF around wider strategies.	1, 2, 3, 4, 5, 7

Pastoral support

Budgeted cost: £ 49,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Support for Students and Parents (Room 1392)</i>	<p>We conducted a survey in February 2020 of our PP students and their parents/ carers and teachers. We also surveyed a control group of non-PP students/parents/carers.</p> <p>The responses received showed us the barriers we need to overcome to enable our PP students to access our school community and its offerings in the same way as their non-PP counterparts.</p>	1, 2, 3, 4, 5, 7

The strongest barriers which were evident from the responses received were:

- There is a lack of **self-confidence/self-belief** amongst PP students – this can be seen in their strong statements that “mixing with other people makes me anxious”, “I find break and lunchtime difficult”, “I do not fit in at school”, “I am afraid to answer questions in class”, “I feel awkward around my peers”
- PP students also acknowledge that they may not do as well as they possibly can as they “**do not understand what is happening in lessons**” due to absence
- Several **issues at home** appear to have a greater impact on PP students than on their non-PP peers – no equipment, have to help family, no quiet space to study, no money for bus fare/petrol – although it should be noted that these are minor features of the results of the survey
- For all students (PP and non-PP) knowing how to organise selves or revise for tests/exams was indicated as a strong factor which stops them achieving as well as they can, but this was 7.8% higher for PP students (43.9% indicated this as an issue whereas it featured as a response for 36.1% of non PP students). For PP students this **lack of organisation/revision skills** was exacerbated by a recognition that they do not work at home, preferring to be with friends, on social media or

gaming and not always wanting to come to school as homework not done so there is a fear of getting a line

We also surveyed our teaching staff about gaps between the attitudes of our whole school and those of our Pupil Premium cohort. The main points drawn from their responses are as follows:

- Largely the attitudes of our teaching staff towards PP students follow a similar trend as those towards non-PP students but they start from a more negative position on the scale – we saw in the student survey that our PP students hovered around the middle of the scale where their non-PP peers were more to the positive ends and this is echoed in the opinions of our staff
- Responses showed strongly that our staff believe there is an issue with home learning for our PP students
- Our staff believe that probably our PP students feel the weight of expectation more heavily than our non-PP students
- There is a strong belief amongst our staff that our PP students are not so aware of what their options for the future are and this is born out in further comments where staff feel strong career advice is necessary
- Our staff do not feel as supported or see as high a level of encouragement towards PP students from PP parents/carers
- Attendance is highlighted as an issue which staff feel needs to be addressed and this is exacerbated by their belief that PP students do not know how to catch up on work missed

	<ul style="list-style-type: none"> • There is a gap between the readiness for learning (resources/equipment) of our PP students and our non-PP students • Our student survey exposed a confidence issue for our PP students, and this is supported by our teaching staff who state that their participation and confidence levels are lower than those of their non-PP colleagues 	
<i>Mental Health support</i>	<p>In the area of the survey which addressed “feelings”, our students told us that they suffer from</p> <ul style="list-style-type: none"> • Too much stress/pressure to do well • Fear of other people’s opinions, issue of self-image • Mental health difficulties <p>This survey took place prior to the first lockdown, and it is widely acknowledged that the mental health of young people has suffered during the pandemic.</p>	2, 3, 4, 5, 7
<i>Mentoring</i>	<p>1st tier interventions can help young people learn resilience and how to deal with issues with minimal intervention rather than having to access mental health support or our school counsellor.</p>	2, 3, 4, 5, 7
<i>Transition Support KS2 – KS3</i>	<p>Working with students and their parents/carers as part of the transition process so that they are all aware of the support which is available was trialled successfully in 2020/21, leading to parents being more willing to reach out and request support than in previous years thus enabling students to transition successfully.</p>	2, 3, 4, 5, 6

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

Budgeted cost: £ 55,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Associate Senior Leader – Pupil Premium Champion</i>	Gov.Uk guidance highlights the need to develop an understanding of the needs of our disadvantaged students, both academic and non-academic. Through the creation of this post there is a professional in the school who has a dedicated focus in driving forward the school focus on our disadvantaged students, this is vital.	1, 2, 3, 4, 5, 6, 7
<i>Attendance</i>	EEF and Gov.uk both address the most successful strategies being based around high quality teaching and learning. To ensure this can be effective our disadvantaged students have to have high levels of attendance in order to access this teaching. Our tracking still shows this to be an area for improvement in terms of attendance.	1, 2, 3, 4, 5, 6, 7
<i>Careers Guidance/University Visits/Cutlers programme</i>	<p>We use the Gatsby Benchmarks to measure how we are supporting students. TES stated that, ‘children cannot be what they cannot see’. The TES stated that the evidence suggests that children who have a broader understanding of options when they leave school will experience higher motivation in school and increased earnings when they leave.</p> <p>Our intelligence shows that our disadvantaged students have a mixed progression route, sometimes this is the correct route but others we believe could strive to move on to a higher-level course.</p>	1, 2, 3, 4, 5, 7

Destinations	Number	%
School sixth form	3	10.34483
Sixth Form College	3	10.34483
FE College	21	72.41379
Apprenticeship	1	3.448276
Employment with Training	1	3.448276
Employment		0
Other		0
NEET		0
Unknown		0
Level of Study		
1	6	20.68966
2	6	20.68966
3	17	58.62069

Total budgeted cost: £ 183061

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.

The below details how last year's Pupil Premium was spent (where possible) and the impact we saw as a result. It also gives an indication of whether the approach will be adopted moving forward.

It is worth noting that last year's strategy was a one year approach, in line with good practice for 2021/22 we have moved to a longer term approach with some aspects being a two year aim and some a three year aim.

Review of outcomes in 2020/2021

<u>Input</u>	<u>Objective</u>	<u>Impact</u>	<u>Further developments</u>
Contingency Fund	Although the ideal is always to act proactively to support the achievement and progress of disadvantaged students, the contingency fund is available for a reactive approach to respond to any unforeseen and/or urgent needs that may arise, or to support students to access opportunities that may present themselves throughout their school journey.	Supported Accelerated Reader programme that was run as an afterschool session. This was trialled initially with 5 students and the average age improvement was 23 months.	Although a good idea, a contingency is only good if it is used. We need to review again next year. Continue with the AR programme and look to increase participation.
Increase the Capacity of 'Seconds' across all Departments	Each department will have an identified person with an acute understanding of the needs of disadvantaged students within their specific curriculum area and the impact of the disadvantage on learning in the classroom in their area. There will be a sharp focus on providing support to ensure disadvantaged students can access the specifics of the curriculum and make progress that is equal to that of their non-disadvantaged peers.	Time was given to seconds and there was an increased awareness of the need for a focus on disadvantaged students. Greater awareness across school of the need to focus on our disadvantaged students and who they are. VP/ASL meetings not taken place as intended.	Due to capacity consider who monitors this aspect. How do we get Achievement Leaders involved to ensure there is a joined up approach?

Increased variety of courses at Key Stage 4	We will conduct a detailed student voice exercise to identify new courses that specifically support the aspirations of our disadvantaged students. We will also allow those courses which attract low numbers of applications (which usually renders them unviable) but where there is a high uptake from disadvantaged students to run thus supporting the aspirations of our students and maximising life chances through outcomes. We will look for engagement in this way to have impact on the wider curriculum in school.	Whilst the breadth of courses wasn't necessarily widened this money was used to support the running of courses where the proportion of disadvantaged students was high but with a number of students on the course who were lower than we would normally run a viable group e.g., Belief and Ethics.	Consider this for next year and whether it is an effective use of the Pupil Premium.
Access to College	To support those who may be at risk of exclusion, or total disengagement with school, funding will be available to provide access to alternative provision including access to learning through college and alternative programmes.	Not spent - no students identified within the year that would have benefitted from this more than staying with us, especially given the circumstances around Covid.	Still feel this is important to budget for so that we can provide opportunity for them.
Appointment of an HLTA for Disadvantaged	We will provide targeted intervention with a specific focus on closing gaps through individual and small group withdrawal. Through the appointment of an HLTA, we will specifically target those disadvantaged students who also have a SEND need. There will also be a focus on closing gaps in reading ages on entry. The HLTA will also play a role in reintegrating disengaged students.	Entry and exit questionnaires were used to measure the impact of intervention. This focussed on the students' confidence and motivation to learn before and after their intervention programme. On entry the average score for students was 4.1 and upon exit this had increased to 7 (a scale of 10 – with 10 being the highest score possible).	Continue provision.
Targeted English and Maths Small Group Intervention via The Link	To ensure students are able to access the core curriculum and to support the closing of gaps in progress, the Link will be staffed with English and Mathematics teachers at key times. Specific groups of students will be identified by English and Maths and brought into the Link for intervention within their learning "bubbles". Where allowed under the COVID-19 risk assessment, the Link will also serve as a reintegration measure for those students who are most vulnerable and may struggle to access mainstream learning in its entirety.	Very limited due to Covid and operating in 'Learning Zones'. Very controlled interaction between students meant the opportunities were very limited, so whilst the provision was staffed, we could not safely operate this as we would have liked. Started to operate in HT 6.	Is this the right provision?

Dedicated Curriculum Support Assistant time in Core Subjects	Secure 2 hours per week for each Curriculum Support Assistant in core subjects to focus on closing gaps at Key Stage 4 through individual and small group withdrawal.	Impact has been hard to identify as a specific result of the CSA support. Students have been identified in department and supported during sessions run in and out of the school day.	Remove from the spend strategy.
KS4 Bursary Fund	Bursary to support students to access resources, materials and equipment to ensure they have all the practical resources needed to participate fully in the course, accessing the highest grades. We will ensure students have access to resources that will support them to secure examination success.	Wrote to parents of KS3 to let them know about this. Students supported with covering costs of things like calculators.	Not used to its full potential - consider new approach that is more proactive.
Exam Preparation Fund	Through the Exam Preparation Fund, we will provide those students who need it with resources which will enable them to perform to their very best in exam season. This may include revision guides, exam packs, food and beverages and access to additional revision sessions. We will facilitate sessions in school to encourage those students working at top grades to aim for grade 9 by inviting previous students to talk in school. We will also provide sessions on exam preparation, revision techniques, organisation skills etc	Revision guides supplied given to students from this fund.	Due to the impact of Covid the exam season was completely different to 'normal' and followed the TAG model.
Increased Capacity for Achievement Leaders	A dedicated non-contact period each week used specifically by Achievement Leaders to focus on the disadvantaged students in their year group. Achievement Leaders will have a focus on the overall performance, progress and engagement of students within their year group.	This time has been used to walk the school and see specific disadvantaged students based upon data from assessment review points and VDE; have one to one meeting with students or contact parents; follow up effort reviews by seeing students and checking planners follow feedback from Achievement Mentors. They also use this time too liaise with other	Identify how we measure impact of this time.

		staff such as those linked with Room 1392.	
Contribution to Educational Trips and Visits	To ensure that finance is not a barrier to disadvantaged students accessing educational trips, visits and experiences, there will be a fund available to subsidise the cost of the trip for those disadvantaged students who require it. Up to 100% of the cost of the trip will be funded if considered an essential component of the course, with 20% of the cost of the trip funded for non-essential components.	No trips took place due to Covid protocols.	When the time allows, we want this to be high profile for all students.
Appointment of an Associate Senior Leader Disadvantaged	To act as a Champion for disadvantaged students and working alongside the Vice Principal: Raising Achievement, the ASL post will be appointed to drive the disadvantaged strategy across school, monitoring the effectiveness of interventions and ensuring accountability for delivery of the disadvantaged plan and associated outcomes.	Increased profile of our disadvantaged students across the school due to the work of the ASL. Emerging strategic direction due to the new role. Clear developments planned for the following year and a move toward a more longer-term strategy.	Further develop check points throughout the year to review progress and impact.
Commissioned Educational Welfare Service time through the Local Authority and ongoing commitment to additional dedicated administration time.	Through the commissioning of additional attendance support at 1.5 days per week (in addition to the 0.5 day provided) through the Local Authority and the continued commitment to additional administration time dedicated for attendance we will reduce the attendance gap between disadvantaged students and their non-disadvantaged peers, as well as reducing persistent absence rates.	Played a significant role during the lock down period and access remote learning or in school. Given the year, it was very hard to measure the impact as attendance had been hit so hard due to Covid.	Continue with provision.

Targeted Inclusion Team Support	To ensure any barriers to learning as a result of factors outside the classroom for disadvantaged students are removed, including (but not limited to) those which may be behavioural in nature, social interaction, confidence and/or mental health and wellbeing. To do this, Student Support Officers and the wider Inclusion Team will have dedicated time to provide asservite mentoring and proactive pastoral interventions.	Support given in line with students across school.	Need to review whether we need a more specific focus on our disadvantaged students, so that they are the main focus.
Support for Parents and Carers to Attend Parents' and Open Evenings	To maximise the attendance of the parents of disadvantaged students at parents and open evenings by: 1) Giving them priority booking for parents' evening; 2) Providing support for transport to parents evenings by, for example, meeting the cost of taxis; 3) Securing dedicated administration time to make phone calls to the parents of disadvantaged students to offer support in advance of the evening.	All parents evening held online. Contact made with parents who didn't have appointments and then made for them.	Keep in for the following year.
Targeted CEIAG	By dedicating an element of the CareersInc time weekly we can ensure that our disadvantaged students are not only aware of the options available to them , but that they are also provided with effective careers advice and support, nurturing their aspirations and supporting them to secure postive destinations Post 16. We will also ask Careers Inc to analyse our offering and identify any career paths which exist that our students cannot access via our current offering	0 NEETS from 29 Y11. Strong progression on to Further Education.	Ensure the profile of destinations remains high, coupled with high aspiration.
Cutler's Challenge for Students in Years 9, 10 and 11.	The participants will access a taster of all different work environments to enable them to make informed decisions about potential future careers and to dismiss any preconceived ideas that they may have about the variety of opportunities available to them.	Didn't run due to Covid.	Keep in the strategy for next year.
Dedicated Support through Mentors	To ensure we have an accurate, relevant profile and clear understanding of the current context and challenges facing each of our disadvantaged students, mentors will become the champions for the disadvantaged students within their mentor group, with dedicated time identified half-termly for catch-up meetings.	Effort reviews completed with all students. Awareness of the Mentor as to who their disadvantaged students are and concerns fed-back to ASL PP.	Remove from the plan.

Breakfast Club	To ensure disadvantaged students have access to a healthy breakfast and positive environment to start the day and support them to be ready for learning.	Did not take place.	Consider if this is the right thing for next year.
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