



## Review of the Pupil Premium Strategy Statement 2019-202

Data collected was from Term 1 and term 2a. The whole country went into lockdown during term 2b and as a result, it wasn't possible to see the impact of many of the strategies as lessons and school itself changed shape.

Outcomes				
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Estimated Impact</i>	<i>Lessons Learned</i>
<b>A.</b>	<ul style="list-style-type: none"> <li>A greater focus on Learning and Teaching Language including oracy in the CPD programme</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Observations indicate that both literacy and oracy are a strength in 85% of lessons</li> </ul>	For the first term literacy was a strength in 50% of the lessons observed. Oracy was an area still being worked on and therefore there is insufficient data on it.	The impact of literacy was beginning to be seen and therefore this academic year we will continue to focus on language and oracy.
<b>B.</b>	<ul style="list-style-type: none"> <li>Increase students aspirations of what can be achieved</li> <li>Expand the academic enrichment on offer to students around careers particularly for the HPA PP students</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback from CEIAG events demonstrate students are motivated and have an increased understanding of the options available to them</li> <li>Lesson observations demonstrate that 90% of lessons identify how their learning relates to the real world</li> </ul>	As PP was a focus, we tried to do the pp first, so some came before lockdown. We then tried a number of PP over lockdown and the interview didn't happen, or they have not filled out at review form. 100% of those who have indicated, they now understand the careers paths available to them, and that they found the interview useful. As a result they have an	Careers will always remain a focus for our students and many of the strategies were beginning to show impact and so we will adopt them in the upcoming year, COVID19 allowing.



			<p>individual plan post interview with areas that they can work towards.</p> <p>There is not significant enough data to evaluate the role learning has on real life.</p>	
<b>C.</b>	<ul style="list-style-type: none"> <li>• Identification of students with social and emotional needs earlier and put in place appropriate intervention</li> <li>• Implementation of a behaviour system which improves standards behaviour</li> <li>• Improve understanding of the impact of mental health on learning and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• The percentage of disadvantaged students with one or more fixed term exclusions will be at least in line with the national rate for non disadvantaged students (3.65)</li> <li>• The percentage of disadvantaged students with more than one fixed term exclusion (1.46) will reduce to less than 1% of the student population</li> <li>• 90% of Lesson observations demonstrate students are engaged and behave well in lesson</li> <li>• 90% of lessons demonstrate the behaviour for learning policy is applied consistently</li> <li>• All PP students will take part in at least 1 enrichment activity</li> </ul>	<p>In the first half term 40% of lessons shows that students were engaged and well behaved in lessons. By February this rose to 70% of students being engaged and well behaved in lesson showing a strong upward trend. By February, enrichment data showed that 40% of PP students had engaged with at least one enrichment activity. From this we drew up a list to work on but sadly were not able to act on it.</p>	
<b>D.</b>	<ul style="list-style-type: none"> <li>• Improved rates of</li> </ul>	<ul style="list-style-type: none"> <li>• Overall attendance is 96%</li> </ul>	Overall attendance up	We are apply many of



	<p>attendance for PP students</p>	<ul style="list-style-type: none"> <li>• The attendance rates of FSM and SEN improve to at least the national rate 95%</li> <li>• There is a reduction in the % of persistent absenteeism for disadvantaged students to less than 12.4%</li> </ul>	<p>to half term 2a was 91.2%. This was increasing from the term before.          FSM attendance was at 85.9% by half term 2a This was an increase from the term before.          SEN support students attendance was at 80.3% which was an increase from the term before.          EHCP student attendance was at 83.7%. Which was lower than the term before as we had to change the focus for a large group of students and the new strategies had not yet had time to have an impact.          The persistent absentee rate for PP students was 32.2% which although high was a significant decrease from the previous terms and showed a downward trend.</p>	<p>the attendance strategies this year and we are already seeing the positive impact having seeded them last year. (current 8%)</p>
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Over the rest of the spring term and into the summer term during lockdown, a number of measures were put in place to safeguard the wellbeing of our most vulnerable students:

- All students were provided with a survey on their experience during lockdown which will identified students who have had social and emotional difficulties during lockdown and would require intervention.
- Students with attendance below 95% prior to lockdown were identified and intervention was put in place
- Routines, expectations and sanctions have been reviewed and shared with parents and students, students who are likely to struggle with disengagement have been allocated with a mentor to support their transition back to school.
- The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students.
- External support agencies were shared with parents and carers which may need to be accessed should a child disclose once back in school.
- Students with SEMH difficulties have been placed on the vulnerable list and have been regularly contacted during lockdown to assess their emotional wellbeing
- The roles and responsibilities of the pastoral team have been reviewed and adapted and additional provision has been made to support the identified students.
- A SEND room has been created for students to access as a safe space when struggling with managing their behaviour.
- We have amended the Behaviour (Relationships for Learning Policy) and Safeguarding policy to consider COVID and expectations will be regularly shared with students, parents and carers
- A phased return may be offered for some students who really struggle with the transition back to school.
- All staff have completed an online course on mental health, bereavement and loneliness

While the overall evaluations don't show the positive trends we would have hoped for, they do show that strategies were starting to have an impact. Many of the strategies will be implemented in the next academic year due to this.