

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)



The John of Gaunt School Trowbridge

Vision statement:

‘Creating an irresistible climate for achievement’

- ***We challenge, support & encourage every student to achieve their potential.***
- ***We believe effort and dedication lead to success and we raise aspirations.***
- ***We personalise our provision to meet the needs of individuals.***
- ***We enable our students to flourish as confident learners and leaders of our community.***
- ***We create a culture where all stakeholders feel valued, supported and proud.***
- ***We work collaboratively to improve outcomes for our students and support other schools to improve.***

- This document will be **referred to every term** to stimulate focused conversations, with evaluation cycles reviewed three times a year.
- The document will be **shared at SLT meetings** or after significant events such as a recent review or external inspection.
- The Pupil Premium Strategy may simply require checks after each tracking point by the Pupil Premium (PP) lead and Headteacher. The Strategic Leadership Team (SLT) and middle leaders will be informed if immediate revision of strategies are required.

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

Background information

The challenge set by the Department for Education (DfE) is for every educational establishment to 'diminish the difference' that exists between our disadvantaged and non-disadvantaged young people. In April 2011 the DfE introduced Pupil Premium (PP) funding to help schools support students who may be disadvantaged by their context. This funding contributes towards the strategies we implement at The John of Gaunt School in an attempt to provide equity of support and opportunity for all our students.

The proportion of The John of Gaunt whole school cohort that is eligible for PP funding fluctuates around 27%. This is in-line with the national figure but greater than Wiltshire's average of 13%. This year 24.4% of our students are PP, with 15% of students in Wiltshire in receipt of PP funding. However, these numbers are rising due to these unsettled times of the pandemic*. The 2019/20 National Free School Meal average percentage for secondary schools is 15.9%. The proportion of students at The John of Gaunt who are eligible for FSM is 17.88%, above the national average.

Last year was an extra-ordinary year for examination results. Before the examinations moved to Centre Assessed Grades, that were not measured or compared nationally, we felt strongly that we would improve once more on our three-year trend of improving P8. In 2019, we were in-line with the national average and we believe we would have exceeded this in 2020.

The attendance of PP students has improved over the last three years and is better than the national average. September 2019 to March 2020 PP attendance dipped slightly but was hit by pre-lock down absence. There is no national data for comparison.

Our aspirations for the life-chances of the disadvantaged child

We are determined to provide all of our students the opportunities to be involved in a broad range of experiences, to access all possible learning activities and resources and be able to achieve the results required to study at university or have a career in a highly skilled occupation. Our aim is to have no attainment or progress gap between Pupil Premium students and their peers.

* At the time of writing the PP figures in Wiltshire have risen by 1000 in the last term

** The short time frame creates large swings in percentage fluctuation

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

An overview of the approaches taken by The John of Gaunt School

We plan the allocation of the additional funding in an attempt to maximise the impact on all our disadvantaged students dependent on their needs and desires. We use evidenced-based research from leading educationalists and educational groups such as John Hattie, Sir John Dunford, Ofsted, the Sutton Trust, the Education Endowment Foundation (EEF) toolkit and the PPR guide (Spring 2016) to inform our decision making. We also take into consideration the views of the students and the families that we serve.

Our strategies vary from individual support to whole-school initiatives that may have a positive effect on closing the attainment gap, including those disadvantaged students who are deemed to be more able. We understand that fundamentally, the most effective action the school can take is to provide high quality Teaching and Learning (T&L). Considerable effort by all staff is placed on ensuring the experience and guidance students receive in the classroom is highly effective and this includes positive discrimination in planning, delivery of lessons and feedback provided to our disadvantaged students who may not be able to access the same amount of support and provision outside of school compared to their peers. Training is provided to increase the awareness of the support these disadvantaged students require and how these pedagogical strategies can be implemented.

The funds allocated for this group are distributed in a way that each child has the equipment and resources required to access the curriculum, to feel and believe they are on an equal standing with their peers and they are as aspirational as their peers about their future pathways. The school has a Pupil Premium funding plan clearly lays out how the additional funds are used, the aims of the strategies, the impact made and the next steps the school needs to make to either ensure positive outcomes or enhance the progress made to that point.

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

2020/21 Funding breakdown

| | | | | | | |
|--|---------|---------|---------|---------|--------|-----------|
| Total number of students on roll (2020/21): | | | | | | 1083 |
| Breakdown of numbers on roll in each year group | | | | | | |
| Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr 13-14 |
| 243 | 224 | 221 | 118 | 170 | 63 | 44 |
| Pupil Premium Grant | | | | | | |
| Total number of students eligible: | | | | | | 234 |
| Breakdown of numbers in each year group (Raw / %) | | | | | | |
| Yr 7 | Yr 8 | Yr 9 | Yr 10 | Yr 11 | Yr 12 | Yr13-14 |
| 59 / 24 | 60 / 27 | 66 / 30 | 46 / 39 | 45 / 26 | 9 / 14 | 0 / 0 |
| Total Pupil Premium funding received (1st forecast): | | | | | | £240, 000 |
| COVID catch-up funding | | | | | | £ 82,880 |

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

Trend of PP progress and attainment

| Benchmark PP | 2016 | 2017 | 2018 | 2019 | National 2019 | 2020 (CAG) |
|--------------------------|-------|-------|-------|-------|---------------|------------|
| PP P8 | -0.86 | -0.49 | -0.49 | -0.29 | -0.45 | -0.33 |
| PP A8 | 34.3 | 35.8 | 34.6 | 38.3 | 36.5 | 39.26 |
| PP Grade 5+ E/M | | 20% | 17% | 27% | 24% | 24.4% |
| PP Entering Ebacc | | | 12% | 24% | 27% | 24.4% |
| PP Ebacc ave point score | | | 2.78 | 3.25 | 3.07 | 3.29 |

Trend of PP attendance Strategy

The 2020/21 PP & SP strategy is aligned to the School Improvement Plan (SIP) leading to continuity and interleaving actions across the whole school ensuring maximum impact for all our PP/SP students.

| Group | 2016-17 | 2017-18 | 2018-19 | 2019-20 [Sept 19-March'20] |
|--------------|---------|---------|---------|-------------------------------|
| PP | 91.92% | 92.8% | 93.97% | 92.53% |
| Whole school | 92.77% | 93.36% | 94.94% | 94.6% |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| LEADERSHIP | | EEF | SIP | RAG 1 | RAG 2 | RAG 3 |
|---|--|------------|------|-------|-------|-------|
| Leadership | Overarching and strategic responsibility for DP achievement and progress | | 2, 7 | | | |
| ACADEMIC | | EEF | SIP | RAG 1 | RAG 2 | RAG 3 |
| English & maths HLTAs & intervention teachers | Provide in-class support and small group withdrawal to work on literacy, numeracy and key skills Lead after school catch-up sessions and homework clubs. | 11, 17, 30 | 2 | | | |
| PP academic mentors | 4 mentors: 2 full-time at KS4 and 2 job-share at KS5. Support organisation, 1:1 tuition and mentoring, tracking progress, liaising between stakeholders | 15, 17, 20 | 2, 5 | | | |
| Talk for Writing / JoG Essentials CPD | Whole-school focus through the JoG essentials Literacy and extended writing with our PPs especially boys Develop the ability to recall, plan and produce extended pieces of writing and long-answer questions Reduced teaching time for 2 Lead Pretensioners to drive T&L based around the relevant SIP foci | 5, 9, | 2, 4 | | | |
| National Tutoring Programme (NTP) | 3:1 remote tuition for 60 students that have been targeted as falling behind in ebacc subjects during lock-down. In-line with central government expectations and utilising the maximum number of hours allowed under the scheme) | 30 | 2 | | | |
| Intensive maths tuition for 3-4 & 4-5 | Two intensive mathematics days (during whole-school TD) using an external provider | 33 | 2 | | | |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| | | | | | | |
|-----------------------------------|---|---------------|---------|-------|-------|-------|
| borderline students | | | | | | |
| CURRICLULUM | | EEF | SIP | RAG 1 | RAG 2 | RAG 3 |
| GEM Learning Cycles | Whole-school development of a mastery curriculum across KS3 & KS4 | 14 | 3, 6 | | | |
| Literacy and numeracy | Accelerated Reader / Hegarty maths / HLTA 1:1 support / overstaffing in core subjects for small group intervention Literacy & numeracy lessons introduced into KS3 for students with lowest KS2 results and reading test results | 14, 23, 25 30 | 2, 3, 6 | | | |
| Accelerated Reading programme | Software package that tests comprehension as well as vocabulary retention | 18, 25 | 2, 3 | | | |
| KS4 raising achievement programme | Study technique, revision and intervention sessions during weekends and holiday breaks | 16, 33 | 2, 5 | | | |
| Forest school | Provision for vulnerable students, including PP students | 19 | 3, 6 | | | |
| In-house careers advisor | Guidance for curriculum leaders and teaching staff to ensure Gatsby Benchmarks are met | 2 | 4 | | | |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| PASTORAL | | EEF | SIP | RAG 1 | RAG 2 | RAG 3 |
|---|---|---------------|------|-------|-------|-------|
| Student development team | Enhanced level of pastoral care to support the needs of our PP students and their parents/carers | 3, 16, 20, 31 | 1, 5 | | | |
| School based attendance officer | To analyse and address the issue of persistent absenteeism, particularly among PP students To co-ordinate and chair SAMs [Student Attendance Meetings] | | 1 | | | |
| Student counsellor | On-site counselling for our vulnerable students | 3, 16, 31 | 1, 5 | | | |
| Tutor time peer mentoring and reading buddies | KS4 students mentoring YR7 & 8. YR7 & 8 students reading to P16 students using trained correctional/supportive techniques | 18, 21 | 2 | | | |
| In-house careers advisor | Provision of support for students and parents from Yr7-14 | 20, | 5 | | | |
| PERSONALISED SUPPORT | | EEF | SIP | RAG 1 | RAG 2 | RAG 3 |
| Individual requests | Part funding music lessons, subject specific trips, materials, revision guides | 1 | 1, 2 | | | |
| Remote learning technology | Provision of laptops and internet network dongles to facilitate remote learning / independent study | 6 | 6 | | | |

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

How is the impact monitored and evaluated?

There are various methods used to monitor and assess the impact of Pupil Premium spend:

1. Monitoring the impact of specific interventions by tracking the progress of disadvantaged pupils each tracking point. This information is then used to support pupils and to inform intervention for the next data collection period
2. Evaluating the impact of Disadvantaged pupils at the end of Key Stage 4 in relation to their learning outcomes when measured against non-disadvantaged pupils within the JoG and Nationally.
3. Monitoring and supporting Disadvantaged pupils requiring and accessing pastoral support. This information is then used to inform interventions
4. Measuring Disadvantaged pupils progress post-16, by measuring our NEETS (Not in Education Employment or Training) figures and tracking the progress of students who are in our Sixth Form.

As a parent, you have the right to know how our Pupil Premium money is used within the JoG. We hope you find the included information helpful and that it provides everything you need to know. If you require further information on this, please contact us.

Appendix 1: Educational Endowment Foundation Toolkit

| Approach | Cost Estimate | Evidence Estimate | Average Impact | Summary |
|------------------------------|---------------|-------------------|----------------|--|
| 1 Arts participation | £££££ | ★★★★★ | + 2 Months | Low impact for low cost, based on moderate evidence. |
| 2 Aspiration interventions | £££££ | ★★★★★ | 0 Months | Very low or no impact for moderate cost, based on very limited evidence. |
| 3 Behaviour interventions | £££££ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

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|----|------------------------------------|-------|-------|------------|---|
| 4 | Block scheduling | £££££ | ★★★★★ | 0 Months | Very low or negative impact for very low cost, based on limited evidence. |
| 5 | Collaborative learning | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 6 | Digital technology | £££££ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |
| 7 | Early years intervention | £££££ | ★★★★★ | + 5 Months | High impact for very high cost, based on extensive evidence. |
| 8 | Extended school time | £££££ | ★★★★★ | + 2 Months | Low impact for moderate cost, based on moderate evidence. |
| 9 | Feedback | £££££ | ★★★★★ | + 8 Months | Very high impact for very low cost, based on moderate evidence. |
| 10 | Homework (Primary) | £££££ | ★★★★★ | + 1 Month | Low impact for very low cost, based on moderate evidence. |
| 11 | Homework (Secondary) | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on moderate evidence. |
| 12 | Individualised instruction | £££££ | ★★★★★ | + 2 Months | Low impact for very low cost, based on moderate evidence. |
| 13 | Learning styles | £££££ | ★★★★★ | + 2 Months | Low impact for very low cost, based on moderate evidence. |
| 14 | Mastery learning | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on moderate evidence. |
| 15 | Mentoring | £££££ | ★★★★★ | + 1 Month | Low impact for moderate cost, based on moderate evidence. |
| 16 | Meta-cognition and self-regulation | £££££ | ★★★★★ | + 8 Months | High impact for very low cost, based on extensive evidence. |
| 17 | One to one tuition | £££££ | ★★★★★ | + 5 Months | High impact for high cost, based on extensive evidence. |
| 18 | Oral language interventions | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 19 | Outdoor adventure learning | £££££ | ★★★★★ | + 3 Months | Moderate impact for moderate cost, based on limited evidence. |
| 20 | Parental involvement | £££££ | ★★★★★ | + 3 Months | Moderate impact for moderate cost, based on moderate evidence. |
| 21 | Peer tutoring | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 22 | Performance pay | £££££ | ★★★★★ | 0 Months | Low or no impact for moderate cost, based on very limited evidence. |
| 23 | Phonics | £££££ | ★★★★★ | + 4 Months | Moderate impact for very low cost, based on very extensive evidence. |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| | | | | | |
|----|-------------------------------|-------|-------|------------|--|
| 24 | Physical environment | £££££ | ★★★★★ | 0 Months | Very low or no impact for low cost based on very limited evidence. |
| 25 | Reading comprehension | £££££ | ★★★★★ | + 5 Months | High impact for very low cost, based on extensive evidence. |
| 26 | Reducing class size | £££££ | ★★★★★ | + 3 Months | Low impact for very high cost, based on moderate evidence. |
| 27 | Repeating a year | £££££ | ★★★★★ | - 4 Months | Negative impact for very high cost based on extensive evidence. |
| 28 | School uniform | £££££ | ★★★★★ | 0 Months | Very low or no impact for very low cost, based on very limited evidence. |
| 29 | Setting or streaming | £££££ | ★★★★★ | - 1 Months | Negative impact for very low cost, based on moderate evidence. |
| 30 | Small group tuition | £££££ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on limited evidence. |
| 31 | Social and emotional learning | £££££ | ★★★★★ | + 4 Months | Moderate impact for moderate cost, based on extensive evidence. |
| 32 | Sports participation | £££££ | ★★★★★ | + 2 Months | Moderate impact for moderate cost based on moderate evidence. |
| 33 | Summer schools | £££££ | ★★★★★ | + 2 Months | Moderate impact for moderate cost based on extensive evidence. |
| 34 | Teaching assistants | £££££ | ★★★★★ | +1 Months | Very low or no impact for high cost, based on limited evidence. |

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

Evaluation 1 – Notes to be taken during PP line management meetings & discussed at the calendared SLT meeting

| ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 SIP 5: Culture of high expectations | ACADEMIC: T&L – TfW whole-school approach SIP 2: Raising outcomes KS2-4 SIP 4: Consistent high-quality T&L | ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 | CURRICULUM: Mastery schemes of work SIP 3: Increase the impact of the curriculum on student outcomes [PP] |
|---|--|---|---|
| <p>Catch-up sessions in place and running effectively PP mentors have a full-timetable of 1:1 & small group sessions in collaboration with faculties Actions: Increase numbers at homework club Employ maths and science HLTAs PP mentor student's TP grades need to continue to improve</p> | <p>TfW fully embedded in whole school approach and within Learning Cycles Some inconsistency in use and in second year of whole school implementation Actions: Continue with whole-school CPD programme with PP focus Continue with JoG essentials as key driver of DDIs with PP focus</p> | <p>Both NTP & PET XI tuition programmes are booked with target PP students selected Actions: Await opportunity to deliver once lock down is over</p> | <p>GEM Learning Cycles developed across the school ensuring ALL students can progress to their potential – so closing the gap to 0 Actions: Further embed KS3 cycles since the move to a 3-year KS3 and continue to develop the cycles at KS4</p> |
| CURRICULUM: Rapid progress for students below national expected levels SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | CURRICULUM: Engagement/Empowerment programmes SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | PASTORAL: Attitude & attendance SIP 1: Increase whole school attendance SIP 5: Culture of high expectations | PASTORAL: Emotional support SIP 1: Increase whole school attendance SIP 5: Culture of high expectations |
| <p>Literacy and numeracy / Accelerated Reader programmes are fully established and having real impact Actions: Ensure students completing Hegarty maths at home regularly</p> | <p>Study skills / revision skills after school events have not been able to run due to Covid Subject specific revision sessions have run through fully established P6 programme with high PP attendance Forest school embedded and successfully engaged formerly disengaged PP students Actions: RE-organise the study skills and revision events</p> | <p>SDT & attendance teams well established and close relationships with PP families. Attendance above national and PP P8 above national Actions: Ensure PP engagement during lockdown Ensure PP attendance remains consistent on return to a normal school timetable</p> | <p>Councillor fully established and has positive relationships with PP students Mentoring programme embedded but hasn't run this year due to year group bubbles Actions: Not enough counselling time to support all the students who require this specialist support – we have a waiting list Need the mentoring programme to run again once distancing measures are withdrawn</p> |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| PASTORAL: Aspirational support & guidance SIP 5: Culture of high expectations | PERSONALISED SUPPORT: Individual needs / financial support SIP 1: Increase whole school attendance SIP 2: Raising outcomes KS2-4 | PERSONALISED SUPPORT: Remote learning technology SIP 2: Raising outcomes KS2-4 SIP 6: To ensure a high-quality experience | |
|---|--|---|--|
| <p>Effective and integrated careers adviser who has high profile around the school. Gatsby benchmarks met. PP students are a target group of students Actions: Not enough time to see all the students who need it at specific times in the year</p> | <p>Students needs are met regularly in regards to materials, resources and cultural capital events Actions: Continue to support when required</p> | <p>Over 100 devices have been distributed to students with PP first priority. All PP students have devices when requested. Actions: Quicker internet connectivity support from DfE</p> | |

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

Evaluation 2 – Notes to be taken during PP line management meetings & discussed at the calendared SLT meeting

| ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 SIP 5: Culture of high expectations | ACADEMIC: T&L – TfW whole-school approach SIP 2: Raising outcomes KS2-4 SIP 4: Consistent high-quality T&L | ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 | CURRICULUM: Mastery schemes of work SIP 3: Increase the impact of the curriculum on student outcomes [PP] |
|--|--|---|---|
| <p>Catch-up sessions re-established after lockdown and running effectively. PP mentors have re-set full-timetable of 1:1 & small group sessions in collaboration with faculties to prepare PP students for the mocks.</p> <p>Actions: Promote homework club and target PP students to encourage them to attend. Employ science HLTAs PP mentors need to support PP students in securing target grades during mocks and through teacher assessment grades.</p> | <p>TfW fully embedded in whole school approach and within Learning Cycles Some inconsistency in use and in second year of whole school implementation. TfW still a focus within remote learning during lockdown.</p> <p>Actions: Continue with whole-school CPD programme with PP focus Re-establish DDIs after lockdown. Continue with JoG essentials as key driver, with PP focus</p> | <p>NTP have commenced for Yr10 & 11 students & PET XI tuition programmes are booked with target PP students selected</p> <p>Actions: Ensure the NTP programmes are attended well and participation levels are high. Look to establish small group support for KS3 students.</p> <p>Ensure Pet XI runs and well attended.</p> | <p>GEM Learning Cycles developed across the school ensuring ALL students can progress to their potential – so closing the gap to 0</p> <p>Actions: Further embed KS3 cycles since the move to a 3-year KS3 and continue to develop the cycles at KS4</p> <p>Ensure there this is an item on the T6 ML conference</p> |
| CURRICULUM: Rapid progress for students below national expected levels SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | CURRICULUM: Engagement/Empowerment programmes SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | PASTORAL: Attitude & attendance SIP 1: Increase whole school attendance SIP 5: Culture of high expectations | PASTORAL: Emotional support SIP 1: Increase whole school attendance SIP 5: Culture of high expectations |
| <p>Literacy and numeracy / Accelerated Reader programmes are fully established and having real impact</p> <p>Actions: Review the progress of lit/num during lockdown and revise lit/num classes in Yr7 & 8. Ensure students are completing Hegarty maths at home regularly</p> | <p>Study skills / revision skills after school events have not been able to run due to Covid Subject specific revision sessions have run through fully established P6 programme with high PP attendance Forest school embedded and successfully engaged formerly disengaged PP students</p> <p>Actions: Re-organise the study skills and revision events</p> | <p>SDT & attendance teams well established and close relationships with PP families. Attendance above national and PP P8 above national</p> <p>Actions: Re-engage PP students with schooling post-lockdown. Ensure PP attendance is high and remains consistently high post-lockdown</p> | <p>Councillor fully established and has positive relationships with PP students Mentoring programme embedded but hasn't run this year due to year group bubbles SDT – in contact with the most vulnerable students (including PP students) three times a week during lockdown</p> <p>Actions: Not enough counselling time to support all the students who require this specialist support – we have a waiting list</p> |

Pupil Premium & Service Premium Funding Strategy 2020/21 (including the COVID catch-up funding)

| | | | |
|---|---|---|--|
| Continue to promotion of reading at KS3 through the tutor time reading programme | | | Need the mentoring programme to run again once distancing measures are withdrawn |
| PASTORAL: Aspirational support & guidance SIP 5: Culture of high expectations | PERSONALISED SUPPORT: Individual needs / financial support SIP 1: Increase whole school attendance SIP 2: Raising outcomes KS2-4 | PERSONALISED SUPPORT: Remote learning technology SIP 2: Raising outcomes KS2-4 SIP 6: To ensure a high-quality experience | |
| <p>Effective and integrated careers adviser who has high profile around the school. Gatsby benchmarks met.</p> <p>Strategic planning of meetings has been refined through the use of remote meetings. A larger number of target students and their families have been seen.</p> <p>PP students are a target group of students</p> <p>Actions: Ensure there are no NEET students.</p> | <p>Students needs are met regularly in regards to materials, resources and cultural capital events</p> <p>Mobile stationary van established for families during lockdown that visited various areas within the community.</p> <p>Actions: Continue to support when required. Re-introduce financial support for music lessons.</p> | <p>169 devices have been distributed to students with PP first priority. All PP students received devices when requested.</p> <p>Actions: Reclaim devices and support families that require devices when required.</p> | |

Pupil Premium & Service Premium Funding Strategy 2020/21

(including the COVID catch-up funding)

Evaluation 3 – Notes to be taken during PP line management meetings & discussed at the calendared SLT meeting

| | | | |
|--|---|---|---|
| ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 SIP 5: Culture of high expectations | ACADEMIC: T&L – TfW whole-school approach SIP 2: Raising outcomes KS2-4 SIP 4: Consistent high-quality T&L | ACADEMIC: Small group / intervention work SIP 2: Raising outcomes KS2-4 | CURRICULUM: Mastery schemes of work SIP 3: Increase the impact of the curriculum on student outcomes [PP] |
| | | | |
| CURRICULUM: Rapid progress for students below national expected levels SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | CURRICULUM: Engagement/Empowerment programmes SIP 2: Raising outcomes KS2-4 SIP 3: Increase the impact of the curriculum on student outcomes [PP] | PASTORAL: Attitude & attendance SIP 1: Increase whole school attendance SIP 5: Culture of high expectations | PASTORAL: Emotional support SIP 1: Increase whole school attendance SIP 5: Culture of high expectations |
| | | | |
| PASTORAL: Aspirational support & guidance SIP 5: Culture of high expectations | PERSONALISED SUPPORT: Individual needs / financial support SIP 1: Increase whole school attendance SIP 2: Raising outcomes KS2-4 | PERSONALISED SUPPORT: Remote learning technology SIP 2: Raising outcomes KS2-4 SIP 6: To ensure a high-quality experience | |
| | | | |