

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.***

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Statement authorised by	CLES governing group
Pupil premium lead	B Rhodes
Governor lead	A Hawkins

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- 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.

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. From September 2019 to March 2020 PP attendance dipped slightly but was hit by pre-lock down absence. There is no national data for comparison.

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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

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.

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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

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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 [National]	91.92%	92.8%	93.97% [92.5%]	92.53%
Whole school [National]	92.77% [95.0% Autumn 2017]	93.36% [95.1% Autumn 2018]	94.94% [94.4% whole academic year]	94.6%

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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 borderline students	Two intensive mathematics days (during whole-school TD) using an external provider	33	2			

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CURRICLULUM		EEF	SIP	RAG 1	RAG 2	RAG 3
GEM Learning Cycles	Whole-school development of a mastery curriculum across KS3 & KS44	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			

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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			

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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.

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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.
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.

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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.
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.

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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>

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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>	

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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</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>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</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>

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<p>maths at home regularly Continue to promotion of reading at KS3 through the tutor time reading programme</p>	<p>Actions: Re-organise the study skills and revision events</p>	<p>consistently high post-lockdown</p>	<p>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>
<p>PASTORAL: Aspirational support & guidance SIP 5: Culture of high expectations</p>	<p>PERSONALISED SUPPORT: Individual needs / financial support SIP 1: Increase whole school attendance SIP 2: Raising outcomes KS2-4</p>	<p>PERSONALISED SUPPORT: Remote learning technology SIP 2: Raising outcomes KS2-4 SIP 6: To ensure a high-quality experience</p>	
<p>Effective and integrated careers adviser who has high profile around the school. Gatsby benchmarks met. 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. PP students are a target group of students Actions: Ensure there are no NEET students.</p>	<p>Students needs are met regularly in regards to materials, resources and cultural capital events Mobile stationary van established for families during lockdown that visited various areas within the community. 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. Actions: Reclaim devices and support families that require devices when required.</p>	

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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]
<p>Catch-up continued to be provided in-school and running effectively. PP mentors have met with all 28 targeted Yr10 students with initial interaction being very positive. Selection completed in collaboration with HoY, Core DLs.</p> <p>1:1 & small group sessions in collaboration with faculties supported all 28 targeted PP students for their mocks and supported preparation for the English speaking exam.</p> <p>Actions: Raise profile of the PP mentors with parents and new staff next academic year. Re-introduce the nurture group for Yr10 with study skills timetabled.</p> <p>2021 PP results: PP P8: +0.169 Whilst PP P8 has improved by +0.29 from 2019 -21, overall P8 has improved more rapidly by +0.63. PP still needs to be a focus for all staff and leaders.</p>	<p>TfW fully embedded in whole school approach and within Learning Cycles Assistant head teacher and lead practitioners still delivering two whole-school CPD sessions on the JoG Essentials along with two rounds of DDIs being completed based on the JoG Essentials.</p> <p>Actions: Continue with whole-school CPD programme with PP focus.</p> <p>Ensure Jog Essentials fully embedded in all the GEM Learning Cycle Medium Term Plans (MTPs)</p>	<p>NTP was provided for 166 students from Yrs7-11 of which 63 were PP.</p> <p>Actions: Ensure future NTP programmes are well attended and participation levels are high.</p>	<p>Middle Leaders' conference at the start of Term 6 was solely focused on the GEM Learning Cycles curriculum. Action plans were created to develop and refine KS3 & 4 MTPs, that include JoG KPIs & QLAs, 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>

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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><u>Total number of students in Lit/Num: 51</u> <u>Number who have made below expected progress: 11 (21.57%)</u> <u>Number who have made expected progress (8-10 months): 3 (5.88%)</u> <u>Students who have made above expected progress: 36 (70.58%)</u> <u>Students who now have a reading age in line with their chronological age: 17 (33.33%)</u></p> <p>PP mentors also fully established and effective in stopping vulnerable most Yr11 PP students regressing. PP P8: +0.169</p> <p>Study skills support KS4 students Lit/num programmes have been refined during Term 6.</p>	<p>Study skills / revision skills after school events have not been able to run this year. They have been scheduled in the school calendar for next year.</p> <p>Subject specific revision sessions have run through fully established P6 programme, at KS4 & 5, with high whole-school attendance (above 94%) including PP.</p> <p>Forest school embedded and successfully engaged 8 formerly disengaged or socially challenged PP students.</p> <p>Actions: Run the study skills and revision events next year</p>	<p>SDT & attendance teams well established and close relationships with PP families.</p> <p>Although PP attendance has been lower than previous years it is still 88.43% for Terms 1-5, including all lock down lessons.</p> <p>Actions: Ensure PP attendance starts and remains consistently high next year, especially with a new attendance officer.</p>	<p>Councillor working regularly with 6 PP students during & post-lockdown.</p> <p>Mentoring programme embedded but hasn't been able to run this year due to year group bubbles.</p> <p>SDT – supported the most vulnerable students (including PP students) post-lockdown.</p> <p>Actions: Not enough counselling time to support all the students who require this specialist support – we have a waiting list Ensure the mentoring programme runs again next year.</p>

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Hegarty maths and reading at home re-introduced post-lockdown.

Actions:

Continue to promotion of reading at KS3 through the tutor time reading programme.

Whilst PP P8 has improved by +0.29 from 2019 -21, overall P8 has improved more rapidly by +0.63. PP still needs to be a focus for all staff and leaders.

<p>Hegarty maths and reading at home re-introduced post-lockdown.</p> <p>Actions:</p> <p>Continue to promotion of reading at KS3 through the tutor time reading programme.</p> <p>Whilst PP P8 has improved by +0.29 from 2019 -21, overall P8 has improved more rapidly by +0.63. PP still needs to be a focus for all staff and leaders.</p>			
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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>Careers adviser's high profile re-established around the school. with 1:1 support meetings for 68 YR10 and 11 PP students. Work experience running during activities week. 5 PP students managed to secure placements post lockdown.</p> <p>Actions: Ensure there are no NEET students following exams results day.</p> <p>Build the number of work experience placements once the country has settled a year after restrictions have been lifted.</p>	<p>Students needs are met regularly in regards to IT, stationary, materials, revision resources, uniform and cultural capital events.</p> <ul style="list-style-type: none"> • 169 devices distributed over the academic year • All Yr 11 PP students were provided with revision guides in their subjects • 80 pairs of new shoes for those who required them (also bought on case-by-case basis) • 60 pairs of trousers • 12 shirts • 20 pairs of tights • 20 pairs of socks • Refunds for those families who have financial challenges and bought uniform • 10 families financially supported with full payments for trips during activities week • Extended phased payment approach for trips or part-payment plans <p>Actions:</p> <ul style="list-style-type: none"> • Continue to support when required. • Re-introduce financial support for music lessons in September. • Distribute revision guides to Yr11 next academic year 	<p>IT devices have been returned except where there is a need for students to retain them on an individual, case-by-case situation. PP students are first priority and all PP students have received devices when requested.</p> <p>Actions: Utilise devices around the school for on-line in and out of class activities.</p> <p>Devices distributed where required or requested.</p> <p>All MTPs have Oak academy links on them for any student out of school for any reason, particularly PA students where there is a close correlation with PP.</p>	

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	<ul style="list-style-type: none">• Establish those students who will require IT devices to complete independent study at home		
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