

## Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Sept 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	1292	Total pupil premium budget:	£198,045
Number of pupils eligible for pupil premium:	221		

Year	Number that are Ftr	SENFtr	HPA	MPA	LPA
7	55	17	NA	NA	NA
8	44	17	16	23	4 (1 NPA)
9	41	12	16	12	13
10*	47	11	18	25	3 (1 NPA)
11	34	10	11	21	2
Student make up. This provides the context behind each cohort.			Sixth Form Yr12 = 5 PP tracking only Yr13 = 1		

## STRATEGY STATEMENT

Our strategy is to provide our Pupil Premium student with the best quality education, to support them with the next steps. By delivering our “Futures First” strategy we will support students to make aspirational and appropriate pathways within school and more widely. Our aims are to reduce the performance gap between pupil premium students and their peers, whilst raising pupil premium attainment. To support this we will use a tiered approach to deliver high quality teaching first, supported by wider intervention around, wellness, attendance and conduct. Within this is the bespoke provision via the Warriner Learning Centre. Specifically attendance is an area that continues to be a challenge and an area of investment and resourcing.

## Assessment information

### END OF KS4 (FOR SECONDARY SCHOOLS)

#### Historic (2020 exams)

Attainment 8	No in cohort	Centre Assessment Grade	Results 2020
Whole cohort	217	5.1	5.2
Futures	31	3.8	3.8
Other	182	5.4	5.4

Progress 8 2019 formula	No in cohort	Centre Assessment Grade	Results 2020
Whole cohort	211	0.4	0.4
Futures	31	-0.2	-0.2
Other	176	0.5	0.6

## END OF KS4 (FOR SECONDARY SCHOOLS)

### Current Year 11 DP1

Attainment 8	No in cohort	Exp WAG	Working at Grade DP1
Whole cohort	227	5.1	4.4
Futures	34	4.8	3.4
Not futures	193	5.1	4.5

Attainment 8 Maths element	No in cohort	Exp WAG	Working at Grade DP1
Whole cohort	227	5.0	3.8
Futures	34	4.7	2.7
Not futures	193	5.1	4.0

Attainment 8 English element	No in cohort	Exp WAG	Working at Grade DP1
Whole cohort	227	5.2	4.4
Futures	34	5.0	3.5
Not futures	193	5.3	4.5

## END OF KS4 (FOR SECONDARY SCHOOLS)

Summary position – It has been difficult to assess the impact of 2020 data set, but there was a rise in attainment and estimated progress by the Futures students. There remained a performance gap with their peers. The performance data for the start for Sept 2020 shows there is a distinct gap between Futures and their peers. The impact of partial closure and COVID has seen Futures students further behind. This is particularly seen in Maths, but also MPA boys. It is this area that will need to be a focus.

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

A	Low attainment and progress at KS4
B	Low impact within KS4 intervention groups due to attendance and engagement
C	Low literacy and numeracy at KS3 and KS4
D	Low aspiration / engagement

### ADDITIONAL BARRIERS

#### External barriers

E	Low attendance
F	Home engagement

G	Digital Divide
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INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	To raise pupil premium progress to close the gap with their peers	<p>To achieve a progress score of better than -0.2</p> <p>To achieve a attainment 8 score of 5.0</p> <p>To achieve 47% of pupil premium students achieving 5+ in English and Maths</p> <p>To have a positive I3va for KS5 students identified as pupil premium</p>
B	To ensure that the attendance gap closes between pupil premium students and their peers	<p>To reduce the gap between pupil premium attendance and their peers</p> <p>To improve pupil premium attendance to 95%</p> <p>To have less than 10% pupil premium persistent absence.</p>

C	To ensure that all pupil premium students have aspirational destinations	<p>To ensure that pupil premium students are on appropriate and aspirational KS4 pathways post year 9 optioning</p> <p>To ensure that all Yr11 students have aspirational destinations and are not NEET</p> <p>To ensure that all yr13 students have aspirational destinations, and are not NEET.</p>
D	To ensure that student wellness and conduct is in line with their peers.	<p>Student survey shows student wellness across pupil premium cohort</p> <p>WLC data gather shows pastoral need and impactful intervention</p>

## Planned expenditure for current academic year

The headings below help you to demonstrate how you plan to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole-school strategies

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

<p>Futures First teaching strategy</p> <p>(Priority of wider warriner strategy)</p>	<p>Students to meet or to better expected progress</p> <p>Students to have caught up from partial closure</p> <p>Futures year 11 cohort to have a P8 of 0 or above</p>	<ul style="list-style-type: none"> <li>• <a href="#">EEF Pupil Premium guide</a></li> <li>• <a href="#">EEF Big Picture</a></li> <li>• <a href="#">NFER report on supporting the attainment of disadvantaged pupils</a></li> </ul> <p>DfE's guidance on <a href="#">whole-school strategies</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.suttontrust.com/our-research/making-the-grade/">https://www.suttontrust.com/our-research/making-the-grade/</a></li> <li>• <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></li> <li>• <a href="https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/">https://www.suttontrust.com/our-research/school-funding-and-pupil-premium-2019/</a></li> </ul>	<p>Termly RCD program, to include;</p> <ul style="list-style-type: none"> <li>• Termly lesson visits</li> <li>• Termly work look</li> <li>• Termly student interviews</li> <li>• Deep Dive program</li> <li>• Reporting to Governors</li> <li>• Lesson observations (invites)</li> <li>• DP collection</li> <li>• Raising Standards meetings</li> <li>• DDP and 4i by departments</li> </ul>	<p>MFS</p>	<p>Termly</p> <p>Summatively at Aug 2021</p>
<p>Catch up teaching strategy</p>	<p>Students to have caught up from partial closure</p>	<p><a href="https://www.nuffieldfoundation.org/news/nfer-call-for-tailored-support-for-vulnerable-pupils">https://www.nuffieldfoundation.org/news/nfer-call-for-tailored-support-for-vulnerable-pupils</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf">https://educationendowmentfoundation.org.uk/public/files/REA_-_Impact_of_school_closures_on_the_attainment_gap_summary.pdf</a></p> <p><a href="https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/">https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</a></p>	<p>Termly RCD program, to include;</p> <ul style="list-style-type: none"> <li>• Termly lesson visits</li> <li>• Termly work look</li> <li>• Termly student interviews</li> <li>• Deep Dive program</li> <li>• Reporting to Governors</li> <li>• Lesson observations (invites)</li> <li>• DP collection</li> <li>• Raising Standards meetings</li> <li>• DDP and 4i by departments</li> </ul>	<p>SLT / MFS</p>	<p>Termly</p> <p>Summatively at Aug 2021</p>
<p>Total budgeted cost:</p>					<p>See costing section</p>
<p>Targeted support</p>					



Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
KS3/4/5 Raising Standards	<p>Students to make expected or better than expected progress.</p> <p>Year 11 Futures to have an attainment score of 4.8</p> <p>45% of Futures students with English and Maths</p>	<ul style="list-style-type: none"> <li>• <a href="#">EEF Pupil Premium guide</a></li> <li>• <a href="#">NFER report on supporting the attainment of disadvantaged pupils</a></li> <li>• <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></li> </ul>	<p>Exam results 2021</p> <p>End of KS3 performance figures</p> <p>RS minute termly led by LKE – SNI – MFS</p> <p>KS4 destinations</p>	SNI	Termly
Ks3 Literacy interventions	<p>To ensure reading ages are at age expected level</p> <p>To ensure that Future students perform “as expected” in English</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/</a></p>	<p>Accelerated reader</p> <p>English assessment data, end of year data and end of key stage data</p> <p>Student survey</p>		
KS3 Numeracy Intervention	<p>To ensure that Futures students</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy/</a></p>	<p>Math baseline testing</p> <p>Math assessment data, end of year data and end of key stage data</p>		
Total budgeted cost:					See spending review

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Attendance	Futures attendance to be in line with peers or 95%. Futures PA to be less than 10%.	<a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_p_upils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_p_upils.pdf</a> <a href="https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/">https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-raise-school-attendance/</a>	Attendance officer overview  Termly attendance report  Fortnightly key attendance tracker  FABs minutes	MFS / RLO	MFS
Digital Divide	All Futures students can access online or distance learning	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a>  <a href="https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/">https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</a>  <a href="https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/">https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</a>	Student and parental survey  Seneca – Hegarty – Stachel one usage reports	MFS / SL	MFS
Wellness	Increase in student social and emotional capital  Future student conduct is in line with their peers	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a>	WLC profiles  Pastoral profiles  Student and WLC staff survey	AGR	MFS

	Total budgeted cost:	See spending review
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Spending Review	Activity
Staffing £187,407 (combined)	<p>Leadership; setting school Futures teaching strategy, CPD provision, SLT accountability of conduct and attendance, supporting families in the community</p> <p>LAC Coordinator; bespoke provision for LAC and adopted from care.</p> <p>SENCO – responsibility for SENFtr provision and accountability. This include academic and pastoral provision.</p> <p>Funding for additional hours for safe spaces and revision clubs for SENFtr students.</p> <p>Attendance Officer with a specific role of Futures First and Future Family Link</p> <p>Where appropriate, Pupil Premium students receive support from WLC. A proportion of the salaries are allocated to this funding.</p> <p>This includes support staff, intervention staff, DSL and home link worker.</p>
Curriculum Grants £5,000	Resourcing provided for students at KS3 and KS4, inclusive of uniform.
Enrichment and school access £9,660	Funding to support enrichment activities, trips, access to school

