



# Pupil Premium 2021-22

SWRA

Mr Bensley

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## Planning and evaluation outline 2021-2022

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
1:1 Tuition - English & Maths	£29979	On Going	All FSM* pupils across the school identified and withdrawn for tuition with a focus on core areas of learning. (Laptops purchased to support tuition) Those underachieving given priority and Premium spent on salary of named persons responsible. FSM* pupils identified as priority alongside Year 11 pupils nearing final examinations.	Gap to be narrowed over time. GCSE results to be in line with targets. PP Students who failed to achieve national standards in KS2 Tests to have intervention to develop and secure understanding/ reduce gaps.	KS3 Tracking to evidence narrowing of Gap over time. Entry/ Exit test data to show progress has been made. GCSE results to be in line with targets. AB/ PFG to be responsible for intervention and DB to track data to identify 'Gap' Exit survey designed and to be used to gather qualitative feedback.	Due to staff leaving and being unable to find a suitable replacement we have been using NTP/ School led tutoring in place of tuition. We have appointed a very experienced Tutor to start with us from 28.2.22 and should be able to show impact from tuition going forward. English and Maths tuition will be done in larger groups as the roles have been merged. 83 students have been seen in Year 7 &8 for both English and maths tuition in the Summer Term.

						<p>English Tuition has shown an average of Y7 - 31% increase Y8 - 31% increase between Pre/ Post test.</p> <p>Maths has shown Y7 - 24% increase Y8 - 43% Increase between Pre/ Post test.</p> <p>94% of pupils said it has helped them improve and 95% would recommend tuition to other pupils.</p>
<b>Curriculum Resourcing and Intervention Development fund</b>	£5000	On Going	Curriculum initiatives to be supported by setting up bidding process for additional funds to meet the needs of PP pupils.	Targets to be set by Departments	Targets to be overseen by DB and HOD responsible for impact measure versus that expected.	See CDF Bids
<b>Learning / Pastoral Mentor x2</b>	£46000	On Going/ New	New Starters to be assimilated into school smoothly and CAT tested where needed to ensure rapid meeting of learning needs.	New starters complete review form at end of first week and data rapidly sent to HODs to allow for accurate setting alongside 6 week review.	Reviews show assimilation has been smooth. Child is appropriately set and learning matches needs via 6 week review. EB to track and DB to have overview.	DR started after October half term. 22 new starters have been seen (6 Ukrainians) and all have been set appropriately. End of week surveys showed that 100% of pupils enjoyed their lessons and had made friends. 6 week reviews show that pupils have settled well. 7 pupils given CAT

			<p>Mentoring of pupils identified as underachieving in both Key Stages via analysis of tracking data and intervention put in place and tracked.</p>	<p>Intervene for pupils making less than expected progress across a range of subjects. Re-engage pupil in learning alongside highlighting concerns to both staff and parents – raising profile and focus on pupil. Targets set SMART and reviewed regularly.</p>	<p>Files/ records to be maintained of intervention, pupil's issues and progress made versus targets set. Exit Poll to both Pupil and Parent reflect positively on the experience. EB to implement and DB to have overview and support</p>	<p>tests to ensure appropriate setting or missing data.</p> <p>12 pupils are/ have been mentored by DR (5 are PP) 5 have completed and exit data showed that 100% of pupil's felt they had improved and enjoyed the experience. They would recommend it to others. 3 Year 11 pupils seen and 1 made academic progress +0.2 P8. 2 KS3 pupils both made progress +0.06</p>
			<p>NTP programme for PP pupils. Delivered from end of October.</p>	<p>To assist in NTP delivery by making sure pupils have technology required. Contacting home and monitoring attendance/ issues and supporting as needed.</p>	<p>Pupils will successfully complete the NTP programme and exit polls will show a high level of engagement with te provision. Attendance will be high. Year 11 pupils will reduce gaps in knowledge leading to better GCSE results (in line with targets).</p>	<p>30 pupils across years 8-11 mixed between Maths and English (5 of each) 7 Students were provided with laptops to enable access to the tuition. Attendance was 71% and 75% of pupils felt they had improved due to tuition. 96% of pupils would encourage others to have support and 77% said they</p>

			School led tutoring	Schools have received additional funding for delivering school led tuition. As a school we have decided to use MyTutor to deliver this for us due to potential lockdown and lack of in school time to deliver.	Gaps based tuition being delivered at home on a Tuesday or Thursday evening for 1 hour a week. Programme lasts 10 weeks Exit survey should show high levels of engagement and attendance with gaps being closed and pupils able to make better progress in the subject area.	<p>enjoyed the experience. At GCSE 55% of student showed improved outcomes in internal tracking with only 1 student falling further behind. In KS3 100% of pupils are within band in Maths and 83% in English.</p> <p>41 students (28 KS4, 13 KS3) have been set up for school led tutoring on a 10-week programme Eng/Maths/ Sci. 11 laptops have been given to students to facilitate this tutoring. 75% of pupils felt they had improved as a result of the intervention and 75% enjoyed the experience. 97% would recommend it to others.</p>
			Support for pupil struggling to complete homework at home.	Weekly lunchtime in computer room next to library to support pupils in producing high quality homework	Pupils show high level of engagement and satisfaction in the support offered and produce work of a good standard.	89 pupils have attended between Oct – July (31 PP)

			Pastoral mentoring for students at risk of being excluded/ permanently excluded alongside those for whom behaviour is a key barrier to engaging in education	Reduced sanctions and exclusions of PP students alongside improved behaviour for learning leading to improved academic outcomes.	Weekly meeting between MB and DB, termly review of entry exit data for pupils shows reduced sanctions/ exclusions. Pupil surveys show they feel well supported and more able to manage behaviour for learning.	MB has supported 37 pupils since joining us in October 2021. 16 pupils have been placed on 'High' intervention (13 PP) programmes using diaries or daily contact to reduce sanctions and risk of exclusion/ permanent exclusion. Pupils seen show improved behaviour through reduced sanctions (Average of 13.25 to 3.5). Exit survey shows 100% were happy with the support received and 80% felt their behaviour had improved.
<b>Pupil Engagement Officer</b>	£17469+(3551 CR)	On Going	Attendance of PP students has been flagged as an area of concern so Officer recruited to ensure improving attendance and to build links with families to support where needed.	Attendance	Improved attendance over time and surveys show greater engagement between school and home	Attendance of none mobile PP students has dipped between Sept-Feb from 91% to 86%. 34 students have been identified for CC to work with who are persistently absent. Year 7 - 11 pupils - 6 have improved attendance and 1 has left the school. Year 8 - 12 pupils

						<p>7 have improved attendance and 1 has left school.  Year 9 – 13 pupils  4 have improved attendance and 1 has left school  Year 10 – 9 pupils  4 have improved attendance and 2 have left school  Year 11 – 6 pupils  1 is dual reg and 1 has improved attendance.  51 pupils in total seen – 22 have improved attendance. (43%)</p> <p>19 pupils seen to date across all year groups. (3 - PP )  Survey results show that 100% of pupils enjoyed ELSA and would recommend it for others.</p>
			Training and delivery of ELSA programme for pupils with Mental health needs.	Pupils show increased emotional literacy and develop coping strategies to support themselves.	Exit surveys show improvements made by students. Reduces likelihood of exclusion and supports increased attendance.	
<b>Revision Guides</b>	£3375	On Going	KS3/4 revision guides bought for FSM* pupils at start for key stage in core subjects of Maths/ English and Science	Pupils achieve GCSE targets or better in core subjects areas.	GCSE results to be analysed to monitor impact of intervention.	All PP pupils have been provided with revision guides for all subjects being taken at GCSE level.
<b>Subsidised trips</b>	£5000	On Going	Up to 100% of the cost of curriculum based trips to be subsidised for pupils.	Ensure participation in curriculum based trips that enhance learning/	Trips to be tracked for next financial year to gain view of money allocation needed going	No pupil unable to attend a trip due to financial constraints.

				engagement opportunities for pupils.	forward. (NB/ SQ) to be responsible for monitoring – DB to have overview	
<b>Progress Manager</b>	£11621	On Going	Tracking system in Sims for Key Stage 3 that can identify pupils that are underachieving.	<p>Pupils to be tracked across KS3 against expected bandings on entry. Progress will show pupils being above/ in-line with / below that expected. On going support provided via INSET.</p> <p>IAG reports to be produced for every data point and analysis undertaken to advise on actions – circulated to HODs and SLT/ Governors.</p> <p>SISRA implemented for Years 9-11 and ALPs for Key Stage 5 from Sept 2018. Training provided for HODs/ SLT.</p>	<p>System built and in place Underachieving pupils identified and intervention put in place. Staff trained in using data to assist in planning to meet pupil’s needs. HODs trained in using data to track significant groups and plan intervention.</p> <p>Reports provide key stakeholders with an emerging picture of progress and attainment for all significant groups including PP. narrowing the gap a clear focus.</p> <p>SLT meetings more productive and focussed. Whole school data available against targets on going to allow for strategic planning.</p>	<p>Training provided for HOD and new staff to ensure they understand how the system works.</p> <p>All IAG reports produced and shared with SLT/ Governors for review.</p> <p>All data uploaded into SISRA and used to inform SLT line management meetings as well as reports to governors.</p>



			On going staff INSET on Pupil Premium and the need to target this significant group through delivering equity rather than equality of provision.	track and intervention is put in place where this is not the case.  Staff continually faced with the challenges that pupil premium students face and the need to be restlessly active in pursuing opportunities to mitigate disadvantage.	HODs produce termly analysis on given target groups to engage in process of using data effectively. Intervene with relevant PP pupils and attainment and progress made improves over time.  Progress of Pupil Premium students improves over time with all students achieving a positive progress 8 score.	Data also used to inform Zorba discussions and interventions for Year 11.  Not done this year.
<b>Attendance intervention</b>	£1000	On Going	Intervention for pupils with poor attendance which statistically is far more likely amongst PP children (FSM*/ SEC accessing service to be monitored going forward) EWO intervention has not had measurable impact so strategy to improve attendance to be devised by SG/ HOY going forward.	PP Pupil's attendance monitored and action/ intervention applied as needed to try and ensure attendance is maintained.	PP Pupil's attendance is good and gap narrowed against none PP counterparts over time.	See Attendance/ Engagement Officer above for outcomes.

<b>Summer School</b>	£3000	On Going	Summer School to be funded for PP pupils both FSME6/ SEC and Catch up Pupils. One week of activities designed to increase participation and engagement as well as beginning to narrow the gap	The focus this year post Covid was very much on providing an opportunity for pupils to improve social skills and participation in readiness for September	Pupils engaged in learning and ready for transition. Additional support provided to both pupils and parents.	16 pupils attended and of these 8 were PP. 100% of pupils enjoyed taking part and felt it had improved their confidence.
<b>PP SEN</b>	£9606+(5000 CR)	On Going	SEN pupils are a significant sub group of PP (25%) and learning difficulties act as considerable barriers to progress. All PP SEN students to have bespoke action plan to match needs.	Plan/ do/ review planning for each student allows rapid and sustained progress to be made at an individual level appropriate to the child.	DB to review provision with SD and ensure progress is being made by all PP students. An overview of progress in Maths and English, via Sims/ SISRA, will also be used to assess the impact of this intervention.	See SD for SEN impact data.
<b>Parentpay</b>	£8850	On Going	£50 pot for each FSME6 pupils to subsidise school uniform/ trips/ food allowance or tuition.	Increased engagement with school and reduction in financial burden on parents	Survey Monkey survey to show that parents validate the funding and tracking to show that it is being used to support student learning/ diminish financial costs/ barriers to engagement.	All PP pupils have accessed funding and used it for a variety of needs from school clothing and equipment to subsidising transport costs.
<b>NTP</b>	£1000+(£9000CR)	New 2021	Covid has placed additional barriers for PP pupils and this fund will be used to meet arising needs	Gaps closed in learning due to CPVID and progress/ attainment to be inline with that	Exit survey to gather data on engagement. Internal data to be used to assess attainment/	See NTP data above

			including the subsidy of the NTP/ School led tutoring.	expected. Engagement to be high.	progress versus that expected.	
<b>Maths TA</b>	(£6000 CR)	New 2021	Numeracy barriers for PP students will have developed during lockdown. Ta to be provided to support the High ability maths students to ensure they close gaps and make good progress.	Pupils rapidly close gaps in understanding and mathematical skills through class support and some small group tuition.	GCSE results suggest show that the most able students met expectations in GCSE outcomes. Pupil voice shows that they valued the additional support/ small group help.	Whilst supporting students in class has had some impact, the intention to support small group withdrawal did not take place and this intervention will not be continued into next year.
<b>Accelerated reader</b>	1350	On going	All students have a library lesson in year 7 / 8 to ensure they all are engaged in improving literacy – Accelerated reader ensures books provide challenge in improving pupils literacy over time.	For all PP pupils to be functionally literate by the end of Year 9 and have a passion for reading for pleasure. For pupil spelling and reading ages to improve over time and initial gaps to close.	Reading and spelling ages show rapid progress sin closing gaps between students chronological age and level of literacy.	4 months interventions has secured the following: Year 7 Pupil premium have increased 7 months from 10.09 to 11.04. Interventions include IDL, Co and accelerated reader. Year 8 Pupil premium has remained static at 11.04 years. Pupils are being targeted via Accelerated reader programme and the purchase of engaging books in the library.
<b>Careers</b>	£1000	New	PP Pupils to be given priority careers interviews and	For all PP pupils to have clear progression path	Destinations data shows that no PP pupils are NEET	All 35 pupils had priority interview between Sept –

			support in preparing for next steps.	post 16 and for none to be NEET		April with external career advisor. 33 successfully committed to next steps and only 2 students did not have confirmed applications.
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