



Pupil Premium Strategy 2020-21

Summary Information				
Academic year	2020/21	Estimated PP spend	£274,000	Date of most recent PP review
				December 2020
Total number of students	378	Number of students eligible for PP	234	
			Breakdown	
			Y7: 45	
			Y8: 54	
			Y9: 40	
			Y10: 48	
			Y11: 47	

Attainment			
	Students eligible for PP 2017/18 (222)	Students eligible for PP 2018/19 (222)	Students eligible for PP 2019/20 (225)
% achieving 5+/4+ in English & Maths	%5+: 27 / %4+: 46	%5+: 19 / %4+: 42	%5+: 40 / %4+: 53
Progress 8 score average English	-0.92	-0.56	+0.03
Progress 8 score average Maths	-1.24	-1.34	-0.10
Progress 8 score average	-1.22	-1.05	0.00
Attainment 8 score average	29.6	27.2	41.66

Barriers to future attainment (for pupils eligible for PP) In-school barriers (issues to be addressed in school, such as poor literacy skills)
Outcomes for PP students is lower than those for non PP students
Low reading ages and literacy and numeracy deficits of PP students in comparison to non PP students
Higher rate of behavioural issues in comparison to non PP students
External barriers (issues which also require action outside of school, such as low attendance rates)
Attendance for PP students is lower than that for non PP students
Persistent absentee rates for PP students is higher than those for non PP students
Parental engagement for many PP students is a concern

Within the catchment area, the deprivation indicator is high, there are high levels of anti-social behaviour for local youths and high levels of unemployment

Impact of school closure from the Covid19 pandemic on student progress

	Desired outcomes (desired outcomes and how they will be measured)	Success Criteria
A	<ul style="list-style-type: none"> • Improve outcomes for PP students so that the attainment and progress gap between PP and non-PP students is significantly narrowed • PP progress attainment tracked closely through the RAG process • Interventions for PP students are swiftly implemented and closely tracked and reshaped where necessary 	<p>Progress gap for PP students is narrowed Attainment gap for PP students is narrowed</p>
B	<ul style="list-style-type: none"> • Improve reading ages for PP students; address literacy and numeracy deficits for PP students who are below national levels on entry • Data capture demonstrates improvement in English and Maths for identified PP students • Reading and numeracy interventions including Accelerated Reader, Lexia, Catch-Up Maths, Maths Ninja are implemented swiftly and tracked to reshape intervention where necessary 	<p>Reading ages of PP students improve so that they are closer to or exceeding chronological age by the end of KS3 Gaps are narrowed for identified PP students with national levels below 100</p>
C	<ul style="list-style-type: none"> • Improve attendance of all PP students so that it is at least in line with non-PP students and on track to national levels • PP students attendance tracked daily and interventions implemented swiftly to, where possible, avoid students becoming PA. Formal attendance plans in place for PA students • Prioritise interventions, including attendance plans and home visits for PP students • Prioritise rewards for improved attendance for PP students 	<p>Attendance for PP students is in line with non PP students Attendance for PP students is closer to national levels PA levels are reduced and closer to national levels</p>
D	<ul style="list-style-type: none"> • Behaviour tracking and intervention for PP students demonstrates a significant reduction in behaviour issues • Behaviour of identified PP students is tracked daily and swift and personalised interventions are implemented, tracked and reshaped where necessary • Prioritise rewards for improved behaviour for PP students 	<p>FTEs reduced for PP students so that they are at least in line with non PP students and closer to national levels Referrals to Reflection Rooms for PP students are reduced so that they are at least in line with non PP students</p>
E	<ul style="list-style-type: none"> • Improve the quality of education and in particular pedagogical strategies to support improved outcomes for PP students 	<p>The majority of teaching is judged as good or better 100% consistency and compliance with classroom expectations</p>

	<ul style="list-style-type: none"> • Provide effective training and strategies for staff through whole school and curriculum team training including regular tracking of PP students' progress and review of impact of interventions • Carry out regular quality assurance to identify and provide training needs for curriculum teams and individuals, including informal and formal support plans 	Inadequate teaching is eradicated
F	<ul style="list-style-type: none"> • Improve the cultural capital for PP students to broaden their sphere of interests and provide opportunities to engage with a range of enrichment activities 	<p>Increase in the range of enrichment opportunities available</p> <p>Increase in number of students engaging in enrichment activities</p>

Planned Expenditure	
Academic Year	2020/21

Academic Excellence					
Desired Outcome	Chosen Action/Approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	Review Date
Improved outcomes for PP students in Maths through targeted intervention	<p>SD support for all Y11 students with small group support for PP students</p> <p>1:1 support in Maths</p> <p>Maths enrichment for targeted groups</p> <p>Hegarty Maths and GCSE Pod targeted and access celebrated</p>	<p>1:1 and small group intervention provides the opportunity to target and address individual learning gaps</p> <p>Close tracking of progress for PP students owing to limited parental engagement</p> <p>Provision of revision materials to compensate for impoverishment</p> <p>EEF intervention recommendations deployed</p>	<p>RAG process to track progress and attainment</p> <p>Tracking of Maths assessments to target and reshape interventions</p> <p>Regular quality assurance of effective use of strategies in classrooms and interventions</p>	AP/Maths DoL	Reviewed through English and Maths RAG cycle every four weeks

	<p>Holiday intervention sessions</p> <p>Revision resources and materials provided</p> <p>Additional revision packs for PP students</p> <p>EAL support</p> <p>Maths Catch Up and Maths Ninja interventions implemented</p>	<p>EAL support to mitigate language barriers</p>			
<p>Improved outcomes for PP students across all subject areas through targeted intervention</p>	<p>SD support for all Y11 students with small group support for PP students</p> <p>1:1 support in English and Maths</p> <p>Subject enrichment for targeted groups</p> <p>GCSE Pod targeted and access celebrated</p> <p>Holiday intervention sessions</p> <p>Revision resources and materials provided</p>	<p>1:1 and small group intervention provides the opportunity to target and address individual learning gaps</p> <p>Close tracking of progress for PP students owing to limited parental engagement</p> <p>Provision of revision materials to compensate for impoverishment</p> <p>EEF intervention recommendations deployed</p> <p>EAL support to mitigate language barriers</p>	<p>RAG process to track progress and attainment</p> <p>Tracking of assessments to target and reshape interventions</p> <p>Reading assessments to track progress and target interventions</p> <p>Regular quality assurance of effective use of strategies in classrooms and interventions</p>	<p>Principal/ DoLs</p>	<p>Reviewed through RAG cycle</p>

	<p>Additional revision packs for PP students</p> <p>EAL support</p> <p>Retention of Reading lead to develop strategy</p> <p>Reading strategy implemented with targeted reading programmes: Lexia and Accelerated reader</p>				
Consistently good or better teaching in classrooms and interventions sessions	<p>Curriculum review to maximise opportunities for progress</p> <p>Quality Assurance used effectively to inform CPD at all levels</p> <p>Opportunities to share effective practice with Subject Directors and network of schools from other trusts</p> <p>Use of the Teacher Toolkit and Class Charts</p>	Focussing on quality first teaching across the curriculum and ensuring intervention is targeted and swift will maximise outcomes	<p>CPD that is personalised for curriculum teams and individuals</p> <p>Quality assurance to inform CPD and target additional support</p> <p>Effective line-management to monitor quality of teaching and address areas of need</p> <p>100% consistency and compliance in use of Teacher Toolkit in all classrooms</p>	AP/DoLs	QA schedule
Accuracy of assessment	All assessments in line with network of schools from other trusts	Accurate assessment is crucial to inform planning and swift implementation of intervention	Subject Director expertise for standardisation and moderation	AP/DoLs	After mock exams and KS3 assessments

	<p>All assessments are standardised through network of support by Subject Directors</p> <p>All mock exams and KS3 assessments (where available) use QLAs to reshape planning and intervention</p>	<p>Students are empowered by understanding precisely where and how to improve</p>	<p>Common assessments within network of other trusts to gauge performance</p> <p>Mock exams and assessments</p> <p>Quality assurance through book and planning scrutinies</p>		
High quality marking & feedback	<p>Introduction and implementation of Demonstrate and Connect strategy across all subjects and adapted for English</p>	<p>EEF teacher toolkit identifies feedback as one of the most effective forms of intervention to maximise progress</p>	<p>High quality CPD in collaboration with T&L lead from 'good' school</p> <p>Quality assurance through book and planning scrutinies</p> <p>Effective line-management to monitor quality of marking and feedback and address areas of need</p>	AP/DoL	QA Schedule
Estimated Cost £33,000					

Personal Development					
Desired Outcome	Chosen Action/Approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	Review Date
Improved attendance of PP	Attendance team established consisting of Assistant Principal, Aspiring	Obvious and proven links between good attendance and high achievement	Daily monitoring of attendance	AP/AL/Attendance Team/Learning Managers	Monthly

<p>students and reduction of PA</p>	<p>Leader, EWO and Attendance Officer</p> <p>Attendance of PP students tracked daily to target swift intervention</p> <p>Timely use of attendance plans to prevent students becoming PA</p> <p>Attendance rewards strategy introduced to promote good attendance</p> <p>Support of Inclusion Director from another trust to provide expertise on implementing strategies and interventions</p>		<p>Home visits</p> <p>Regular communication with parents through letters and text messages</p> <p>Tiered attendance panels and plans Fixed Penalty Notice warnings and formal prosecutions</p> <p>Rewards scheme for improved and good attendance</p>		
<p>Reduction of FTEs for PP students</p>	<p>Behaviour policy and process reviewed</p> <p>Use of Behaviour tracking systems to record and track incidents</p> <p>Engagement with external agencies to provide additional intervention</p>	<p>Effective use of multi-faceted approach to inclusion to remove barriers to learning and provide opportunities to re-engage students</p>	<p>Daily monitoring of behaviour through Pastoral team meetings</p> <p>Behaviour tracking and intervention through improved systems and processes</p> <p>Tiered levels of behaviour support</p>	<p>AP/AL/Learning Managers</p>	<p>Monthly</p>

	<p>Personalised alternative provision for identified students</p> <p>Appointment of Aspiring Leader to provide additional strategic capacity to the pastoral team</p> <p>Introduction of behaviour levels support to provide additional intervention to prevent behaviour issues escalating</p> <p>Appointment of behaviour support staff to provide additional interventions</p> <p>Continue to provide counselling and Neuro Linguistic support for identified students</p> <p>Instigate EP referrals where appropriate</p> <p>Support of Inclusion Director from another trust to provide expertise on implementing strategies and interventions</p>		<p>Regular behaviour reporting at SLT, Governor and Trust level</p>		
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<p>Reduction of NEETs for PP students</p>	<p>Careers programme implemented for all year groups</p> <p>Careers Inc to provide interviews and follow up interviews Youth Direction to provide additional careers guidance</p> <p>Commitment to and engagement with the One Vision careers strategy and Tees Valley team</p> <p>Careers education delivered through Life curriculum and tutor programme</p> <p>Co-ordinating post 16 visits to colleges and universities to raise aspirations</p> <p>Appointment of careers lead</p> <p>Support from Careers lead from another trust to provide expertise on effective strategies and interventions</p>	<p>Through raising awareness and aspirations, students' choices are better informed and they are more likely to engage with post 16 opportunities</p>	<p>Careers Tracker</p> <p>Surveys from Student Voice</p> <p>Impact reports from interviews</p>	<p>AP/Careers Lead</p>	<p>February 2021</p>
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<p>Y6/Y7 transition process is carefully planned so that it is smooth, informative and supportive</p>	<p>Appointment of AL to support strategic lead on transition</p> <p>Key information on PP and SEND students is shared with staff prior to induction</p> <p>Attendance and behavioural needs are identified in order to implement early intervention</p> <p>Personalised transition plans implemented for identified students</p> <p>Liaison with primary feeder schools to develop a transition programme that suits the needs of the Y6 students</p> <p>Transition programme in place across the school year with all feeder primaries to provide secondary school experience and encourage familiarity with new environment</p> <p>Regular communication with parents of prospective</p>	<p>A carefully planned transition process will improve prospective students' experience of secondary school.</p> <p>Sharing key information on PP and SEND students ensures that additional support and intervention can be put in place early to provide a smoother transition</p>	<p>Meeting time allocated to share key information with staff</p> <p>Surveys on SV and from parents on the transition process</p> <p>Feedback from primary schools on transition programme to inform future planning</p>	<p>AP/AL/SENCO</p>	<p>March 2021</p>
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	students to familiarise them with the new environment and encourage positive engagement with school				
Estimated Cost £220,000					

Cultural Awareness					
Desired Outcome	Chosen Action/Approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	Review Date
Cultural awareness is increased through curriculum and pastoral provision	<p>Life lessons introduced into the curriculum for every cohort</p> <p>Respect Days every term are informed through student voice</p> <p>Tutor programme developed using iachieve</p> <p>RSE policy implemented effectively across the curriculum</p>	Increase the awareness and exposure to cultural experiences to increase aspirations, particularly as the Covid-19 pandemic imposes restrictions on educational visits	<p>iachieve trackers</p> <p>Surveys of student voice</p> <p>Engagement in Respect Day activities</p>	DoL	Termly
PP students are provided with enrichment activities	Enrichment activities programme produced and promoted to students once Covid-19 restrictions are lifted	Students extend their sphere of interests by engaging in enrichment provision. Financial constraints will not be a barrier to entitlement	<p>Increasing range of enrichment opportunities for students</p> <p>Improved attendance at enrichment activities</p>	DoLs	March 2021

	Close tracking of attendance to enrichment to reshape provision where appropriate				
Cultural awareness is increased through experiences with the wider community	A programme of virtual visits to and from external providers and businesses to support students' understanding and knowledge of their community and its place in the wider world	Students extend their sphere of understanding and appreciation of the wider world by their virtual exposure to a range of careers and different cultural experiences and cultural experiences to raise aspirations	Increasing range of careers and cultural experiences Improved attendance and engagement with virtual careers and cultural experiences Surveys of Student Voice	Careers Lead/DoLs	July 2021
Estimated Cost £15,000					

Free School Meals					
Desired Outcome	Chosen Action/Approach	What is the evidence/rationale for this choice?	How will you ensure it is implemented effectively?	Staff lead	Review Date
Financial constraints are not a barrier to accessing learning or enrichment	Provision of uniform where needed Support in accessing enrichment opportunities Revision and study materials provided	All students regardless of background have access to the same opportunities so financial barriers are removed	Financial barriers to learning identified through effective communication between the pastoral team and parents/students	Learning Managers	March 2021
Estimated Cost £6000					