

Pupil Premium (PP) Impact Statement for year 2020-21

Number of pupils and pupil premium grant (PP) received 2020/2021	
Total number of pupils on roll	996
Number of PP students	188
Total amount of PP Grant received for 2020/201 £172,125	

Key stage 4 performance figures for the GCSE results of 2021 indicate that there has been an improvement in the majority of areas. These results are based on teacher assessed grades, so any comparisons must be treated with caution.

Measure	2020 GCSE results	2021 GCSE results
Progress 8 (all students)	Centre assessed grades awarded, so these can't be validated	Teacher assessed grades awarded, so these can't be validated
Progress 8 (pupil premium)		
English progress (all students)		
English progress (pupil premium)		
Maths progress (all students)		
Maths progress (pupil premium)		
EBACC progress (all students)		

EBACC progress (pupil premium)		
Open subjects progress (all students)		
Open subjects progress (pupil premium)		

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
<p>External results for 2021 in English and Maths show that the difference between PPG and non PPG is improving over time in the key external attainment measures including: P8 and A8</p> <p>Internal data shows that PPG students are making at least similar progress to non PPG students within the school in English and Maths</p> <p>Data from Intervention groups demonstrates that they have had a positive impact and students made</p>	<p>Additional HLTA support in Literacy. The job description for HLTA literacy will be linked to running the accelerated reading scheme and supporting students with their literacy in lessons. There will be a greater focus on literacy intervention</p> <p>Time limited intervention (1:1 and small group work as appropriate) for PPG students who are not on track in all year groups.</p> <p>80% of CPD time is devoted to improving teaching and learning. This will include sharing of good practice between subject areas</p>	<p>GCSE teacher assessed grades for English show a gap of 0.4 of a grade between Non- PPG and PPG, which is in line with the national picture. This can partly be attributed to some instability in the department during 2019-21.</p> <p>1:1 interventions and the accelerated reader program continued throughout the year. 1:1 and small group interventions were delivered virtually when necessary.</p> <p>GCSE teacher assessed grades for Maths results show a gap 0.3 of a grade between Non-PPG and PPG.</p>	<p>Our focus for 2021/22 will be for staff to deliver lessons that offer more challenge and engagement. Our teaching and learning strategy will continue to support staff to share strategies at PACER and team briefings. We will also use external support to moderate our feedback and provide guidance. Time will be provided so that staff are able to implement changes.</p> <p>There also needs to be a focus to ensure that gaps in learning through lockdowns are identified and addressed. High attendance will be crucial if these gaps are to be addressed.</p> <p>Provide more opportunity for quiet reading through tutor time.</p>	<p>£5,020 for HTLA Literacy (20% of salary)</p> <p>Accelerated reader £301.60</p> <p>1:1 tutor interventions £2773.79</p>

progress e.g. improved reading age	Lesson observation and work scrutiny indicates Quality First Teaching 95% of the time The impact of the accelerated reader scheme indicates students are making expected progress in their reading	The data for the accelerated reader programme does not have sufficient evidence to show improvement due to the disruption caused by lockdowns and restricted access to the tablets.		
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
PPG attendance improves so that it is at least in line with other non PPG students in the school and the gap with national non PPG	Regular parental meetings with parents of PPG students who are poor attenders To review the attendance policy Employ an attendance officer for 5 days a week. Contact by phone to be	Attendance for PP groups was below that for Non-PP, but attendance was generally high when compared to National data provided by Herefordshire LA. Multiple approaches were used to encourage high attendance. These included:	The actions of the attendance officer made a huge difference in keeping the attendance as high as it was. Detailed record keeping ensured that patterns of absence could be easily tracked and resources diverted to address any concerns. One to one communication	£20,464 used to employ an attendance officer £4,000 to support the work of an attendance

<p>students diminishes. The inspection dashboard does not identify FSM attendance as a weakness</p> <p>Improved communication with parents/carers about attendance</p>	<p>made on each day of absence.</p> <p>APP to communicate student information to parents/carers</p> <p>A focus on quality first teaching will also help to raise attendance as students will be more positive about their learning.</p>	<ul style="list-style-type: none"> • contact with home for every absence. • Letters and meeting to follow up, where there were worrying trends of absence, were also used. • Penalty notices were also issued, when unauthorised holidays were taken or low attendance was condoned. 	<p>with parents/carers on each day of unforeseen absence provided an opportunity to reassure and encourage students back into school. Regular monitoring by the attendance officer indicates that every absence of PP students has been scrutinized and if necessary a phone call has been made home.</p> <p>Any concerns were logged and passed on to a named member of the pastoral team to follow up. The actions taken and associated impact were then recorded.</p> <p>We want students to have an 'emotional attachment' to school, through participation in extra-curricular activities. Positive encouragement and financial support to take part in extra-curricular activities will help remove barriers. This should hopefully improve attendance.</p> <p>The Parent App has been</p>	<p>consultant for 1 day a week</p>
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			<p>downloaded by the majority of our parents/carers. It provides a regular update of attendance.</p> <p>Other changes have been made to streamline procedures, so that more time is available to track attendance and speak to parents/carers and students.</p>	
<p>Some PP students are at risk or require emotional guidance from a counsellor. Such intervention will remove barriers to learning.</p>	<p><i>Quick referrals for counselling support can be made</i> Where appropriate our school counsellor will prioritise PPG students. CLD also used to meet demand.</p>	<p>PP funds were used to engage CLD to run counselling session for PP student(s).</p>	<p>Continue to prioritise PP students for counselling sessions and increase capacity by engaging the services of CLD.</p>	<p>Total cost of £7,957 to have a counsellor employed through CLD.</p>
<p>PPG students can access extra-curricular trips and activities. <i>Financial constraints</i></p>	<p><i>PPG students will be given priority on trips that have a limited number of places</i> <i>Trips and activities will be heavily subsidised from the PPG</i></p>	<p>Unfortunately the Covid 19 pandemic prevented many of the trips going ahead, but extra-curricular activities such as drum lessons were funded</p>	<p>Continue to provide this financial support.</p> <p>Initiate procedures to encourage PPG students to access residential trips and take part in extra- curricular</p>	<p>Trips - £3948.50</p> <p>Music – £770.50</p>

<p>mean that students are unable to access extra-curricular trips or activities that provide a chance to embed learning, such as a theatre trip. Such trips gives them a chance to try something new eg canoeing.</p>	<p>Music lessons will be covered by the PPG and any other extra-curricular lessons</p>		<p>activities. A new monitoring system will need to be set up to make sure all PPG students benefit.</p>	
<p>Budget to support additional items that support learning or enable learning</p>	<p>All revision guides purchased for PPG students, so that they have additional materials to support their learning</p> <p><i>Students are enabled to follow additional learning opportunities outside the school day.</i></p>	<p>Revision guides purchased for all year 11 PP students when requested by staff or students</p> <p>Materials for technology subjects (e.g. food ingredients) and Art have also been purchased. This means that they are not disadvantaged in any lesson.</p>	<p>The gap between PP and non-PP still exists. The progress of FSM/Ever 6 will be a high priority for 2021-2022 especially due to the differences in engagement of some students during the lockdown period.</p> <p>We need to track the extent to which revision materials and similar resources are used by students. There will also be a need to Mesh the interventions</p>	<p>Books and revision materials - £3025.44</p> <p>Consumables for technology and other items £257.69</p>

		<p>Through PEP meetings for LAC students it was decided to support their learning with extra tuition. Tutors have been employed to work with them at school or using an online tutoring package eg 5 year 10 students completed 7 sessions of online science tuition. These students were identified as being behind target after lockdown 1, but performed well in the Year 10 mock exams.</p>	<p>of our PP provision with the National Catch up plan.</p>	
<p><i>Make available assisted technology to help students that may struggle with literacy eg reading pens, software,</i></p>	<p><i>Students struggling to make progress are identified and have access to access to appropriate technology</i></p>	<p>Calculators have been purchased for many PP students. High cost items such as laptops have also been bought for LAC students so that they can complete homework tasks and online lessons. Students entitled to PP also have priority access to ICT if they don't have suitable facilities at home.</p>	<p>Continue to provide this support when needed.</p>	<p>Laptops - £2344.95</p> <p>Clicker software - £600</p>

		Laptops were loaned to all PP students that required them during the lockdown period.		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated Impact:	Lessons learned	Cost
<p>100% teaching staff using SISRA regularly for tracking, monitoring and planning for progress</p> <p>Internal data for identified groups shows that PPG students are making at least similar progress to non PPG students within the school and external results in August 2021 demonstrate that differences have been diminished particularly for MPA and LPA PPG students</p>	<p>Staff need to be able to quickly identify students that are struggling, so that effective and timely interventions can be put in place.</p>	<p>All teaching staff were able to monitor progress of groups. Staff were expected to access SISRA for their interim appraisal to check on progress of students including vulnerable groups such as PP.</p> <p>Internal data throughout the year does show that overall there is only a small difference between PP and non-PP, although there is a concern about the progress of students in the FSM/Ever6 group.</p>	<p>The school will also analyse progress based on FFT 50 results, but will set targets using FFT 20.</p> <p>More work needs to be done to ensure that staff are predicting accurately, so that interventions can be targeted, particularly at KS3.</p>	<p>£2000</p>

<p>To develop the role of Pastoral mentors for PPG students so that the % of PPG students excluded reduces and internal behaviour records demonstrate that the % of PPG students involved in behaviour referrals reduces</p> <p>The intervention from mentors demonstrates that PPG attendance improves so that it is at least in line with other non PPG students in the school and the gap with national non PPG students diminishes. The inspection dashboard 2021 does not identify</p>	<p>Each PPG student is allocated to a Pastoral Mentor</p> <p>Regular meetings for PPG students with their mentor to support wellbeing, address attendance and improve outcomes</p> <p>To analyse interventions to date in order to determine which rewards and sanctions are proving most effective/least effective</p> <p>Continue to monitor and review the pastoral system and the impact it is having</p>	<p>The learning mentor for PP only works with the most vulnerable students. They are identified by analysis of attendance and internal progress data. All other PP students have access to the learning mentor for their year group. The work of the learning mentors has been invaluable in ensuring that issues related to general well-being or curriculum are dealt with immediately.</p> <p>Various programmes have been used to support students to address concerns about behaviour, friendship etc.</p> <p>Throughout lockdown the mentors kept in regular contact with their students. This was mainly through email, phone calls and virtual meetings.</p>	<p>We will continue to provide this level of support.</p> <p>Further work needs to be done to reduce the sanctions of PP students</p> <p>A change for 2020/21 was to increase their capacity by allocating more hours to the team. This will be done by having a mentor specifically for SEND students, which will free up more time for PP students and others. This is initially a short term measure to meet demand as a result of the pandemic. We will continue with this approach for 2021-22.</p>	<p>£23,180</p>
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<p>FSM attendance as a weakness Internal data for identified groups shows that PPG students are making at least similar progress to non PPG students within the school and external results in 2021 demonstrate that differences have been diminished particularly for MPA and LPA PPG students. Student Voice questionnaires show PPG student attitudes to school become even more positive over time, with no individual questions receiving a majority 'disagree response' in all year groups</p>	<p><i>Rapid access to external support where behaviour is escalating</i></p>			
<p>To continually review the Curriculum and IAG provision, taking</p>	<p>To review and complete an audit of</p>	<p>The CTL for Ethics and S4L is writing new schemes of work for all years. This includes IAG.</p>	<p>Provide more opportunities for students to find out about post16</p>	<p>£8,026 (IAG advisor)</p>

<p>account of the student voice and ensure where possible a targeted allocation of expert teachers to vulnerable teaching groups</p> <p>Student voice is positive about IAG provided</p> <p>All PPG students receive a careers interview prior to making KS4 option choices</p> <p>Careers education (IAG) takes place in all year groups through subjects such as life skills</p> <p>The curriculum offer continues to be reviewed regularly and student/cohort views are taken into account to ensure the curriculum offer is cohort relevant, broad and balanced resulting</p>	<p>IAG across the curriculum</p> <p>To seek and analyse cohort views when planning the curriculum in order to ensure the curriculum is personalised to need as well as the national agenda creating a broad and balanced curriculum that is fit for purpose</p> <p>Visits to Universities, Colleges and post 16 providers for PPG students</p> <p>Speakers from business/industry for PPG students</p> <p>All year 9 PPG students will have a 1:1 interview before choosing options.</p> <p>Year 10 and 11 PPG students will have a 1:1</p>	<p>Year 11 PP students had an interview with a member of staff about their options and for many this was with the school careers advisor.</p> <p>Our work with NCOP (National Collaborative Outreach Programme) has helped raise the profile of higher education through assemblies and a visit to a local university is in the planning stages</p> <p>We still maintain a wide curriculum choice, including subjects like Music, which is not offered by many schools.</p> <p>Year 9 Students were asked to complete a survey about options they might choose, before the curriculum model was created.</p> <p>All year 11 students had an interview.</p> <p>PP students who were a cause for concern in year 10 or 11</p>	<p>options, because they have had limited contact with providers, due to the pandemic. It is hope that this will help motivate them to make better progress.</p> <p>Year 11 PP students will probably need more than one careers interview, because of missed IAG opportunities in year 10.</p> <p>Use the Gatsby benchmarks as a tool to improve IAG provision.</p>	
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<p>in improved PPG attendance and fewer PPG students recorded in behaviour incidents including exclusions. The timetable ensures that where possible the best teachers are allocated to more vulnerable groups resulting in improved PPG outcomes and fewer behaviour incidents, including exclusions. Aspirations of PPG students is raised: None become NEET</p>	<p>interview. For year 10 this will take the form of the mock interview day.</p>	<p>were offered a careers interview, so that they could focus on the steps they had to take to get to the next stage of their learning pathway.</p> <p>LA data for 2019-20 Year 11 cohort indicated that only 3 year students were NEET in year 12.</p>		
<p>Regular Student Voice questionnaires show PPG student attitudes to school become even more positive over time, with no individual questions receiving a majority 'disagree</p>	<p>The school analyses the student voice questionnaire responses and takes action to overcome issues identified.</p>	<p>Large numbers of students are now interviewed as part of curriculum deep dives. There is little difference in feedback between PP and Non-PP.</p>	<p>Increase the opportunities for students feedback</p>	<p>£300 for admin cost and staff time</p>

<p>response' in all year groups</p>				
<p>To ensure 'quality first teaching' for all students, especially PPG</p> <p>Lesson Observations and learning walks demonstrate that overtime all teaching is at least good and T and L strategies are being implemented</p> <p>External data August 2021 indicates that PPG students' performance has improved in all key external measures and the differences with non PPG students nationally are diminishing</p> <p>Internal data indicates 80% of PPG students are on track to meet their targets</p>	<p>80% of CPD time is devoted to improving teaching and learning. This will include sharing of good practice between subject areas. Staff will also be encouraged to visit other schools to see good practice.</p> <p>Teaching and Learning will be a key focus of all meetings. Staff will be encouraged to try different teaching strategies.</p> <p>There will be a set of clear expectation that must be followed in all lessons e.g. Learning Objectives must always be differentiated and displayed.</p>	<p>Learning walks demonstrated that staff were compliant with expectations including procedures for writing lesson objectives and providing feedback.</p> <p>Regular CPD sessions were led by T&L team through Friday briefings and curriculum team meetings.</p>		<p>£23,000 allocated to staffing.</p>

<p>To develop consistent and effective feedback to improve student outcomes</p> <p>Regular work samples of PPG books show that the quality of work across subjects is more consistent and appropriately challenging</p> <p>The school marking and assessment policy is adhered to by all staff</p> <p>PPG student books across all subject areas evidence that time is provided in lessons to respond to marking</p> <p>Internal data indicates 80% of PPG students are on track to meet their targets</p>	<p>To continue regular PPG student book samples by curriculum leaders and SLT</p> <p>Curriculum leaders held to account through line management meetings</p>	<p>Teacher feedback is now responded to by students. The quality of these comments is reviewed as part of the regular monitoring in school. Research suggests that the best improvements are made where students engage with the feedback.</p> <p>The quantity of marking has reduced, but the quality has improved.</p> <p>LRM meetings, which are calendared throughout the year provide a formal platform to analyse student progress and curriculum development plans.</p>	<p>Continue to ensure that the quality of comments develops and student work is reviewed regularly.</p>	

Year 11 Students receive extra support with Revision, so that A8 and P8 scores are at least in line with similar schools.	Have an 'in house' structure to the year 11 revision programme. Raise the profile of revision through tutor activities and assemblies.	Teacher assessed grades show improvement in many areas. The learning to learn programme was implemented in tutor time.	Continue with learning to learn for 2021-22, but have a clear structure and engaging resources.	£600 – Admin costs and staffing
Pastoral mentor for PPG, so that students who are struggling with attendance, homework, behaviour or general well-being can receive immediate intervention that can be sustained if necessary.	Pastoral mentor will identify most vulnerable PPG students through attendance and behaviour data.	The pastoral mentor worked with 12 (on average) of our most vulnerable PP students. This helped to keep their attendance higher than would have occurred if there had been no intervention. Regular meetings also helped to address self-confidence issues.	Continue to provide this level of support which is invaluable for student welfare and progress	£23,849
Access to a hardship fund for unforeseen items	For items such as Spending on transport to access additional tuition or support Uniform/clothing under exceptional circumstances	Clear benefits to individuals involved	Provide this support for 2020-21	£161.66

Improved performance in Open Subjects	Curriculum leaders will identify interventions throughout the year that will address underperformance	Teacher assessed grades show an improvement in the open subjects	Continue to liaise with curriculum leaders about subject specific interventions that will support PP students.	£1000 for admin and supply costs
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