



**Chestnut Grove Academy**

**Pupil Premium  
2019-2020**

**Report to the Teaching, Learning and Assessment Committee  
September 2020**

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Acronyms legend:

- PP- Pupil Premium
- DP –disadvantaged pupil
- NDP – non-disadvantaged pupil
- FSM – free school meals
- BEP – below expected progress
- EP – expected progress
- AEP – above expected progress
- LAC – Looked After Children
- EWO – Educational Welfare Officer

**Chestnut Grove’s Pupil Premium Strategy**

The best strategy to improve the outcomes of disadvantaged students is excellent teaching and pastoral care. The most important prerequisite of excellent academic and pastoral provision is a broad and balanced curriculum. Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with *all pupils nationally* the priority for Chestnut Grove Academy is to consistently deliver quality first teaching and increase the cultural capital for our students. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs require special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, mobilising all available resources in order to develop an understanding of disadvantaged pupils' needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to remove or neutralise all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. We ensure that all staff understand that Pupil Premium funding is intended to improve the outcomes of disadvantaged pupils, not fuel progress in general. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

To effectively remove all barriers to learning, we endeavour to deliver both whole-school and personalised strategies tailored with our disadvantaged students' educational needs in mind. Apart from benefitting from our knowledge-rich curriculum, our disadvantaged students have access to a range of academic support, enrichment programmes, mentoring, careers advice and financial support (provision of resources, uniform, counselling, etc.).

During the nationwide lockdown, we provided sustained support of our disadvantaged students; however, this provision had to assume a different format. To reflect this, the report clearly signposts lockdown provision where relevant.

#### **Whole-school strategies\*:**

- All staff understand the purpose of PP funding and we are all united in our determination to close the achievement gap
- All staff understand that low achievement does not equal low ability; PP students are NOT less able – correct use of terminology which shows disadvantaged students are valued and respected
- Early identification of barriers to learning; PP intervention based on it
- Targeting the funding from the outset; success criteria set at the start
- Ensuring teaching assistants/learning mentors are trained to raise standards
- Provision of personalised support for students and families
- Assistant Head i.c. oversees the Pupil Premium programme; PP co-ordinator implements PP programme
- Effective monitoring and evaluation of the impact
- PP students are prioritised regarding intervention which targets their progress, attendance, careers, resources, parental relations, etc.
- Improving parental engagement through disposing of unconscious bias and developing positive attitudes to school

\*Please see Appendix 1 for subject-specific strategies for removing the barriers to learning of disadvantaged students

## Funding of Pupil Premium 2017/18 to 2020/21

	2017-18	2018-19	2019-20	2020-21
Students on roll* (Years 7-11)	828	1077	1129*	1166*
Eligible students** (Ever6-FSM)	342	284	281	178**
% eligible for PP	41.3%	26.4%	24.8%	15.6%
Rate per student	935	935	953	953
<b>Pupil Premium Funding</b>	£320,000	£280,970	265,000	£224,425***
Children looked after**	10	8	8	4
Rate per student	£1900	£1900	£1900	£1900
<b>Total funding LAC</b>	£19000	£15200	£15200	£7,600
Service children	0	0	0	0
Rate per student	£300	£300	£300	£300
<b>Total funding service children</b>	0	0	0	0

\*Data based on the January census the year before. This is the census on which funding is based each year. Therefore, there is an eight-month delay between data used to agree the funding and the actual funding in the year.

\*\* As measured in September 2020

\*\*\*Based on an estimate

## EXAMINATION RESULTS SUMMARY 2020

### Key Stage 4

	2019	2020
<b>Progress 8</b>	0	+0.47
<b>Attainment 8</b>	50.1	54.3
<b>%EBacc entry</b>	58	44
<b>EBacc achievement</b> (average point score)	4.59	4.73
<b>% English and Maths grade 5 or above</b> (strong pass or above)	47	54
% English & Maths grade 4 or above (standard pass or above)	69	77
% Achieving grades 9-4 in English (Best)	82	89
% Achieving grades 9-5 in English (Best)	69	69
% Achieving 9-4 grades in mathematics	75	80
% Achieving 9-5 grades in mathematics	51	59
% Pupils achieving the English Baccalaureate with 9-4	44	34
% Pupils achieving the English Baccalaureate with 9-5	26	22
% Achieving GCSE English and maths at grades 9-4 plus 3 or more other grade 4+	64	73
% of grade 9-7	28	25

#### **Key Stage 5:**

Headline Measure	2020 Best of Algorithm & CAGs (% increase on 2019)	2020 CAGs	2019 Outcomes
A level A*-A	36% (+19%)	36%	17%
A level A*-B	66% (+10%)	61%	56%
A level A*-C	91% (+8%)	89%	83%
A level A*-E	100% (No change)	100%	100%
AS level A-B	58% (+20%)	57%	38%
AS level A-E	99% (+5%)	99%	94%

CAGs = Centre Assessed Grades

## Evaluation of Pupil Premium Programme 2019-20

Priorities	Actions	Impact	Next Steps
<p><b><u>Access to Pupil Premium funding</u></b></p>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>All Y7 parents have applied for FSM in Autumn 1; FSM ever parents contacted and prompted</li> <li>Parents regularly informed about the purpose of FSM and how to apply: parents' evenings, newsletter.</li> </ul> <p><b>During the Lockdown:</b></p> <ul style="list-style-type: none"> <li>A support team formed to help families facing adversity by giving advice, guiding them through PP application process, providing funding from crowdfund where needed</li> <li>Pastoral team was in regular contact with all disadvantaged students / their parents and a live spreadsheet was regularly updated with relevant information and shared with all staff</li> <li>Parents were regularly encouraged to apply for PP and supported throughout the process</li> <li>FSM vouchers were regularly sent to parents: LM resorted to using Edenred's website at night and weekends to ensure parents are getting them without delay</li> <li>All unused FSM vouchers were regularly identified and all families supported in accessing them: some were printed out and delivered to the door, others were guided through the process over the telephone by tutors / SLT</li> </ul>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>All children from disadvantaged backgrounds are in receipt of PP funding</li> </ul> <p><b>During the Lockdown:</b></p> <ul style="list-style-type: none"> <li>53 successful FSM applications since the beginning of the lockdown, 2 of which given FSM status by the school upon careful assessment of applications</li> <li>Over 50 families helped with accessing FSM vouchers</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Staff, esp. tutors, encouraged to report any potential change in students' circumstances</li> <li>AH to ensure parental communication is consistent and effective</li> <li>Continue to support families in making FSM applications and accessing FSM</li> </ul>

<u>Reduced class size in English and Mathematics</u>	<ul style="list-style-type: none"> <li>Additional English and Maths staff employed in KS4</li> </ul>	<ul style="list-style-type: none"> <li>Staff able to cater more effectively for students with complex needs and those at risk of underachievement</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue the initiative</li> <li>Ensure all students in self-isolation have full access to the curriculum</li> </ul>
<u>Academic Intervention</u>	<ul style="list-style-type: none"> <li>45 hours of academic intervention delivered during February half-term (DT, drama, science, English, art, film)</li> <li>24h of English catch-up with Y11 FSM students 2-5 September</li> <li>12h of English Lit catch-up with Y13 students 2-5 September</li> </ul>	<ul style="list-style-type: none"> <li>Student and teacher voice show</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue to provide intervention</li> <li>Catch-up intervention to be introduced and sustained</li> </ul>
<u>Raising Aspirations / providing role models and mentoring</u>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li><b>“Diversification in Law” Talk</b> two criminal defence barristers from Charter Chambers worked with a group of 42 disadvantaged students, discussing getting into law and the different options available. There was a particular focus on the need to diversify the legal profession and made it a more inclusive environment.</li> <li><b>Organisation of mini-pupilage for students at Charter Chambers</b> 7 students to completed work experience at Charter Chambers during October half term. Students shadowed a criminal defence barrister and witnessed a trial happen.</li> <li><b>“Getting into Higher Education” talk</b> 4 medical education students from the Imperial College from varying backgrounds worked with a group of 39 year 9 pupils. The purpose of the workshop was to explain the options</li> </ul>	<ul style="list-style-type: none"> <li>Students expressed significant interest: 25 applications to complete the mini-pupilage arranged by Charter Chambers.</li> <li>excellent feedback from the barristers, with particular focus on one student who really excelled in this field.</li> <li>Teachers have expressed that students taking part in the work experience have demonstrated greater focus and determination in lessons.</li> <li>The behaviour logs detail the reduced log count for 4/5 students involved, including lateness</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>2<sup>nd</sup> wave of students (11 students) to attend the mini-pupilage during February half term</li> <li>run a similar programme with students in older years to ensure that CGA makes access to the resources available at Charter Chambers. CRO to also contact other institutions to see if they can offer similar programmes.</li> <li>Continue with the initiative</li> </ul>

	<p>available to students and to dispel any myths about higher education.</p> <ul style="list-style-type: none"> <li>• <b>An external mentor worked with 5 DPs</b></li> </ul> <p>The first review was geared into improved engagement with the school, improved behaviour and a greater sense of self value which would manifest in a more positive experience at school.</p> <ul style="list-style-type: none"> <li>• <b>Key Worker scheme</b> All DPs with EHCPs have a mentor</li> </ul>		
<p><b><u>SEND intervention</u></b></p>	<p><b>Context:</b> <b>37 EHCP students of which 16 are PP – 43%</b></p> <p><b>134 SEN support students of which 30 are PP – 22%</b></p> <p><b>Pre-Lockdown</b> <b>Y7-13 Key working</b></p> <ul style="list-style-type: none"> <li>• 27% are PP (46/177)</li> </ul> <p><b>Y7-11 ASD support/Social Skills</b></p> <ul style="list-style-type: none"> <li>• 38% are PP. (10/26)</li> </ul> <p><b>Y7/8 Handwriting Club</b></p> <ul style="list-style-type: none"> <li>• 20% are FSM. (3/15)</li> </ul> <p><b>Y7-11SALT intervention</b></p> <ul style="list-style-type: none"> <li>• 40% are FSM. (8/20)</li> </ul> <p><b>Y7-11 Self-Management Support</b></p> <ul style="list-style-type: none"> <li>• 48% are FSM now (10/21)</li> </ul> <p>Self-management interventions target organization and social skills – this is a soft touch intervention which will equip</p>	<ul style="list-style-type: none"> <li>• Improved outcomes in all subjects, esp. English, through improved vocabulary, handwriting, general literacy, self-management, study skills, etc. As there were no end-of-year exams /assessment, it is not possible to provide more concrete analysis of the impact of SEND intervention. Historically, it would have high to medium impact on targeted students.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue targeting appropriate students for the interventions listed.</li> <li>• Monitor the impact that extra support is having on student progress.</li> <li>• Continue working with staff and parents to promote attendance to the interventions</li> <li>• Continue to improve and enhance the resourcing for the interventions to achieve the best outcomes</li> <li>• To evaluate the effectiveness of the interventions at the end of the academic year.</li> </ul>

	<p>students with the skills they need to help them through the day at CGA. This will ensure they have the skills to manage relationships, homework and equipment.</p> <p><b>Y10-11 in class English support</b></p> <ul style="list-style-type: none"> <li>• 27% are PP (6/22)</li> </ul> <p><b>KS3 ASD Support</b> ASD support groups target social skills and help students manage relationships.</p> <ul style="list-style-type: none"> <li>• 38% are FSM now (6/16)</li> </ul> <p><b>Y7-8 Reading Club</b></p> <ul style="list-style-type: none"> <li>• 37% are PP (11/30)</li> </ul> <p><b>HW club</b></p> <ul style="list-style-type: none"> <li>• 50% are FSM now (2/4)</li> </ul> <p><b>MANGA and MINECRAFT clubs</b></p> <ul style="list-style-type: none"> <li>• % of FSM varies, as this is a lunch-time club; designed to provide creative and safe environment during unstructured school time</li> </ul> <p><b>During Lockdown</b></p> <ul style="list-style-type: none"> <li>• 170 EHCP and SEN students contacted weekly by keyworker throughout lockdown, of which 26.4% are PP. This intervention was to ensure students wellbeing and support them with home learning.</li> </ul>		
<b><u>Departmental Bids</u></b>	<b>Pre-Lockdown</b> 1. <b>Maths:</b> To model how to revise for maths	Enhanced cultural enrichment; metacognition; development of study skills; improved focus	Continue with the initiative

	<p><b>2. PA:</b> Theatre trip as part of Drama GCSE</p> <p><b>3. Science:</b> Purchase of GCP Revision question cards for FSM and students</p> <p><b>4. Meal for students working with the external mentor</b> (4-5pm)</p> <p><b>5. Attendance Bid:</b> vouchers for those who improve their attendance beyond 95%</p> <p><b>6. Geography bid:</b> Purchase of GCP Revision question cards for FSM and students</p> <p><b>7. Science bid 1:</b> Free revision guides for FSM students in years 7 and 9 with guidance how to use them</p>	<p><b>MEDIUM to HIGH IMPACT</b></p>	
<p><b><u>Tutoring</u></b></p>	<p><b>Maths 1-1</b></p> <ul style="list-style-type: none"> <li>• 2 Year 8 'nurture' classes – 4 students in each – delivered by HLTA Maths. These run concurrent to timetable.</li> <li>• 2 larger Year 7 classes – up to 15 students in each for students &lt; 100 @ KS2.</li> <li>• Calculators for all PP students at each Key Stage.</li> <li>• Textbooks for KS5 students.</li> </ul> <p><b>English 121</b> <b><u>Autumn</u></b></p> <ul style="list-style-type: none"> <li>• English 1-1 with teachers: 8 KS3 students low/middle ability FSM (4 from Y8, 4 from Y9)</li> </ul>	<p><b>Maths 121</b></p> <ul style="list-style-type: none"> <li>• 1/8 AEP (has been moved out of the group – success!) 3/8 making EP, 4/8 BEP. Note: <ul style="list-style-type: none"> <li>- Students in these group are there because they were falling behind; they still have LP step 2 as targets, which is ambitious for these students.</li> <li>- The effects on 8X3 and 8Y3 are amazing. There are NO students BEP in the 2 classes.</li> </ul> </li> </ul> <p><b>English 121</b> <b><u>Autumn:</u></b></p> <ul style="list-style-type: none"> <li>• English 1-1 with teachers: All students valued the intervention and could identify at least 1 area they felt more confident in; most had at least 3. All students still working BEP</li> </ul> <p><b>HIGH IMPACT for maths</b></p>	<ul style="list-style-type: none"> <li>• Focus on high attaining disadvantaged students</li> <li>• Focus on SEND and high attaining students next year</li> <li>• HLTA Maths continues to work under the tutelage of KS3 i.c.</li> <li>• Provide maths, English and Science catch-up for all DPs at risk of underachieving</li> </ul>

		<b>LOW IMPACT for English</b> due to the discontinuation of the programme in January caused by staffing shortage	
<b><u>Pupil Premium Co-Ordinator</u></b>	<p>Pupil Premium Co-Ordinator appointed from Easter 2019 to January 2020</p> <p><b>West End Theatre Trip</b></p> <ul style="list-style-type: none"> <li>30 year 10 students were taken to see Hamilton in the West End. Students were given free tickets and programmes. They were also able to watch a Q&amp;A with the cast at the end.</li> </ul> <p><b>Jack Petchey Speak Out Challenge (English)</b></p> <ul style="list-style-type: none"> <li>All Y10 FSM students took part in workshops at school</li> </ul> <p><b>KS3 Focus Group</b> met with a group of KS3 students who are BEP in 1 or more of the core subjects.</p> <ul style="list-style-type: none"> <li>PP co-ordinator <b>supporting in Maths</b> CRO created a Year 9 focus group of students who are pupil premium and below in Maths, but not in their other core subjects CRO supported in these lessons as least once a week, monitoring students' attitude and also supporting the teacher. CRO documented their focus, resilience, behaviour and attitude over the summer term.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing cultural capital; students thoroughly enjoyed the experience as per student voice conducted after the show</li> <li>Jack Petchey: 2 pupil premium students won out of the classes and were praised for their commitment and dedicated.</li> <li>Building up positive relationships as it seems there is a fractured feeling with teachers.</li> <li>Monitoring of Paige's lunchtime routine – support her in eating lunch.</li> <li>Positive relationships built with students.</li> <li>Maths teachers feeling supported.</li> </ul> <p><b>HIGH IMPACT</b></p>	Initiatives to be continued
<b><u>Literacy</u></b>	<b>Pre-Lockdown</b>	<ul style="list-style-type: none"> <li>100% pass rate in English Retake</li> </ul>	Reading:

	<ul style="list-style-type: none"> <li>All English books and resources provided for FSM now GCSE and A Level students</li> <li>All disadvantaged Y10 students took part in Jack Petchey speak up challenge</li> <li>Literacy fair trained teachers in the work targeting explicit vocabulary teaching across the school; training session ran on Alex Quigley 'Closing The Vocabulary Gap' and departments all chose strategies to support their students effectively.</li> <li>Catch Up Literacy LSA worked with sts, targeting PP students as a priority</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>Library Team opened: a number of initiatives set up and a wealth of resources made available to students, incl. ebook, book lists, black writers' titles, wellbeing titles, etc.</li> <li>Online library purchased</li> </ul>	<ul style="list-style-type: none"> <li>Continuity of library maintained despite the closure of the physical library</li> </ul> <p><b>MEDIUM IMPACT</b></p>	<ul style="list-style-type: none"> <li>Set up the online library; ensure all students are using it – HA to take responsibility promoting reading until KH returns</li> <li>Librarian to run 4h of reading groups every day (during 3 lunches and after school)</li> <li>Librarian to run reading / literacy catch up sessions</li> <li>JM to run creative literacy workshop during lunch</li> <li>Explicit teaching of vocabulary across the curriculum</li> </ul>						
<p><b><u>EWO and attendance officer time</u></b></p>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>Close monitoring of FSM students' attendance</li> <li>Tutors / attendance officer early response to absence: parental contact, tutor time focus on attendance, etc.</li> <li>Attendance panels</li> <li>Attendance officer promotes positive attendance strategies through the parent newsletter to help to support the drive to increase attendance.</li> <li>Collaboration with local authority for persistent absence</li> </ul>	<p><i>Due to the Covid-19 lockdown from March 2020, no full year attendance and EWO data is available for 2019-20.</i></p> <p><b>Pre-Lockdown</b> EWO time:</p> <ul style="list-style-type: none"> <li>99 students referred, 36% were FSM</li> <li>Out of 179 referrals 44% were FSM</li> </ul> <p>Attendance:</p> <table border="1" data-bbox="898 1302 1451 1372"> <thead> <tr> <th>Year Group</th> <th>Attendance %</th> <th>Attendance %</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Year Group	Attendance %	Attendance %				<ul style="list-style-type: none"> <li>Whole school training to all staff on the attendance and punctuality policy.</li> <li>Focus staff interventions at all levels on FSM students</li> <li>Develop a post-lockdown attendance policy that accurately reflects the attendance code changes to support</li> </ul>
Year Group	Attendance %	Attendance %							

- Attendance panel on 22<sup>nd</sup> January focused on the reduction of FSM attendance gap
- During the Lockdown**
- Sustained referrals to EWO
  - EWO worked with all vulnerable families and was instrumental in providing initial assessment of families' eligibility for financial support

	FSM	NON FSM
<b>Year 7</b>	96.42	97.89
<b>Year 8</b>	94.96	96.83
<b>Year 9</b>	89.52	96.82
<b>Year 10</b>	94.81	96.15
<b>Year 11</b>	92.27	96.82
<b>Overall Total</b>	<b>93.70</b>	<b>96.95</b>
<b>Year 12</b>	93.40	95.22
<b>Year 13</b>	90.60	93.61
<b>Overall Total 12-13</b>	<b>92.40</b>	<b>94.57</b>

The attendance gap for Year 7-11 between disadvantaged and non-disadvantaged students has decreased from -3.72% from September to February half term 2018-2019 to -3.54% for the same time period in 2019-2020.

Year 10 attendance for Summer term return to school lessons following lockdown:

Week	% of year group attended	% FSM attended
1	77%	75%
2	71%	67%
3	81%	72%

isolation and other school absences.

- To develop and implement an effective and impactful remote learning policy to support students' access to the curriculum when they are being educated off site.
- Continued monitoring of the implementation by staff of the attendance and punctuality policy.
- Focussed staff interventions for students with attendance below 95%

<p><b><u>Parental Engagement</u></b></p>	<ul style="list-style-type: none"> <li>Ensure high rates of attendance of FSM students' parents/guardians by contacting them prior to the event</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>Increased contact with families: frequent information sharing by headteacher and SLT; regular check-ins through the pastoral system; financial support available even during the summer holiday</li> </ul>	<p><b>HIGH IMPACT</b></p> <p>Year 10 parents' evening attendance:</p> <ul style="list-style-type: none"> <li>All – 76%</li> <li>FSM – 70%</li> </ul> <p>Year 7 parents' evening attendance:</p> <ul style="list-style-type: none"> <li>All – 87%</li> <li>FSM – 70%</li> </ul> <p>Year 11 parents' evening attendance:</p> <ul style="list-style-type: none"> <li>All – 81%</li> <li>FSM – 81%</li> </ul> <p>Year 9 parents' evening attendance:</p> <ul style="list-style-type: none"> <li>All – 93%</li> <li>FSM – 87%</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>Y8 parents' evening: 20% of FSM parents attended, which is unusually low and pandemic-related</li> <li>Parents' survey shows they appreciated frequent correspondence from the headteacher, newsletter, tutors' check-ins and the accessibility of the financial support team.</li> </ul> <p><b>MEDIUM TO HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>RSLs to lead on follow up contact where FSM parent did not attend.</li> <li>In case of Tier2/3, ensure consistency and regularity of check-ins with FSM families</li> </ul>
<p><b><u>Student/Parent Voice</u></b></p>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>Questionnaire on what PP students would find the most helpful to support them in the lead up to their examinations</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>Parent survey conducted in July 2020: 36 families who accessed different types of support responded.</li> </ul>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>Results showed that students wanted more revision resources and a space to revise, also sessions on study skills.</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>The Parent Survey helped to better identify students' situations and needs in lockdown: regular pastoral contact and support and</li> </ul>	<ul style="list-style-type: none"> <li>Results showed that students wanted more revision resources and a space to revise, as well as sessions on study skills.</li> <li>All students lacking devices to be issued with laptops, FSM ones to be prioritized. 4 dongles to be issues to FSM families.</li> </ul>

	<p><b>Post-Lockdown</b></p> <ul style="list-style-type: none"> <li>• A survey of students' IT needs conducted in September 2020</li> </ul>	<p>ensuring all students have necessary resources were the main issues.</p> <p><b>Post-Lockdown</b></p> <ul style="list-style-type: none"> <li>• A survey of students' IT needs identified 15 Y7s and Y8s still don't have a device. 21 share with a sibling.</li> </ul> <p><b>MEDIUM TO HIGH IMPACT</b></p>				
<p><b><u>Mentoring for Pastoral Support Programme (PSP) students at risk of exclusion</u></b></p>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>• 28% of students FSM since Sep 2019</li> <li>• Students' progress including attainment and behaviour monitored at 6 weekly intervals.</li> <li>• Targets and support individualised to target specific needs of student.</li> <li>• Measurable targets; weekly PSP daily report scores, Proud Points, CISS data, Bromcom behaviour log.</li> <li>• Range of support offered; in-class support, 121 mentoring, referral to external agencies (where appropriate), study aids, motivational reward trips, rewards offered on successfully exiting PSP process, parent support service, ECHP applications, alternative provisions sought and managed moves to different educational settings, personalised timetable</li> </ul> <p>Breakfast Club</p> <ul style="list-style-type: none"> <li>• 2 students in attendance are FSM</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>• Weekly contact with all PSP students</li> </ul>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>• 61% of disadvantaged students on PSP show marked improvement in behavior - successfully exited and/ or moved to a more appropriate setting.</li> <li>• 1 year 11 – study aids purchased/ holiday activities provided/ support in attending interventions in place</li> <li>• 1 Year 10 – Exited</li> <li>• 1 Year 9 –SEND assessments to be conducted. Support with organization/ attending detentions/ having appropriate equipment in place</li> <li>• 1 Year 9 – seen by EP/ CAMHS referral sent</li> </ul> <p><b>During the lockdown</b></p> <p>Students continued to receive personalised support</p> <p><b>Exclusions 2019-20 (fixed term)</b></p> <table border="1" data-bbox="898 1337 1272 1374"> <tr> <td>Gender</td> <td>Total</td> <td>DPs</td> </tr> </table>	Gender	Total	DPs	<ul style="list-style-type: none"> <li>• HOD Inclusion to continue to monitor behaviour, rewards, attendance, punctuality data and pupil/parent voice half termly</li> <li>• Provide more targeted support for FSM/ FSM ever students in terms of additional resources to support attainment</li> <li>• Systematic monitoring of Pastoral Support Programme (PSP) for students who are at risk of permanent exclusion. Holistic monitoring of all data is now happening. This to be reviewed in the Spring term.</li> <li>• Ensure FSM students can access after school Boxing and Tornadoes clubs</li> <li>• Raise profile of sessions. Flyers in red folders/ assemblies to recruit.</li> </ul>
Gender	Total	DPs				

	<ul style="list-style-type: none"> <li>Engagement on TEAMS monitored; disengaged students asked to attend Trailblazers</li> <li>Regular parental contact</li> <li>2 FSM students with emotional, mental health and wellbeing needs were offered virtual counselling, but did not take advantage of the opportunity</li> </ul>	<table border="1" data-bbox="898 97 1270 517"> <tr><td><b>Year 7</b></td><td><b>6</b></td><td><b>2</b></td></tr> <tr><td><b>Year 8</b></td><td><b>5</b></td><td><b>2</b></td></tr> <tr><td><b>Year 9</b></td><td><b>5</b></td><td><b>3</b></td></tr> <tr><td><b>Year 10</b></td><td><b>7</b></td><td><b>7</b></td></tr> <tr><td><b>Year 11</b></td><td><b>5</b></td><td><b>4</b></td></tr> <tr><td><b>Year 12</b></td><td><b>1</b></td><td><b>1</b></td></tr> <tr><td><b>Year 13</b></td><td><b>2</b></td><td><b>1</b></td></tr> <tr><td><b>Total</b></td><td><b>31</b></td><td><b>20</b></td></tr> </table> <p data-bbox="898 555 1532 619">There were 15 exclusions of DPs in 2018-19, so there is an increase of 25%.</p> <p data-bbox="898 655 1274 683"><b>MEDIUM TO HIGH IMPACT</b></p>	<b>Year 7</b>	<b>6</b>	<b>2</b>	<b>Year 8</b>	<b>5</b>	<b>2</b>	<b>Year 9</b>	<b>5</b>	<b>3</b>	<b>Year 10</b>	<b>7</b>	<b>7</b>	<b>Year 11</b>	<b>5</b>	<b>4</b>	<b>Year 12</b>	<b>1</b>	<b>1</b>	<b>Year 13</b>	<b>2</b>	<b>1</b>	<b>Total</b>	<b>31</b>	<b>20</b>	<p data-bbox="1630 97 1912 229">Tutors to refer FSM students that they will would benefit from intervention</p> <ul style="list-style-type: none"> <li>To use previous practice to inform remote learning strategy for LSC department</li> </ul>
<b>Year 7</b>	<b>6</b>	<b>2</b>																									
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<p data-bbox="47 692 284 751"><b><u>Football Beyond Borders (FBB)</u></b></p>	<p data-bbox="320 692 517 719"><b>Pre-lockdown</b></p> <ul style="list-style-type: none"> <li>Regular weekly lessons and football sessions</li> <li>Fortnightly football matches arranged to incentivise positive behavior</li> <li>Frequent trips outside of school, contingent on positive behavior</li> <li>End of year tour being organized for Scotland</li> <li>Youth Voices offered after school to help develop skills</li> <li>Tuesday sessions held in Camden, targeted at PSP students at risk of exclusion</li> </ul> <p data-bbox="320 1209 613 1236"><b>During the lockdown</b></p> <p data-bbox="320 1246 860 1374">FBB continued to deliver weekly sessions to FBB groups but all online. These sessions focused on the wellbeing on the young people while also providing</p>	<ul style="list-style-type: none"> <li>30 Students across Y8,9 &amp; 10, including 5 FSM. Most students have had reduction in behavior incidences, especially A2 and above.</li> <li>Students not meeting school and FBB ethos are barred from attending a range of activities mentioned, from sessions to end of year tour, this has helped with tackling challenging behavior and encouraging resolutions with members of staff.</li> </ul>	<ul style="list-style-type: none"> <li>SM to continue to monitor behaviour, attendance, punctuality, homework data and pupil/parent voice half termly</li> </ul>																								

	a space in which they could discuss work they were being set by schools. FBB also were offering more 1:1 sessions in the knowledge that young people would be finding the lockdown period challenging and we were contacting parents on a weekly basis.		
<b><u>Duke of Edinburgh</u></b>	<ul style="list-style-type: none"> <li>Year 9 Bronze - 3 FSM / 5 FSM6</li> <li>Year 10 silver – 1 FSM</li> </ul>	<p>RSL Y9 reported significant improvement in their behavior; bromcom shows a small reduction in A2 incidents</p> <p><i>DoE could not be sustained during the lockdown</i></p> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue supporting FSM students in completing DoE challenges</li> </ul>
<b><u>Additional careers advice</u></b>	<ul style="list-style-type: none"> <li>Disadvantaged students are prioritised (along with EHCP and SEN K students) to have a careers appointment in Year 10 or Year 11. In cases where there are concerns about a student making choices over their next steps the student may be re-referred for an impartial careers appointment with the careers advisor.</li> <li>Careers Fair in October attended by all FSM students</li> </ul>	<ul style="list-style-type: none"> <li>Y11: All FSM students received careers advice</li> </ul> <p><b>MEDIUM IMPACT</b></p>	<ul style="list-style-type: none"> <li>Continue to provide careers advice ensuring DPs are attending their meetings with the careers advisor and attending relevant events</li> </ul>
<b><u>G&amp;T disadvantaged High prior attaining disadvantaged</u></b>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>Disadvantaged pupils identified in G&amp;T cohort. All FSM G&amp;T mentored by G &amp; T and SIC coordinator.</li> <li>Underachieving High prior attaining students mentored by HOD Science</li> <li>Underperforming FSM G&amp;T/HPA students attend Study Incentive Club</li> <li>Brilliant Club: all students from areas with high depravity index, 3 FSM</li> <li>2 PP students in Year 10 doing Ancient Civilizations GCSE</li> </ul>	<ul style="list-style-type: none"> <li>Classical Civilisation GCSE: both PP Year 11 students have dropped due to excessive work load impacting on PPE grades and mental health</li> <li>All 3 FSM students graduated from Brilliant Club and were rewarded by a trip</li> </ul> <p><b>MEDIUM TO HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>Increase attendance of PP students to Brilliant Club</li> <li>Continue with Classical Civilisations</li> </ul>

	<ul style="list-style-type: none"> <li>G&amp;T/HPA Parents Evening</li> <li>All disadvantaged Y11 students mentored by PD and HOD Science</li> <li>Classical Civilisation GCSE: Year 10 1 PP student</li> </ul> <p><b>During the Lockdown</b></p> <ul style="list-style-type: none"> <li>G&amp;T Team created for every year group with a wealth of resources and challenges, incl. online debates</li> <li>Classical Civilisations programme continued</li> </ul>														
<b><u>Breakfast club</u></b>	<ul style="list-style-type: none"> <li>Out of 39 students 20 were FSM now and 9 were FSM ever</li> <li>Students are provided with breakfast and meet and greet from LSC staff before school</li> </ul>	<ul style="list-style-type: none"> <li>All students are able to access a healthy meal and opportunity to speak with LSC staff informally to discuss any concerns</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>HOD Inclusion to raise profile of facility</li> <li>Flyers in red folders</li> <li>Personalised invites from the recommendation of teachers/ LS to contact home of identified students to encourage early attendance to school</li> </ul>												
<b><u>After School Clubs</u></b>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>Revised provision of extra-curricular clubs for 2019-20</li> <li>Updated website and timetable circulated in red folders. Tutors in Y7-Y9 encouraging students to attend extra-curricular clubs and including in academic monitoring discussions.</li> </ul> <p><i>Unfortunately, clubs were not sustained through the lockdown; however, all subjects provided stretch and challenge through their curricula</i></p>	<p>Autumn/Spring Term 2019-20: % of PP</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of PP students attending at least one club in Autumn term</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>70% (23 students)</td> </tr> <tr> <td>8</td> <td>47% (15 students)</td> </tr> <tr> <td>9</td> <td>37% (11 students)</td> </tr> <tr> <td>10</td> <td>29% (6 students)</td> </tr> <tr> <td>11</td> <td>13% (2 students)</td> </tr> </tbody> </table> <p><b>MEDIUM IMPACT</b></p>	Year	% of PP students attending at least one club in Autumn term	7	70% (23 students)	8	47% (15 students)	9	37% (11 students)	10	29% (6 students)	11	13% (2 students)	<ul style="list-style-type: none"> <li>Monitoring record keeping and registration for clubs</li> <li>Use Academic Monitoring meetings between tutors/RSL and DPs to encourage each student to attend at least one extra-curricular club.</li> <li>Follow up monitoring Feb half term.</li> <li>Use Y8-9 parents' evenings to encourage extra-curricular participation.</li> </ul>
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			<ul style="list-style-type: none"> <li>• SIC club targeting FSM pupils in Y8 and Y9.</li> <li>• Offer enrichment opportunities from October 2020 and ensure they are sustained in case of local lockdown</li> </ul>
<u><b>Financial support for Disadvantaged pupils (trips, uniform, equipment, etc.)</b></u>	<p><b>Pre-Lockdown</b></p> <ul style="list-style-type: none"> <li>• All compulsory textbooks and readers given to KS4 FSM students</li> <li>• All trips, competitions and excursions provided free of charge for FSM students (See Appendix 1)</li> <li>• KS5 Geography field trips: FSM students received financial support with the fee</li> </ul> <p><b>During the lockdown</b></p> <ul style="list-style-type: none"> <li>• 35 laptops provided for FSM students</li> <li>• 26 FSM students and their families supported with the crowdfund we raised during the lockdown</li> <li>• During the summer uniforms for 5 FSM students purchased</li> <li>• 1 dongle purchased for a Y12 FSM student</li> <li>• Counselling: 8 out of 11 students in receipt of it were FSM (counselling was financed from the crowdfund)</li> </ul>	<ul style="list-style-type: none"> <li>• All children to be able to access subsidised school uniform, equipment, texts, ICT, trips, etc. when required</li> <li>• Student able to access online curriculum</li> </ul> <p><b>HIGH IMPACT</b></p>	<ul style="list-style-type: none"> <li>• Business manager to track use of financial support funds</li> <li>• Sustain personalized support of FSM students</li> </ul>
<u><b>LAC</b></u>	<ul style="list-style-type: none"> <li>• Mentoring by LAC champion for all LAC students</li> <li>• PEP meetings conducted for all LAC students</li> <li>• Maths tuition for 2 students</li> <li>• Spanish tuition for 1 student</li> <li>• French intervention for 1 student</li> </ul>	<p>Note: Co-vid 19 has made analysis of progress difficult in this report due to lack of assessment in summer term.</p> <p><b>MEDIUM IMPACT</b></p> <ul style="list-style-type: none"> <li>• 1 student has attendance of 97%+</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance to be monitored closely – interventions to be put in place as necessary.</li> <li>• SLT lead to monitor early year assessments to</li> </ul>

	<ul style="list-style-type: none"> <li>• External sport club membership paid for 1 student</li> <li>• Resilience group run by educational psychologist for 1 student</li> <li>• Resources purchased for 1 student</li> <li>• Lunch time support for 1 student</li> <li>• SLT lead providing strategic oversight and operational support for all LAC, post-LAC and adopted students as well as those under special guardianship</li> <li>• Support from the LAC champion by way of 1:1 sessions and in-class support continued to end of academic year.</li> <li>• LAC Champion has provided an additional layer of emotional and support in managing behaviour and having an advocate in difficult conversations</li> </ul>	<ul style="list-style-type: none"> <li>• 1 student has made significant improvements in attendance following interventions in spite of significant challenges in home circumstance</li> </ul> <p><b>HIGH IMPACT</b></p> <ul style="list-style-type: none"> <li>• 1 student saw significant reduction in negative behaviour compared with previous year</li> <li>• 1 student made positive start to CGA in first year with limited behaviour concerns despite significant challenge</li> <li>• 1 student received no negative behaviour points in year.</li> <li>• 1 student who is no longer on roll who was trafficked in to the UK and at risk of significant harm, was assisted to return to their home country and be reunited with their parents through the schools' work with foster carer, the home office, the local authority and the policy. Student is now in school in home country and supported by CGA through communication around grades.</li> </ul>	<p>check on progress over lockdown.</p> <ul style="list-style-type: none"> <li>• Tuitions to continue</li> <li>• Music lessons to provide extra-curricular opportunities for students, development of additional skills and increase cultural capital.</li> <li>• Resilience group to continue for one student</li> <li>• Y11 and 13 student to have bespoke intervention program supporting progress towards exams supported by funding where necessary</li> <li>• Therapeutic support in place where appropriate.</li> <li>• Textbooks to ensure that LAC students have access to learning and additional support in and outside of the classroom.</li> </ul>
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## Priorities for 2020-21

1. Offer effective and sustainable (Tier1/2/3) catch-up programme to all DPs at risk of underachieving
2. Ensure all DPs can access remote learning and are making sustained progress in all Tiers
3. Continue providing personalised financial and wellbeing support for all DPs, esp to those who have suffered adversity due to the pandemic
4. Improve disadvantaged students' outcomes in Mathematics and Science
5. Improve Ebacc % for disadvantaged students by boosting the uptake of MFL
6. Improve attendance of disadvantaged students

7. Improve outcomes of disadvantaged students through embedded formative assessment

**Appendix1: Subject-Specific Barriers to Learning with Strategies**

Subject	PP Barriers	PP Strategies
<b>Business and Computing</b>	<ol style="list-style-type: none"> <li>1. The application of subject specific terminology and contextualising the theoretical aspect.</li> <li>2. As practical subjects, students who have access to resources, professionals in these fields or related work experience perform better, which is often not the case with PP students.</li> <li>3. Apathetic approach towards the subject area is also a barrier for some as they have not seen the relevance to their lives nor have the motivation to study the subject beyond compulsory education.</li> <li>4. BTEC offer: students can have the misconception that they don't need to work as hard to gain high grades when compared to pure exam courses. To gain higher marks in the GCSE and BTEC assessment students are required to use evaluative skills and to link their learning to real world setting; this can sometimes be a challenge for students who have a limited exposure to different social and cultural experiences.</li> <li>5. Internet access</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of data to inform planning Indicate PP students in seating plans using coded symbols (this should help teachers in differentiating lesson materials)</li> <li>2. Trips, visits and events Expose PP students to a wide range of activities including visits to organisations where they are able to see the practical aspects of topics learnt in lessons. Where prior contextual knowledge will require paid services, parents will be notified at least a term in advance.</li> <li>3. Resource audit At the beginning of academic year complete an audit of students' resources to determine which of the following need to be provided: <ul style="list-style-type: none"> <li>• revision packs</li> <li>• online subscription to Teach-ICT resources</li> <li>• access internet during lunch, break, after school</li> <li>• Where there is no access to a computer, a computer will be built by KS5 IT</li> </ul> </li> <li>4. High aspirations Invite university student from underprivileged background (preferably ex-students) to give talk to all students; use of 'All about me' theme as an opportunity for teachers to highlight the challenges they faced throughout education and the social privileges higher education has provided them</li> </ol>
<b>History</b>	<ol style="list-style-type: none"> <li>1. Lack of cultural capital, life experiences, political literacy, geographic literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Using our PP money and our time and energy to bridge the gap in cultural capital and experiences: numerous workshops (BAC) and trips.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Parents' negative experience of history at school: 'We never learnt anything this interesting when I was at school'.</li> <li>3. Reluctance to undertake independent study and lack of metacognitive skills, especially lack of appreciation of the importance of information retention and knowledge acquisition.</li> <li>4. Lack of aspiration and self-belief.</li> </ol>	<ol style="list-style-type: none"> <li>2. We also include home work that involves parent voice, for example year 8 had to research the story of slave rebel Nat Turner and then share this with a parent/carer, the parent/carer then had to fill in a series of questions about their experience of learning this history.</li> <li>3. Revision techniques are embedded into our lessons and we continue to improve this, we aim to explicitly state that each task we do models revision techniques. CSS has also worked hard to develop resources which we can use to model revision and use with the students eg: flash card packs, timeline examples etc.</li> <li>4. A curriculum that is engaging and as representative as possible which does not just rely on the cultural capital of the white student, but enables students with cultural capital from other cultures to flourish (eg: Nanny of the Maroons series of lessons on Jamaica). QFT is key, with personal relationship with the students being paramount.</li> </ol>
<b>English</b>	<ol style="list-style-type: none"> <li>1. Vocabulary gap</li> <li>2. Non-readers</li> <li>3. Comprehension gap</li> <li>4. Limited cultural capital</li> </ol>	<ol style="list-style-type: none"> <li>1. Teaching vocabulary explicitly; regular low-stakes vocabulary quizzes</li> <li>2. Promoting reading; guided reading in KS3; regular reading sessions; monitoring and encouraging non-borrowers</li> <li>3. Teaching reading strategies explicitly</li> <li>4. Theatre trips, literacy workshops, focus on explicit teaching of contexts. General: <ol style="list-style-type: none"> <li>1. targeted intervention</li> <li>2. teachers being in charge of their own data and being able to show what they are doing to be accountable for student progress</li> </ol> </li> </ol>
<b>Geography</b>	<ol style="list-style-type: none"> <li>1. Cultural capital: knowledge of places and locations within Britain and World</li> <li>2. Accessing trips due to final implications or (lack of) parental support</li> <li>3. Appreciation of geography</li> <li>4. Revision strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Year 8 unit on UK Landscapes; curriculum taught through global locations at KS3 and 4</li> <li>2. Trips subsidised for FSM students; meetings with parents regarding trips</li> <li>3. Engaging and relevant KS3 curriculum that generates love of the subject</li> <li>4. Free revision guide created and printed for GCSE students; access to discounted CGP revision guide</li> </ol>
<b>MFL</b>	<ol style="list-style-type: none"> <li>1. Lower levels of literacy in English; grammatical and vocabulary gap</li> <li>2. Lack of appreciation of MFL</li> <li>3. Lack of experience of different cultures</li> </ol>	<ol style="list-style-type: none"> <li>1. From year 7 time is spent in class focusing on how to learn vocabulary and grammar</li> <li>2. At parents evening and target the disadvantaged students to ensure that they are choosing languages</li> <li>3. Trips to other countries; introducing and celebrating different cultures in lessons General: <ol style="list-style-type: none"> <li>1. All seating plans are annotated and disadvantaged students are highlighted so that all staff are aware of them</li> <li>2. Differentiated tasks are provided for struggling students</li> </ol> </li> </ol>

<b>PA</b>	<ol style="list-style-type: none"> <li>1. cost of lessons</li> <li>2. lack of equipment, kit</li> <li>3. lack of cultural capital, which limits understanding in PA</li> </ol>	<ol style="list-style-type: none"> <li>1. free peri lessons for FSM, multiple clubs (free),</li> <li>2. when we get the new keyboards we will release current ones on loan to FSM students who learn piano</li> <li>3. free trips for PP students</li> </ol>
<b>ART</b>	<ol style="list-style-type: none"> <li>1. Lack of appreciation of Art; reducing Art to drawing</li> <li>2. Literacy. Using Art vocabulary to question, understand and analyzing Art work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exploring Art work/Artists is relevant and interesting to students; trips to galleries to increase experience of viewing/appreciating Art; ensuring creative tasks are engaging, exciting and accessible. Lots of experimental work in year 7. Encourage students to become Art Specialists. Having a creative mind and a genuine enjoyment of Art is valued and deemed just as important as being 'good' at drawing. Starter activities has introduce students to a multitude of different Art disciplines.</li> <li>2. Supporting literacy pack (Traffic light key word worksheet, glossaries, key words in each lesson, artist analysis and annotation writing frames) General: <ol style="list-style-type: none"> <li>1. Positive relationships/praise and rewards.</li> <li>2. Annotated seating plans.</li> <li>3. A broad and balanced curriculum.</li> </ol> </li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. metacognition / retention</li> <li>2. vocabulary gap</li> <li>3. Look at whether pupil premium students are clustered in sets? Is this a barrier to learning in science?</li> <li>4. Are there things that can be done in earlier years to accelerate pupil premium students?</li> </ol>	<ol style="list-style-type: none"> <li>1. Metacognition, retention and vocabulary: <ul style="list-style-type: none"> <li>- Weekly intervention quiz – send all parents an email</li> <li>- If students get below grade 4 they come for intervention with HOL</li> </ul> General: <ol style="list-style-type: none"> <li>1. Building positive relationships, having high expectations for pupil premium</li> <li>2. Being aware of who our PP students are – annotated on seating plan</li> </ol> </li> </ol>
<b>Maths</b>	<ol style="list-style-type: none"> <li>1. Lack of homework, or rushed homework, leading to less fluency and mastery of topics.</li> <li>2. Less likely to be independent learners; the most successful at surpassing targets are those who self-start.</li> <li>3. Literacy can be an issue which affects students' ability to navigate their way around a tricky, wordy mathematical problem. Also less likely to be creative in solving.</li> <li>4. Lack of calculator/equipment.</li> </ol>	<p>QFT and 1-1 intervention</p> <ol style="list-style-type: none"> <li>1. HoD to teach Year 11 intervention group during Health Sessions - Students selected from set 2 and set 3: PP (16 students) and HPA Low attainers in Oct Assessment,</li> <li>2. KST extra session for 11X4 (inc. 5 PP students) and</li> <li>3. P extra session for set 5 (11 PP students) – Total 2/3 PP coverage. Interventions enable pupil premium students to make progress at faster rate than others.</li> <li>4. EKV – Friday evening slot for HPA – some PP students use this session to support their learning.</li> </ol>
<b>PE</b>	<ol style="list-style-type: none"> <li>1. Lower achievement in KS3</li> <li>2. Lack of PE kit</li> <li>3. Academic component in GCSE weaker</li> <li>4. All GCSE specs require competitive sport and prolonged participation, which can be an obstacle to PP students who get fewer opportunities for this outside school</li> </ol>	<ol style="list-style-type: none"> <li>1. Changes to the Curriculum to allow PP students to achieve KS 3 – good offer of activities based on current facilities and timetabling. – problems arise when 4 groups on as choice is limited. (wet weather, exams, dance using sports hall) Targeted PP students to clubs for extra practice.</li> <li>2. Have experimented with PE Kit to borrow just for PP, slight conflict with developing resilience and organisation. To review.</li> </ol>

	<p>5. Leadership and coaching unit links with increasing opportunities in a different field of sport study which may not have been thought of for many PP students</p>	<p>3. KS 4- Yr. 10 examination moved to new spec, felt that Sport studies was best make up for PP students in particular over sports science. We increased practical component. Also, established links with psychology and science where there are crossovers.</p> <p>4. Using activities that we can control within school and provide competitive opportunities for.</p> <p>5. Links to DofE volunteering: Outdoor education unit – has links to DofE expedition as well as increased practical content.</p>
<p><b>PBE</b></p>	<p>1. Low levels of literacy</p> <p>2. Mental health and resilience</p> <p>3. Lack of independence</p> <p>4. Cultural capital</p> <p>5. Poor engagement with the curriculum: lack of respect for the subject; white-washing of curriculum; lack of relevance and interest e.g. in new theology modules; focus on core subjects instead</p>	<p>1. Detailed marking of SPAG at A level and re-writing work; MRI for 6<sup>th</sup> form with grammar activities; 'Fake sheets' to make the point about clarity; Peer assessment of clarity before submission; Jack Petchey money spent on library and reading list for all year groups; development 'chains' to encourage students to develop points much more</p> <p>2. Scaffolding exams for resilience</p> <p>1: Mark over shoulder, key concept map, handy hints</p> <p>2: Recap of key concepts at the start, mark half way over shoulder</p> <p>3: Recap of concepts, no marking</p> <p>Mindfulness club – identify and target students who are struggling with anxiety</p> <p>FBB Modules on Masculinity &amp; Mental Health</p> <p>3. Flip classroom homework e.g. posting response on Edmodo; refusal to re-print ANY work including work missed from absence – use of Edmodo and 'study buddies'; ban on 6<sup>th</sup> form intervention – analysis shows NO IMPROVEMENT; activities focused on NUANCE and SIGNIFICANCE SENTENCES; students given 'jobs' in lessons</p> <p>4. Timelines and context for A Level and Year 11 students; key concepts they need to know at A Level and Year 11 mapped across younger year groups; research homeworks given which are relatable, accessible and easily achieved; scholars from outside of the specification used to address underrepresentation and explore wider issues</p> <p>5. Lack of women and ethnic minorities – adding in role models and scholars; adding topics to ensure relevance, even if it is not part of the exam; explanation of relevance in each lesson; student Voice: future planning informed by student feedback e.g. Year 8 lessons on colonialism and capitalism; check on teacher bias including blind marking and frequent consultation</p>

