

Pupil Premium Strategy 2020-2021

The 5 Rs and the EEF framework are going to be essential in supporting PP students in reconnecting with the curriculum to support recovery.

Routines: The use of EEE ensures challenge of all disadvantaged students. Questioning PP students first and modelling raises challenge and aspirations for students to reach target grades.

Relationships: Strong relationships/interactions with teachers to build an environment of positive learning to support students reconnecting with the curriculum and identifying gaps in knowledge. Staff to have high aspirations of all PP students.

Retrieval: The focused and explicit use of knowledge organisers through low stake testing, explicitly targeting PP students through use of DIN, multiple choice questioning to identify and close gaps in knowledge.

Review: Identifying misconceptions, gaps in knowledge to ensure there is targeted intervention in class, small groups or 1to1 to narrow the gap.

Re-teach: Use of low stake assessments to identify gaps in knowledge to support the planning of the curriculum to address gaps so that reteaching can take place.

EEF (Education Endowment Fund) COVID Catch Up

There are several key strategy areas that the EEF have addressed as being specific support mechanisms in students reconnecting with the curriculum post COVID. These strategies will support all of our students and especially our PP students to identify where gaps are in subject areas. We need to use the strategy to support the delivery of EEF.

Teaching:

Explicit teaching - use of EEE, modelling, questioning, feedback. During the summer term MTPS were adapted to ensure the coverage missed was embedded throughout the new curriculum. The 3 year GCSE programme allows us opportunity to support any missed learning during lockdown.

Scaffolding - Building blocks of the lesson to Deliberate Practice, to allow students to become independent and confident and tackling tasks

Cognitive/Metacognitive – DIN, dual coding, low stake quizzing, thinking maps and thinking harder strategies to support retrieval and re-teaching.

Diagnostic Assessment:

Effective assessment is rooted in classroom practice, verbal questioning, short answer quizzes, multiple choice quizzes allow precise diagnosis of gaps in learning. Continuous feedback and support especially for PP allows progress.

Targeted Academic Support:

Some pupils require high quality structured targeted intervention to make progress. Assessment is used to identify appropriate students and gaps in learning. Students in Year 11 second sets to be identified for targeted intervention to raise aspirations within lessons and avoid an unconscious bias.

Academic Tutoring

A 3 way relationship between tutor/teacher and pupil needs to be created. Small groups are most effective when targeted and there is consistency in the delivery. Intervention here can be used to support literacy and numeracy. Intervention follows assessment to ensure support is well targeted to monitor pupil progress.

Wider Strategies:

Addressing the social emotional behaviour needs of the students through pastoral care, PSHE lessons and LORIC. Our pastoral programme has a dedicated programme to support both teachers and students in addressing the well being of students.

Communication with parents.

SAFE Model - the principles in addressing the social and emotional needs to the pupils through:

- S sequenced activities that lead in a co-ordinated way to skills development,
- A active forms of learning that enable pupils to practise and master new skills
- F focused time in the school day developing social and emotional skills
- E explicitly define and target specific skills.

Pupil Premium Strategy 2020-2021

1. Summary information					
School	John Willmott School				
Academic Year	2020/21	Total PP budget	£382,955		
Total number of pupils 7-11	869	Number of pupils eligible for PP	441	Date for next internal review of this strategy	Jan 21

2. Attainment from 19/20 exams			
	<i>Pupils eligible for PP</i>	<i>(Target FFT 50)</i>	<i>Pupils not eligible for PP</i>
% achieving Grade 4 or above in English and Maths 19/20	46%	62%	62%
% achieving Grade 4 or above in English 19/20	78%	68%	95%
% achieving Grade 4 in Maths 19/20	49%	69%	84%
Attainment 8 score average 19/20	4.0	4.5	4.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Gap between progress and attainment rates of disadvantaged students
B.	Progression of second set MAP students
C.	Gap remains between Disadvantaged and Non Disadvantaged in all year groups
D.	Limited character and culture experiences impacted by COVID 19
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Attendance rates for disadvantaged students
G.	Access to resources

4. Outcomes		
	Desired outcomes (and how they will be measured)	Success criteria
A.	<p>Close the attainment gap, whilst raising the bar between disadvantaged and other students.</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.</p>	<ul style="list-style-type: none"> • The attainment gap between disadvantaged and other students closes in all prior attainment: higher, middle and lower. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Targeted intervention in class and support through Covid Catch up funding • Small targeted PP intervention groups through Academic mentoring and use of specialist teachers to support Covid catch up.
B.	<p>Improved Progression, challenge and aspirations of second set MAP students to achieve target grades at FFT50</p> <p><u>Measured through:</u> Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.</p>	<ul style="list-style-type: none"> • Whole school focus on closing the attainment gap of second set MAP students disadvantaged students in all subject areas. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Use of academic mentors to target intervention especially in maths and science to support Covid catch up in narrowing the gap of PP students. • Small targeted PP intervention groups through Academic mentoring and use of specialist teachers to support COvid catch up. • GCSE examiner reports analysis to create success criteria for achieving 4+ and 5+ grades.
C.	<p>Reduction in the gap between disadvantaged and Non disadvantaged in all year groups</p> <p><u>Measured through:</u> Rigorous quality assurance of work scrutiny, teaching and learning folders and learning walks. Embedded teaching of EEE. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. Quality assurance of target setting for disadvantaged students.</p>	<ul style="list-style-type: none"> • Opportunities within school and faculties e.g masterclasses • First quality teaching interventions embedded within the lesson using the EEE strategy • Targeted intervention for PP students in lessons to support catch up. • Use of rewards and praise through CCC developments • Strategic agenda item at faculty meetings and line management meetings • Strategic item on faculty action plans

		<ul style="list-style-type: none"> • Increase in the number of disadvantaged students securing sixth form entry requirements. • Improved rates of progress and attainment for disadvantaged students.
D.	<p>Broaden curriculum offer to ensure that pp students and non pp access enrichment activities</p> <p><u>Measured through:</u> Raised aspirations of and for disadvantaged students.</p>	<ul style="list-style-type: none"> • All disadvantaged students to achieve rewards as part of the Triple C strategy and LORIC lessons • All Y11 disadvantaged students to attend a careers workshop at school • Career lessons during form time for all year groups • Focused PSHE lessons to be delivered in form time to support EEF strategy. • Evaluation of Enrichment curriculum for all disadvantaged students • Increase in disadvantaged students attending reward and attendance trips. • Increase in trips to enhance character and culture opportunities.
E.	<p>Increased attendance rates for disadvantaged students and reduction in persistent absence rates for disadvantaged students.</p> <p><u>Measured through:</u> Tracking of attendance data for disadvantaged students and evaluation of strategies deployed in increase attendance.</p>	<ul style="list-style-type: none"> • Gap in rates of attendance continues to close between disadvantaged students and others • Attendance improves for disadvantaged students • Continued reduction in persistent absences for disadvantaged students
F.	<p>Financial barriers do not restrict access to resources, attendance to trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences.</p> <p><u>Measured through:</u> Tracking of PP spending on educational resources, tracking of attendance to extra-curricular activities</p>	<ul style="list-style-type: none"> • Disadvantaged students are proportionately represented during extra-curricular opportunities such as music lessons, after school clubs which promotes engagement and raises aspirations. • Disadvantaged students have access to academic resources which supports rates of progress as demonstrated through data captures. • 100% of disadvantaged students to have engaged in Careers Information Guidance.

1. Planned expenditure					
Academic year	2020/21				
The three headings below demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review (see over for funding breakdown)
	Increased staffing in humanities to enable additional intervention and capacity to provide targeted support.	EEF research on class sizes identifies positive impact on progress when deployed effectively.	Additional capacity deployment is reviewed regularly to respond to student need. Student need is identified through the robust assessments in line with the whole school assessment calendar.	LNa PA	Analysis following half termly data capture Funding: 1
	Targeted group intervention for KS4 disadvantaged students in English, maths, science and humanities.	Targeted intervention by subject specialist to raise aspirations and challenge for disadvantaged second set students through laser sharp teaching of key skills	Analysis of trial exams in November to identify gaps in learning. 2 nd trial exams to review outcomes and impact	LN PA	Data analysis
	Teachers and support staff actively deploy a range of strategies to support progress and aspirations of all PP	Raise the profile of disadvantaged learners to ensure interventions are effectively targeted.	Reviewed through whole school Quality Assurance, learning walks and lessons observations.	Heads of Faculty	Quality assurance following half termly data capture Funding: 2

	students through teaching to the top to combat unconscious bias of PP students.		Reviewed and quality assured by Heads of faculty, particularly looking for the range of in-class techniques employed to close the gap.		
	Deployment of a range of whole school teaching and learning strategies to accelerate the progress of disadvantaged students. These include: Feedback and follow up first, responsive teaching strategies such as high quality feedback in lessons and formative approach to written feedback.	In line with Covid Catch up the EEF research on feedback identifies positive impact on progress.	Reviewed through whole school Quality Assurance, work scrutiny, learning walks and lessons observations.	LN LL Heads of Faculty	Regular (weekly) learning walks using the 'Teaching and Learning Tool kit' Half termly work scrutiny by Heads of Faculty Regular learning works and/or work scrutiny
	Deployment of Academic Mentors within Maths and Science to support with targeted intervention of disadvantaged students	Covid catch up to support and ensure that gaps in knowledge are addressed and targeted support is effective in making progress with a priority on 2 nd set students in Year 11.	Regular and planned quality assurance of targeted intervention is delivered by mentors and HOFs	JQM MO LN	Analysis following half termly data captures Covid Funding.
	Targeted Intervention groups for PP students in English to raise the aspirations and challenge in PP progress.	Covid catch up to support and ensure that gaps in knowledge are addressed and targeted support is effective in making progress with a priority on 2 nd set students in Year 11.	Regular and planned quality assurance of targeted intervention is delivered	GA LL LN	Analysis following half termly data captures Covid Funding.

	Coaching for progress to create a culture of challenge, aspirations and constant improvement for disadvantaged students	To ensure all students especially disadvantaged make progress through challenging, well planned and delivered lessons using EEE model effectively within lessons	Learning walks, coaching opportunities to support delivery of lessons.	Coaches LN LL	Half termly reviews
	High focus of disadvantaged learners throughout all quality assurance processes (learning walks, work scrutiny, student voice activities) and specifically looking for differences especially in second sets	To ensure there is challenge and aspirations for all disadvantaged students and create opportunities for discussion and sharing of best practice to accelerate progress.	Regular and planned quality assurance of processes by NLE with senior leaders and middle leaders (Heads of Faculty).	TP Chris Owen (NLE)	Review NLE feedback following each session
	High quality provision of literacy to be delivered within lessons addressing the literacy strategy.	To raise aspiration and progress through students being able to access the curriculum through the delivery of literacy skills and supporting the Covid catch up programme: reading, writing, oracy and vocabulary. Supported by the EEE teaching framework and knowledge organisers Through the literacy strategy students to be exposed to a wide range of reading material and explicitly taught exam language, academic language and how to decode the exam questions. Students are equipped with skills on producing “good writing”	Student knowledge and skills gaps identified through half termly data analysis following the whole school assessment cycle.	LL LN Heads of Faculty	Analysis following half termly data capture

		Language for learning lessons are embedded into the form time programme to be delivered by all staff. Regular CPD sessions for staff to support delivery of literacy.																							
	Weekly visits, learning walks, coaching reviews of leaders activities from NLE – with a specific foci on differences between disadvantages and others.	To regularly review (weekly) the provision for disadvantaged learners and evaluate strategies deployed.	Visit reports are submitted and feedback actioned.	TP	Review NLE feedback following each session <table border="1"> <tr> <td>2020/21</td> <td>2020 AC1 trials</td> <td>Y10 AC2</td> <td>Target</td> <td>Compare to Trial Exams 2019</td> </tr> <tr> <td>PP Att 8</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 4 Eng and Maths</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 5 Eng and maths</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	2020/21	2020 AC1 trials	Y10 AC2	Target	Compare to Trial Exams 2019	PP Att 8					Grade 4 Eng and Maths					Grade 5 Eng and maths				
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	Teaching and Learning CPD focusing on the EEE teaching framework focusing on retrieval practice, flashcards, knowledge organisers, unconscious bias and targeted literacy strategies	To raise aspiration and progress through students being able to access the curriculum through development in key knowledge, addressing gaps in learning all supported by the EEE teaching framework. This supports the Covid catch up strategy.	Through robust reviews and evaluation of CPD provision	LL LN Heads of Faculty	Regular (weekly) learning walks using the 'Teaching and Learning Tool kit' Half termly work scrutiny by Heads of Faculty Regular learning works and/or work scrutiny																				

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review

B, C,D,E	Pastoral support through: pastoral manager, learning mentor and pastoral manager assistant to ensure reduction in fixed term exclusions, increase in attendance and improved engagement in lessons	Increased focus on implementing interventions for disadvantaged students. Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	Analysis of behaviour logs and attendance at weekly meetings to assess impact and actions	MC HOY	Weekly review of attendance figures with Heads of Year and planned actions/ follow-up Funding: 8,9,10
	Continued employment of family support worker CSaws. Prioritise phone calls home each day, home visits and interventions for disadvantaged students.	One-to one support for vulnerable students, increased parental engagement, utilises and coordinates the support of outside agencies to support attendance via CSaws	Fortnightly line management meetings AJ to analyse the impact of actions and next steps. Weekly review of attendance data by AHT, HoY and Attendance Officer.	MC	Weekly review of attendance figures with Heads of Year and planned actions/ follow-up Funding: 2,3
	Provision of bus passes for identified students	Attendance figures for disadvantaged students are lower than other. A high proportion of disadvantaged students require support to travel to school, without which attendance rates drop.	Weekly tracking of attendance rates for students	Attendance officer with	Fortnightly line management meeting to interrogate the data Funding: 7

			who have been provided with bus passes	Heads of Year	
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iii. Other approaches															
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review										
D	Enrichment Curriculum for all disadvantaged students	To raise aspirations and cultural experiences to develop characters.	Analysis of enrichment programme and student voice.	TR LN	Analysis following half termly data capture Funding:7										
	Inclusion facility to facilitate small group and individual work, time-out and re-integration to lessons.	The Inclusion team provides one-to-one and small group support for vulnerable students	Fortnightly line management meetings TP/SVA: analysis of impact and next steps. Weekly review of attendance data.	SVA	Analysis following half termly data capture Funding: 4										
	Provide targeted support and resources (uniform, books, revision guides, ingredients, etc.)	To ensure all students are able to fully access the curriculum	Half termly data analysis of students by Heads of Year and Heads of Faculty	LN HOY	Analysis following half termly data capture Funding: 7										
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	Laptops for students and revision materials	To ensure that all Y11 students are able to engage with the curriculum and support their home learning. All Year 11 students to have all revision guides for each subject. Laptops available for some Y8 and 9 PP students to support with learning.	Half termly data analysis of students by Heads of Year and Heads of Faculty	HOF	
	Support with costs of peripatetic music lessons.	Increase opportunities and engagement, removal of financial barriers. EEF toolkit	Attendance to and uptake of music lessons tracked.	SE	Analysis following half termly data capture Funding: 6
	Financial support for educational visits	To ensure that all students, regardless of disadvantage, are able to access opportunities and support social development.	Tracking of participation and attendance for visits tracked by Heads of Faculty and as part of Aim Higher.	DD HOF	Review of attendance and participation following each visit Funding: 7
	Individual mentoring of targeted students for COBS which provides external intervention and support	EEF toolkit research identifies positive improvements in academic performance and behaviour when behavior interventions are tailored to small groups of students	Half termly reviews of behaviour logs identify improvements for targeted students to track impact of mentoring and inform next steps. Regular and robust tracking of students on alternative pathways.	MC PA	Half termly review of behaviour logs Funding: 5,8,11

Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier
1. Teaching and Learning Additional humanities teacher x2	£87,000	Overcapacity in humanities enables targeted support to be provided for disadvantaged students.	<ul style="list-style-type: none"> - Increasing attention individual students receive and high quality feedback to secure outcomes - EEF research on class sizes 	A, B,C
2. Family support worker	£40000	Family support worker employed to support increased attendance and reduced persistent absenteeism.	<ul style="list-style-type: none"> - Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support. 	A, B, E,F
3. Access to CSaws	£16,800	CSaws to support increased attendance and reduce absenteeism.	<ul style="list-style-type: none"> - Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support. 	A,B,D,E,F
4. Inclusion hub	£40,000	Hub created to facilitate the return to school of students with long term absence and those with medical needs. In addition provides support for students with additional needs.	<ul style="list-style-type: none"> - The Inclusion team provides one-to-one and small group support for vulnerable students to support re-integration back into lessons. (EEF small group tuition +4 months) 	A, B,E
5. COBS	£18000	Overview of mentoring/alternative provision	-	A, B and E
6. Enrichment support (trips, visits and music lessons)	£19,500	Removal of financial barriers by subsidising/funding trips and visits for disadvantaged students.	<ul style="list-style-type: none"> - Increase in attendance to trips, music lessons, 	D,F
7. Academic resources (including uniform and travel support)	£20,500	Provision of academic resources e.g. revision guides for disadvantaged students	<ul style="list-style-type: none"> - To reduce disadvantage by ensuring access to necessary equipment/resources 	A,B,C,E

8. Learning mentor in school	£33,000	Increased focus on implementing interventions for disadvantaged students	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	A,B,C,D,E
9. ISU Pastoral Manager	£35,000	Increased focus on implementing interventions for disadvantaged students	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged students.	A,B,C,D,E
10. Pastoral Assistant Support	£22670	Pastoral Assistant support to ensure reduction in behaviour incidents	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged students.	A,B,C,D,E
11. Alternative Provision	£50000	Provides support through alternative learning externally to school	- Reduction of fixed term exclusions and students are supported in accessing school.	E
Total	£382,470			

Review of PP Strategy: Jan 2021