

Pupil Premium Strategy Statement 2020 - 2021

What is Pupil Premium?

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval. For each student who is eligible for free school meals, their school receives £935 (if a secondary school).

In the 2020 to 2021 financial year, schools will receive the following funding:

1. £955 for pupils in year 7 to year 11 for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years
2. Schools will receive £2,345 for any pupil identified in the January school census or the alternative provision census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
 - who has been in local authority care for 1 day or more
 - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

Priorities For The Improvement of Disadvantaged Pupils

Our intent is to enrich the lives of all our students, no matter their background or prior attainment. To that end, we aim to both raise the achievement of all our learners, as well as ensuring that we close the gap between our student groups.

The aim is to incorporate the PP Strategy into the whole School Development Plan. We will still produce this Strategy Statement but the SDP will become the main repository of the strategies used to bring about improvement.

Due to the complications of the pandemic and various shutdowns this plan was largely an update to the 2019-20 strategy.

I remain indebted to the hard work, expertise and support offered by Annie Temple , our Pupil Premium Co-ordinator, for her hard work with the PP students (and others) and in producing this statement.

1. Summary information					
School	Langtree School				
Academic Year	2020-21	Total PP budget	£60,495	Date of most recent PP Review	Oct 2019
Total number of pupils	621	Number of pupils eligible for PP	58	Date for next internal review of this strategy	May 2021

2. 2019 Attainment		
Cohort - students	Pupils eligible for PP (PP national average, 2018)	Non PP
% achieving Pass in English and maths (Standard/Strong)	60 / 30	83 / 58
Progress 8 score average	0.21 (-0.44)	0.53
Attainment 8 score average	4.4 (3.4)	5.5

3. 2020 Attainment (Note: Grades produced from Centre Assessed Grades and a DfE algorithm due to the cancellation of the exams)		
Cohort - students	Pupils eligible for PP (PP national average not available)	Non PP
% achieving Pass in English and maths (Standard/Strong)	57%/29%	90%/65%
Progress 8 score average	-0.29*	0.01*
Attainment 8 score average	4.5*	5.7*

4. 2021 Attainment (Note: Grades produced from Centre Assessed Grades due to the cancellation of the exams)		
Cohort - students	Pupils eligible for PP (PP national average not available)	Non PP
% achieving Pass in English and maths (Standard/Strong)	43%/20%	87%/68%
Progress 8 score average	0.68*	0.47*
Attainment 8 score average	3.9*	6.0

*FFT Estimates as National Data not available.

5. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)
A. Classroom barriers to learning (JH)
B. Low level of literacy (JH)
C. Intervention Maths and English (SBa)
D. Review tracking of PP progress at KS3 (CN)
E. Improve success of PP students for the Langtree Challenge (SBu)
F. Access to effective resources to aid their progression (AT/DC)
G. Emotional health (AT)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
H. Low Attendance (SBu)
I. Low cultural capital (SBu)
J. Engagement and quality with homework (SBa)

6. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Monitoring and Success criteria
A. Teachers to highlight the barriers	Teacher voice.
B. Improve students reading and literacy skills	Monitoring progress.
C. Improve students' numeracy and literacy skills	PP improved GCSE results and the gap narrowed between PP and non PP students.
D. Tracking system effectively identifies lack of progress in KS3 to ensure effective teaching and learning	Effective intervention and progress.
E. Students develop independence and social skills	More PP students involved in Langtree challenge.
F. Students have the resources to ensure progression	Students feel supported to progress.
G. Students feel mentored and supported by school	Qualitative evidence to show students feel supported.
H. PP students have same rate of attendance as non PP students	Students taking every opportunity to learn.
I. PP students have been given lots of opportunities to develop their cultural capital and this is effectively tracked and encouraged.	PP students' attendance on trips and visits is equal to or better than non PP students.
J. PP students have support for homework / study skills	PP students produce quality homework.

7. Action Plan					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A. Quality First Teaching					
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
Teachers to highlight the barriers	Staff to research individual students' barriers and disseminate.	Research shows that classroom-based approaches are needed to make a notable difference in outcomes. PP focus needs to address what is happening in the classroom daily as well as having wrap-around support for those that are vulnerable.	Individual accountability. Academic and progress data shared with staff	JH/ CD	Not complete Teachers and other staff focussed on mitigating the effects of the pandemic.
Improvement of students in reading and literacy	Review of all current intervention schemes. Film/book clubs	Existing low levels of literacy in PP students who are most significantly underachieving or struggling to access curriculum. Literacy is a cornerstone to academic progress.	Use of "butterflies" to raise awareness. Literacy across the curriculum review with TL's.	JH	Partially Complete July 2022 - butterflies and other WSD opportunities largely prevented by covid. Alternative Click, Tap, Reads and virtual CPD episodes were used instead.

<p>Tracking system effectively identifies lack of progress in KS3 to ensure effective teaching and learning</p>	<p>PP predictions and ATLS will be recorded and summarised after every report. All teachers will be updated on student progress following reports and how PP students compare.</p>	<p>PP students have traditionally had inaccurate predictions, which meant intervention was not always targeted as effectively as it could otherwise have been. Improved focus on KS3 data will help to capture the academic needs of these students earlier</p>	<p>PP students on separate tab for summary sheets following reports. All predictions and ATLS recorded and summarised following reports.</p>	<p>CN</p>	<p>Complete PP data analysed separately and shows gaps are being closed. However, covid forced us to adjust our report format and therefore, in many cases, it was difficult to compare</p>
<p>Intervention in Maths and English</p>	<p>Targeted support for PP students.</p>	<p>Data analysis: students did not meet or exceed their targets Curriculum restricted intervention opportunities</p>	<p>Full review of intervention strategies. Team Leaders in English and maths to monitor impact of intervention and adjust intervention strategies accordingly</p>	<p>MV/ KSH</p>	<p>Mainly Complete Targeted intervention for year 11 in maths was prevented by the shutdowns. However, we shifted the focus of intervention to our disadvantaged year 10 students as they finished year 10 and started year 11. THIS “pilot” may be adopted in the future as other subjects are always concerned about maths intervention removing vulnerable students from their lessons in the lead up to the exams.</p>

<p>Students report feeling supported and able to learn</p>	<p>Continue to offer ELSA support to targeted students.</p>	<p>Emotional Literacy can help students to feel better about themselves and positive emotions help with all aspects of learning and relationships. Children who are emotionally literate learn better and are happier in school.</p>	<p>Liaise with individual teachers and parents to monitor progress</p>	<p>AT</p>	<p>Mainly Complete Individual students are reviewed every short term & PP students are always prioritised. Support is also offered to PP students on an ad-hoc basis. Student voice shows students value this support and we are trying to expand this programme.</p>
<p>Review engagement and quality of PP homework</p>	<p>Work Scrutiny to compare with previous years. Focus group of PP students to discuss learning generally, the part homework plays and the barriers to completing good homework.</p>	<p>PP students are not a homologous group so I would like to see individual books and talk to a sample of PP students to get a feel for their individual needs.</p>	<p>Work with SLT to get representation from a range of subjects and utilize their experience and skills</p>	<p>SBa</p>	<p>Not Complete Planned work scrutiny could not take place due to restrictions. Work scrutiny is being built into Learning Evaluation fr 21-22.</p>
<p>Alternative curriculums in place for key PP students</p>	<p>Academy 21, RAW, TRAX researched Sam Learning Introduced</p>	<p>Some students need a more tailored programme of study</p>	<p>Use of SAM Learning monitored and recorded. Use of other AP monitored and effectiveness determined.</p>	<p>JHo</p>	<p>Mainly Complete AP provision and music therapy have proved effective in providing a broader more engaging curriculum for a number of our</p>

					disadvantaged students. Sam Learning to be evaluated Jan 2022.
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Cost: £43,293

B. Resources

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
Students have the resources to ensure progression	Texts, exercise books and revision guides to be provided for all PP students who need them	PP students will have access to all relevant materials to ensure that learning and revision can be completed	AT to continue to liaise with Heads of Departments, finance team and PP students.	AT, HoD	Fully Complete PP students are provided with resources and having trips subsidised to improve their Cultural Capital
Students to have correct equipment, uniform	PP co-ordinator to liaise with PP parents to ascertain need	PP students will not feel social stigma	AT to liaise with parents and SBu	AT	Fully Complete PP students are provided with uniform and PE kit where the need arises

Cost: £5,304

C. Increase Cultural Capital

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
Students develop independent and social skills	More PP students involved in Langtree challenge	Data collected in Jan 2019 stated that 6.6% of PP students achieved Bronze; 4.9% Silver. 6.1% Gold	Targeted focus groups on encouraging Langtree challenge. HoYs to target students.	SBu	Not Met Covid had a significant impact on all students' ability to

					complete the Langtree Challenge - despite a revised set of criteria being produced to allow students to complete aspects during the lockdown.
PP students have been given lots of opportunities to develop their cultural capital and this is effectively tracked and encouraged.	Spreadsheet to track and promote dialogue with PP students/parents and finance.	Continue to record and look at historical data to see if there are any trends; need to be more proactive in encouraging students' cultural capital	Liaise with EVC Ensure AT aware of all trips HoYs to consider trips that raise aspirations and cultural capital	AT	Not Met Again covid prevented most trips and visits from happening , therefore this aspect was difficult to achieve.

Cost: £9,503

D. Mentoring and Incentive packages

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
PP students have same rate of attendance as non PP students	Langtree Attendance Incentive Scheme Priority appointment for PP parents	This is an improving picture and the scheme needs to be embedded. PP parents in the past had poorer rate of attendance than non PP students	Parents written to at the start of year. Tutors to give vouchers. PP co-ordinator liaising with PP parents.	SBu AT	Mainly Met While we could not operate the incentive scheme last year we did use more traditional methods to ensure the attendance of PP students was largely in line with non PP except where there are persistent

PP Parents attendance at parents evening					<p>non attenders with very low attendance in particular cohorts which skews the data.</p> <p>Cost: Up to £80</p> <p>Fully Met</p> <p>This strategy has proved highly effective in increasing parental attendance at parents' evenings (both live and virtual) and will continue.</p> <p style="text-align: right;">No cost</p>
Students report feeling supported	Continue with NOMAD	Need to create a questionnaire to ensure success of mentoring service	VB to coordinate	SBu	<p>Termly</p> <p style="text-align: right;">Cost: £600</p>
Cost: £1,705					
Total cost £59,805					