



PP Strategy Review (Dec 2020)

Strategy aims for disadvantaged pupils

Aim	Target	Target date	Review of progress
Progress 8	Ensure disadvantaged students make at least expected progress by achieving an average P8 score of 0 or greater	September 2021	<p>4Matrix shows +0.19 for 2020 disadvantaged cohort but FFT shows -0.32 (reflecting the national picture of inflated CAGs)</p> <p>Gap between disadvantaged and non-disadvantaged for 2020 cohort was -0.27 according to 4Matrix or -0.32 according to FFT. Both of these figures show a significant reduction in the gap between disadvantaged and non-disadvantaged; the gap was -0.67 for the 2019 cohort (according to FFT)</p> <p>Awaiting mock results to establish position following school closure for current year 11.</p>
Attainment 8	Achieve attainment 8 score for PP students which is in line with the top quartile of similar schools	September 2021.	<p>Overall attainment for 2020 was 3.9 for disadvantaged students and 4.9 for non-disadvantaged. (nationally 5.4). In comparison to last year this represents a closing of the gap by 0.1</p>

Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores in line with top quartile of similar schools	September 2021	37% of students gained 5+ in both English and Maths. This breaks down to 46.2% for non-disadvantaged students vs 11.8% for students receiving FSM
Other	Improve attendance for all students so that it is in line with the national figure. Reduce the attendance gap between non-disadvantaged and disadvantaged students.	September 2021	Attendance is complex to monitor currently due to the number of students self-isolating due to covid. For the period 9 th September-20 th November we stand at 93.5% for all students (excluding covid self-isolation), 91.2% for PP and 89% for students on FSM.
Ebacc entry	Maintain entry for disadvantaged students at or above national figure for all students.	September 2021	<p>Ebacc entry continues to be a strength that is reflected in current year 10 and 11 students</p> <p>55% of the 2020 year 11 disadvantaged cohort (PP minus service) entered for the EBacc in 2020 (4Matrix)</p> <p>6% of the current year 11 disadvantaged cohort (PP minus service) entered, due to a change in the options guidance process (4Matrix)</p> <p>14% of the current year 10 disadvantaged cohort (PP minus service) entered for the EBacc, reasons as for current year 11 cohort.</p> <p>The national figure for all students is 40%</p>

Teaching priorities for current academic year

Measure	Activity	Review of progress
Priority 1:	Planning and teaching a 'catch up' curriculum that supports the learning of our disadvantaged students	<p>-All departments submitted catch up curriculum plans by July 2020.</p> <p>Reviewed and developed in line management meetings, performance management meetings, and in exam results reviews. The 'catch up' curriculum is currently being enacted by departments, but the impact is yet to be seen.</p>
Priority 2:	Accurately assessing where additional one-to-one or small group intervention is needed to support our disadvantaged students in accessing our catch-up curriculum, and then strategically developing these interventions.	<p>-Summer 2020 assessments helped identify need from period of school closure. One to one SLT meetings took place in July for those who were most critical.</p> <p>-Departments produced lists of groups based on early assessment by end of October 2020</p> <p>-Half term intervention school offered to 70 students who were deemed to be furthest behind. 15 students attended.</p> <p>-Whole school impactEd assessments by November 2020 to look at student attitude to their learning and mental health.</p> <p>-Combination of impactEd and department data used to identify groups of students to work on MyTutor online platform sessions, funded as part of the government's catch up programme. Sessions to start on 7th December.</p> <p>-ImpactEd assessment data used to identify those with greatest concern in metacognition.</p>

		Metacognition and mindfulness group set up to start in January 2021.
Barriers to learning these priorities address	Student/staff absence due to continued threat of Covid 19.	-Lengthy periods of self-isolation for students, particularly in year 11, has impacted on work that we have planned.
Projected spending	£52,118	

Targeted academic support for current academic year

Measure	Activity	Review of progress
Priority 1	Individualised literacy and numeracy support and tutoring for our disadvantaged students to ensure they can access our catch-up curriculum.	-Timetable allowances have been given to both English and Maths teachers to enable them to target groups and individuals. This has initially focused mainly on year 11, but there has also been work on year 8
Priority 2	Targeted intervention and tutoring to support disadvantaged students in catching up key areas of knowledge and skills from school closure.	See measures for small group interventions (above)
Barriers to learning these priorities address	-Parental/student engagement with intervention strategies -Potential absence due to continued threat of Covid 19.	-Despite a lot of communication we were only able to get 15/70 invited students to come to our half school. Covid worries represented one issue here, along with self-isolation and students feeling exhausted after long half term.

Projected spending	£50,307	
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Wider strategies for current academic year

Measure	Activity	Review of progress
Priority 1	Raising attendance amongst our disadvantaged students.	Appointment of attendance office, along with other measures, are leading to significant action. However, with Covid it has been hard to monitor this.
Priority 2	Re-introducing our wide ranging extra-curricular opportunities and supporting/encouraging the engagement of our disadvantaged students in them.	This is happening in both sport and music, albeit after considerable checking for covid security.
Barriers to learning these priorities address	-Continued impact of Covid 19 on attendance. -Health and safety measures/staff student absence preventing extra-curricular activities.	-Daily monitoring of attendance takes place and the figures are improving.
Projected spending	£45,987	

Monitoring and implementation

Area	Challenge	Mitigating action	Review of progress
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Teaching	Ensuring enough time is given over to allow for staff professional development/planning of the 'catch up' curriculum	Use of INSET days and additional cover/time being provided.	Inset days established. Cover has been offered to individuals/departments on a case by case basis
Targeted support	Ensuring enough time for school to support one-to-one/ small group intervention and tutoring	Look to create programme that utilises after school and holiday time to support.	Half term school was established, and currently we have 61 students studying after school through the NTP programme
Wider strategies	Engaging the families facing most challenges	Working closely with those families to develop positive engagement.	SLT one to one interviews have taken place with the most disengaged families Process of meeting to discuss issues with all PP students has begun and will continue throughout the year.