

**St. Hild's Church of England School**  
**Plan Pupil Premium Expenditure for 2020-2021**

The table below outlines the plan for the Pupil Premium spend 2020-21 with the aim to address the barriers to learning identified below.

**Barriers to future attainment (for pupils eligible for PP) 2020-21**

- A. The achievement gaps between disadvantaged and non-disadvantaged pupils on entry due to weak literacy, weak numeracy and poor communication skills
- B. Lack of aspiration leading to poor behaviour for learning; this in turn can then affect appropriate Post-16 progression
- C. Material deprivation which can impact parental engagement; this can affect cultural opportunities for pupils as well as independent study and is often linked to social and emotional barriers
- D. Material deprivation which can impact upon home learning
- E. Poor attendance which contributes to poor progress and therefore attainment, leading to a lack of ambition
- F. Increasing levels of mental health issues

Action	Barrier	Cost	Success Criteria	Milestones	Actions
<p>Improve pupil progress by the use of targeted support in lessons from SLSAs.</p> <p>Use of Communications and Numeracy Coordinators work with departments to improve the skills of disadvantaged pupils.</p> <p>Use of RWI, IDL and IXL packages in Maths &amp; English to ensure Year 7 pupils are “secondary ready”.</p>	A	<p>£82,233</p> <p>£2,873</p> <p>£598</p>	Closing gaps.	<p>Termly review of progress data.</p> <p>Annual review of progress.</p> <p>The majority of pupils achieve attainment close to their peers.</p> <p>Pupils literacy &amp; numeracy skills are improved and in line with peers</p> <p>Student council &amp; student voice show improved PP oracy and confidence.</p>	<p>More of a focus upon disadvantaged pupils with SEND needs &amp; those with lower KS2 data.</p> <p>Training implications around inclusion support &amp; the ‘use’ of the SLSA.</p> <p>Review the use of CAT/MidYis data to identify &amp; target pupils for earlier &amp; appropriate support.</p> <p>Review the use of the IDL/IXL programmes and targeted support for identified Year 7 &amp; 8 pupils. Use EEF toolkit to identify best practice for catch up.</p> <p>Communication and Numeracy Co-ordinators to continue to work with departments and targeted disadvantaged pupils. A clearer focus on the detail of what is to be improved is needed.</p>

Revision sessions and resources for targeted pupils.	C/A/ B/D	£3,000	<p>Pupils are targeted for support both within and outside of the lesson.</p> <p>Providing high quality input and exam advice for targeted pupils – refreshments available to provide incentives.</p> <p>All disadvantaged pupils receive revision packs and all resources/ experiences required to achieve the best outcomes across all subjects.</p>	<p>Termly review of progress data.</p> <p>Annual review of progress.</p> <p>The majority of pupils achieve attainment close to their peers in assessments.</p> <p>Attendance at intervention is good.</p>	<p>Continuation of targeted intervention, especially as a regular ‘feature’ of the school day.</p> <p>A rich intervention offer that is bespoke to pupil need.</p> <p>Communicated well with pupils &amp; parents/ carers</p> <p>Inclusive of the availability of ‘incentives’ to stay.</p> <p>Continuation to supply revision resources – review use/best practise around advice &amp; support.</p>
Use of alternative provision (PRU/ACE).	B	£86,718	<p>Supporting the needs of disengaged pupils.</p> <p>Pupil attendance is good &amp; progress is good.</p>	<p>Review of curriculum Termly</p> <p>Annual review of provision</p>	<p>Pupils identified appropriately and bespoke curriculums provided</p>

<p>SLSA to support primary transition and Nurture provision.</p> <p>Nurture provision to support transition and enable pupils to become secondary ready.</p>	<p>A/E/ F</p>	<p>£14,278</p> <p>£24,271</p>	<p>Support primary to secondary transition for vulnerable/ disadvantaged pupils.</p> <p>Vulnerable pupils including those not yet secondary ready are identified.</p> <p>Robust and accurate data is available to support teaching and learning, along with appropriate interventions to maximise the outcomes for disadvantaged pupils.</p> <p>Pupils feel confident to attend lessons and school, and develop their emotional resilience.</p> <p>Reduction in FRE &amp; PE</p>	<p>Pupil voice demonstrates increasing confidence and resilience.</p> <p>Pupils make improvements with their Independent study skills.</p> <p>Academic outcomes improve.</p> <p>Termly &amp; annual review.</p>	<p>Review protocols for ‘best practice’.</p> <p>Refine processes for efficiency and identification of targeted pupils from primaries.</p> <p>Review strategies &amp; investigate new strategies where these have not been as successful for some children.</p> <p>Continue to develop transition offer with an additional focus on engaging families.</p> <p>Continue to develop the Nurture provision by ensuring the needs of EAL pupils are met</p> <p>Good use of data ensures all pupils receive appropriate, timely intervention which is evaluated for impact.</p>
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Purchase of Go4Schools, Accelerated Reader	A	£4,168	Ensuring robust and accurate data is available to support teaching and learning, along with appropriate interventions to maximise the outcomes for disadvantaged pupils.	Staff using G4S daily Parents accessing G4S Data routinely informing provision Annual review.	Develop use of CAT tests across year groups, in order to support appropriate identification of emerging 'need'.  Training for staff to use data well.  Encouraging parents/ carers to use G4S

<p>Use of Alternative Curriculum Days, registration and PSHE to support the well-being agenda.</p>	<p>B/E/ F</p>	<p>£900</p>	<p>Provide enrichment, support 'well-being' and provide experiences and information around 'careers' and 'next – steps' in education.</p> <p>Provide opportunities to 'talk' to professionals and students, in a variety of career and further educational settings.</p>	<p>Attendance to ACD's is very good.</p> <p>Positive pupil voice &amp; evaluation.</p> <p>Termly &amp; annual review.</p>	<p>Continue to make good use of Alternative Curriculum Days, registration. PSHE to support the well-being agenda.</p> <p>Continue to develop strategies to encourage good attendance.</p>
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<p>CPD and appraisal to focus on improving outcomes for disadvantaged pupil.</p>	<p>A/B/ E/F</p>	<p>£5,000</p>	<p>Appraisal Objective 1 for teaching and in-class support staff to include a focus on disadvantaged pupils.</p> <p>Further improve the quality and consistency of feedback so it is more effective in ensuring all disadvantaged pupils make progress.</p> <p>Teaching and learning strategies targeted at improving outcomes for disadvantaged pupils.</p> <p>Adopting evidence based practice (EEF )</p> <p>Development and implementation of B4L strategy.</p> <p>ELSAs and Bridge Manager well-being training to support</p>	<p>Internal data shows gaps are closing and progress is improving</p> <p>External and internal scrutiny demonstrates increased frequency and quality of feedback</p> <p>Staff training improved the use of data tracking systems and outcomes are beginning to show this is having a positive impact on learning.</p> <p>Good practice used to inform further CPD.</p> <p>Learning behaviours of disadvantaged pupils have improved as evidenced by fewer incidents of high level poor classroom behaviour.</p> <p>Case studies show pupils receive support to improve attendance, progress data,</p>	<p>Appraisal objectives continue to focus on ensuring progress of disadvantaged pupils.</p> <p>Quality first teaching by all staff to be a key focus.</p> <p>Work scrutiny to continue to have equal focus on disadvantaged and non-disadvantaged pupils..</p> <p>Stretch and challenge for disadvantaged pupils to close all ability gaps</p> <p>Continue to nurture positive learning behaviours.</p> <p>Publicise the role of ELSAs and Bridge Manager to support mental health and well-being.</p> <p>Continue to develop understanding of pupil behaviours. Staff training on ACEs and how this affects pupil behaviours.</p>
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			<p>disadvantaged pupils.</p> <p>All staff trained on “The Teenage Brain” &amp; ACEs.</p>	<p>relationships etc.</p> <p>Records of serious incidents show staff better understand pupil behaviours and are better equipped to de-escalate poor behaviours.</p> <p>Termly &amp; annual review</p>	
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<p>Educational Psychology and specialist behaviour support.</p>	<p>B/E/ F</p>	<p>£16,115</p>	<p>Promoting well-being and mental health.</p> <p>Developing confidence and self-esteem.</p> <p>Teaching pupils coping strategies.</p> <p>Developing pupils' behaviour for learning.</p>	<p>Appointment of an Inclusion lead</p> <p>Appropriate use of the windscreen to identify pupils for support and to secure the bets intervention.</p> <p>SLSAs trained to deliver intervention Boxhall Profiling</p> <p>Trained ELSAs working with identified pupils.</p> <p>Educational Psychologist and SENDCo supported training of SLSAs in engaging pupils with learning.</p> <p>Psychologists and behaviour specialist worked closely with the pastoral team to put in place systems and structures to support disadvantaged pupils.</p>	<p>Develop both provisions in liaison with the team of Educational Psychologists around pupils who are at risk of fixed term and permanent exclusions of disadvantaged pupils, including working with parents/carers.</p> <p>Feedback from target pupils and parents at the end of the intervention.</p> <p>Modify intervention where required following evaluation of impact.</p> <p>Good practice identified and shared across the team to allow more disadvantaged pupils to receive bespoke intervention.</p> <p>Continue to develop this area of work.</p> <p>Review data in more depth to fully evaluate the impact and identify best practice.</p>
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				Termly & annual reviews	
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<p>Careers advisor ensures that disadvantaged pupils have access to high quality careers information, advice and guidance and have high aspirations.</p>	<p>B/E</p>	<p>£14,260</p>	<p>All pupils have Career Action Plans</p> <p>No NEETS</p> <p>Virtual transition in place from all local providers including colleges, employers and training providers.</p>	<p>All pupils have access to post-16 provisions with identified disadvantaged pupils having a bespoke programme of provision – case studies available.</p> <p>All pupils have an appropriate Career Action Plan.</p> <p>Termly &amp; annual reviews</p>	<p>Ensure post-16 provision for disadvantaged pupils is aspirational.</p> <p>Greater focus on developing career aspirations for disadvantaged pupils from Year 7.</p>
<p>Maintain contribution to access / welfare fund.</p>	<p>C/B/D</p>	<p>£4,000</p>	<p>Inclusive enrichment programme</p> <p>Provide materials, resources or funding to ensure inclusion in various opportunities.</p> <p>IT equipment and support. Learning resources.</p> <p>Additional funding allocated based on need.</p>	<p>All disadvantaged pupils are offered the opportunity to participate in enrichment.</p> <p>Improved confidence evident through pupil voice.</p> <p>Improved social &amp; cultural capital</p> <p>Pupils have appropriate access to curriculum resources- laptops/ text</p>	<p>Raise awareness amongst parents/carers/pupils of how to access these funds, ensuring financial constraints are not a barrier to learning.</p> <p>Actively encourage all KS3 pupils to complete the Pupil Passport</p>

				books/ online links	
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<p>Staffing costs to work with targeted pupils to raise attainment and improve attendance.</p>	<p>E</p>	<p>£130,747</p>	<p>Appointment of an additional Attendance Officer.</p> <p>Year Leaders, Assistant Year Leaders - closely tracking and monitoring disadvantaged pupil progress, putting in place appropriate intervention.</p> <p>Year Leaders, Assistant Year Leaders and Attendance Officer – improve attendance and reduce PA.</p> <p>Bridge Manager and SLSAs - provided appropriate support and mentoring to identified pupils.</p> <p>SLSAs - activities working with</p>	<p>Pupils in alternative provision make progress.</p> <p>Pupils remain in education and attain.</p> <p>No NEETS</p>	<p>Ensure progress of disadvantaged pupils is constantly monitored to allow for timely, targeted intervention where required.</p> <p>Continue to implement the Attendance Action Plan.</p> <p>Develop the role of the Attendance Officer to work with disadvantaged pupils and their parents/carers.</p> <p>Increased mentoring for targeted disadvantaged pupils to improve engagement and progress.</p> <p>Evaluate the impact of alternative provision and ensure the provision gives value for money and meets the needs of identified disadvantaged pupils.</p> <p>Continue to monitor the use of the Library by disadvantaged pupils and identify potential need.</p> <p>Continue to make use of the Library and support staff to improve reading and literacy of disadvantaged pupils</p>
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			<p>identified pupils to improve key areas.</p> <p>Respite provision to reengage disaffected disadvantaged pupils.</p> <p>Librarian - to ensure lunchtime and after school support for revision.</p>		
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