

St. Hild's Church of England School
Plan Pupil Premium Expenditure for 2019-2020

The table below outlines the impact of the Pupil Premium spend on removing the barriers to learning identified below.

Barriers to future attainment (for pupils eligible for PP) 2019-2020

- 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

National lockdown procedures have led to the plan being evolved. However, costs are still incurred as staffing was still in place and provision was redirected to home learning.

Action	Barrier	Cost	Target/Action	Actual Impact	Further Actions 2020-21
<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 IDL and IXL packages in Maths & English to ensure Year 7 pupils are “secondary ready”.</p>	A	<p>£81,321</p> <p>£2,097</p> <p>£166</p>	<p>Closing progress & attainment gaps.</p> <p>Improve literacy and numeracy for identified pupils so that they can access the curriculum at KS3.</p> <p>Provide systemic numeracy and literacy catch-up.</p>	<p>Student council & student voice show improved oracy and confidence.</p> <p>Pupils achieve attainment close to their peers</p> <p>Nurture group pupils fully into mainstream lessons in Year 9</p> <p>2020 CAG: Progress has increased in line with National. Gap for high attainers has narrowed.</p>	<p>Focus on disadvantaged pupils with SEND needs & those with lower KS2 data.</p> <p>Training implications here around inclusion support & the effective deployment of SLSA.</p> <p>Review the use of CAT/MidYIS data to identify & target pupils for earlier & appropriate support.</p> <p>Review the use of the IDL/IXL programmes and targeted support for identified Year 7 & 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.</p>

Resources to ensure access to quality curriculum	C/A/ B/D		<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 resources/ experiences required to achieve the best outcomes across all subjects.</p>	<p>Attendance to intervention was excellent</p> <p>Improved examination confidence and skill</p> <p>Fewer pupils not attempting examination papers; showing increased resilience.</p>	<p>Continuation of targeted intervention, especially as a regular ‘feature’ of the school day. Inclusive of the availability of ‘incentives’ to stay.</p> <p>Continuation to supply resources – review use/best practise around advice & support.</p>
Use of alternative provision (PRU/ACE).	B	£80,976	Supporting the needs of disengaged pupils.	<p>Reduction in PE</p> <p>Successful Ks4-5 transition</p> <p>No NEETS</p>	Use the windscreen effectively to ensure provision is timely and appropriate to need

<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>£14,090</p> <p>£22,548</p>	<p>Support primary to secondary transition for vulnerable disadvantaged pupils.</p> <p>Identify vulnerable pupils including those not yet secondary ready.</p> <p>Ensuring robust and accurate data is available to support teaching and learning, along with appropriate interventions to maximise the outcomes for disadvantaged pupils.</p> <p>Ensuring pupils feel confident to attend lessons and school, and develop their emotional resilience.</p>	<p>Pupils are aware that staff support is available and are beginning to show higher levels of resilience. More pupils are attending school, at times with support from Bridge and Respite as demonstrated by reduction in PA.</p> <p>Pupil voice demonstrates increasing confidence and resilience. Some pupils are making improvements with their independent study skills.</p> <p>Academic outcomes are improving for some.</p>	<p>Review protocols for ‘best practice’. Refine processes for efficiency and identification of targeted pupils from primaries.</p> <p>Review strategies & 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	£3,980	Ensuring robust and accurate data is available to support teaching and learning, along with appropriate interventions to maximise the outcomes for disadvantaged pupils.	<p>Has allowed a more analytical approach to identifying pupils at need, and to measure progress.</p> <p>Provided a transparent system of assessment that parents/ carers can access easily.</p>	Develop use of CAT tests across year groups, in order to support appropriate identification of emerging need and appropriate response.

<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>Pupils' evaluation identify ACD are a very positive and impactful experience.</p> <p>Attendance to ACD's is very good.</p> <p>Pupil voice identifies wellbeing trends & issues.</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>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>Sharing best practice to identify “what works with disadvantaged pupils”.</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 attainment 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>Educational Psychology and specialist behaviour support.</p>	<p>B/E/ F</p>	<p>£15,725</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>The Bridge Manager/ The Respite Centre have successfully re-engaged identified pupils with their learning (case studies as evidence).</p> <p>SLSAs trained to deliver sessions to identify pupils.</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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<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>£14,241</p>	<p>Career Action Plans are robust and support post-16 progression.</p> <p>PP have additional careers support through 1:1</p> <p>Visits to external providers including colleges, employers and training providers.</p>	<p>All pupils visited post-16 provisions with identified disadvantaged pupils having a bespoke programme of visits – case studies available.</p> <p>All pupils had an appropriate Career Action Plan.</p>	<p>Ensure post-16 provision for disadvantaged pupils is aspirational.</p> <p>Maintain strong provision of the Gatsby Benchmarks</p>
<p>Maintain contribution to access / welfare fund.</p>	<p>C/B/ D</p>	<p>£1,000</p>	<p>Provide materials, resources or funding to attend visits/trips e.g. DoE, Geography Field trip, and Theatre trip.</p> <p>IT equipment and support. Learning resources.</p> <p>Additional funding allocated based on need.</p>	<p>All educational trips are accessible to all pupils.</p> <p>Poverty proofing recommendations are well considered.</p> <p>Contribution to the costs of uniform, resources, travel etc. have been made for disadvantaged pupils.</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 disadvantaged pupils to take part in trips and visits.</p>

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<p>Staffing costs to work with targeted pupils to raise attainment and improve attendance.</p>	<p>E</p>	<p>£129,621</p>	<p>Attendance staff monitor & support attendance</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>The school has attendance staff</p> <p>Internal data and case studies show the impact of this work.</p> <p>Pupils attend Library provision lunchtime and after school to complete homework and revision as well as engage in intervention. Fewer incidents recorded of homework not being completed.</p> <p><i>A strategic approach to improving attendance at KS3 resulted in a 2.7% improvement for disadvantaged pupils in Year 7 and a 2.4% improvement for disadvantaged pupils in Year 8.</i></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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