

PP Spending and Intervention Plan 2020-2021 (Updated March 2021)

The Government has stated that, due to the exceptional circumstances schools are experiencing this academic year the review of PP spending 2019-2020 is to be amalgamated into the spending review at the end of 2021 - with more focus being on the provision made this year for disadvantaged students. Schools have also been given extra catchup funding and, due to the gap in progress caused by the impact of Covid-19 both nationally and locally, many of our PP students, although not limited to, will benefit from the interventions funded through this.

Our 3 Year Priorities for the PP funding are:

Tier 1 Interventions - classroom teaching and learning

1. Improve literacy standards
2. Focus on 'Quality First Teaching' strategies to impact on rapid progress
3. Close the gap of student progress in Maths

Tier 2 Interventions - other academic interventions

1. Improve the monitoring and quality of other academic interventions
2. Raise the profile of PP students in all areas of the wider school community

Tier 3 Interventions - wider school enrichment and engagement

1. Improve the behaviour and student investment in the school ethos of a small cohort of students
2. Improve the attendance of a key cohort of students
3. Improve the cultural capital and student engagement in a range of enrichment activities
4. Improve parental engagement for a cohort of PP students

Priorities for PP during Covid-19

Tier 1 - classroom teaching and learning

- Ensure all students have access to IT/Online
- Engagement in remote learning is monitored, interventions are prompt and reviewed regularly and engagement is rewarded accordingly
- QFT to focus on developing remote/blended learning strategies

Tier 3 Interventions - wider school enrichment and engagement

- Health and wellbeing of our PP students
- Ensuring a programme of Free School Meals is effective and easily accessed
- Maintain good parental engagement and communication

Budget Outline 2020-2021 (update Jan 2021)

Pupil Premium 2020/21	Budget:	Actual expenditure:	Remaining Budget to 31 March 21
Pupil Premium Funding	£279,500	279,500	
Salary Expenditure:			
THRIVE Centre 100% of salary costs	22,013	22,013	0
Z R HLTA's Maths & English. Existing posts - 70% salary costs	43,858	43,858	0
Progress Leaders TLR. Existing posts.	14,345	14,345	0
New post - 'Director of student progression' TLR	8,275	8,275	0
HLTA (Hba) - 60% salary	19,797	19,797	0
SLT lead - 40%	33,491	33,491	0
Admin - 3hrs per week	2,047	2,047	0
Year Managers - 60% salary costs. Existing posts.	100,480	100,480	0
Total Salary Costs	244,306	244,306	0

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Non-Pay Expenditure:			
Ad hoc expenditure inc. trips, equipment, food tech etc plus contingency.	35,194.00	10,609	24,585
Total Non-Pay Expenditure	35,194	10,609	24,585
Total Expenditure	279,500	254,915	24,585
(Overspend)/underspend against allocation	£0	24,585	N/A

<u>Key Priorities</u>	<u>Actions</u>	<u>By who/by when?</u>	<u>Update Feb 2020</u>
<p>1. Ensure all students have access to IT/Online</p>	<ul style="list-style-type: none"> ● Identify need through student/parent voice students ● Manage DFE ordering of laptops/routers ● Implement a clear referral process from YMs/Welfare calls ● Review and monitor regularly to identify changing needs ● Sustain clear communication strategies with Parents to publicise Gov initiatives 	<p>FFL/KBO/Cluster referrals - Ongoing</p>	<ul style="list-style-type: none"> ● 2 student voice and parent voice completed and actioned - no students without a device ● 254 DFE devices have been distributed ● All students with no device have been allocated one and we have also begun to allocate devices to students who are sharing ● 11 4G routers allocated ● All 2 week welfare calls - referrals actioned within 24 hrs ● Regular updates on parent

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<p>2. Engagement in remote learning is monitored and interventions are prompt and reviewed regularly/ engagement is rewarded accordingly</p>	<ul style="list-style-type: none"> ● Use Classcharts to monitor weekly engagement in lessons ● SKA/PLs to work with those not engaging and in year group clusters draw up a plan of action and interventions ● Impact of interventions to be closely monitored and adapted ● SKA to draw up a plan of actions to reward engagement and publicise student achievement ● PP THRIVE points to be monitored - gaps to be closed. SKA to inform staff of those PP students who have received no THRIVE points each week to raise profile of students engagement - impact to be assessed every 2 weeks ● SKA to draw up a process of rewards and communication of positive ethos during lockdown 	<p>FFL/SKA/Progress Leaders (PL) /Faculty Team Leaders(FTL)</p>	<ul style="list-style-type: none"> ● Staff complete weekly judgement of engagement 1-4 on Classcharts ● Progress Leaders/Faculty Team Leaders capture data and identify students not engaging - contact home ● Clusters implement range of strategies for top 45 students identified as having issues with online learning - one to one/group sessions/ phone calls home and monitor progress ● FTLs identified those not on PLs list and contact home ● List of PP students with low THRIVE points sent to staff to raise their profile and improve THRIVE allocation. ● SKA beginning to consider targeted strategies to reward progress. Yr 11 fortnightly parent bulletin in place/THRIVE postcards sent home/key students regularly highlighted with staff in briefing and bulletin

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<p>3. Health and wellbeing of our PP students</p>	<ul style="list-style-type: none"> ● Welfare calls to be made fortnightly to check on PP students and completion to be monitored by SKA to ensure students don't get missed ● Online VTMs to run face to face engagement ● Counselling sessions to be made available via referral system ● Personal Development programme to tackle health and wellbeing issues ● Wellbeing specific email to be made available to all students ● Careers Advisor Interviews priority given to PP students in Yr 11 	<p>SKA/SGI/Form Tutors</p>	<ul style="list-style-type: none"> ● Programme of welfare calls in place and SKA monitoring on a weekly basis ● virtual tutor meeting in place 3 times a week/attendance monitored and cluster contacting non-attenders ● Counselling offered to students struggling and this has particularly benefited some PP students ● Well-being email set up for all students ● Careers Advisor prioritising PP Yr 11 students for meetings
<p>4. Ensure a programme of Free School Meals is effective and easily accessed during lockdown</p>	<ul style="list-style-type: none"> ● Maintain an updated record of those entitled to FSMs as identified through DCC ● Organise the distribution of food hampers or FSM vouchers ● Identify students in school and the blended FSM provision for this cohort 	<p>FFL</p>	<p>All eligible students have been contacted for hampers (first 3 weeks) and again for vouchers.</p> <p>Eligible students in school receiving blended provision and this list is updated as students join the vulnerable/key worker list or return to home schooling.</p>

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			Provision for hampers and packed lunches will continue for students who are required to isolate due to Covid during normal full opening of the school.
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<p>5. Quality First Teaching to focus on developing remote/blended learning strategies</p>	<ul style="list-style-type: none"> ● Ongoing whole staff CPD on remote learning ● SKA to present CPD on key strategies to NQT and new staff ● Guidance sessions on using Google Classroom provided students ● Weekly T&L bulletin ● All teaching staff have appraisal targets to develop remote learning and improve literacy 	<p>KSM/HJA/FFL/SKA</p>	<p>Each faculty has a PP lead - regularly meet with faculty representatives to drive PP agenda</p> <p>SKA delivered CPD on PP remote learning eg positive discrimination/clarity of instructions/short tasks and don't overload/standard of literacy in text etc</p> <p>Guidance sessions were delivered prior to lockdown; both generic and subject-specific. Video guidance also available on the website</p> <p>Staff sessions and T&L bulletin including videos on how to use Google Classroom.</p> <p>Curriculum content has been communicated to parents and students, including assessment information.</p> <p>FTLs have completed a faculty RAG to evaluate the effectiveness of their curriculum and identify priorities for</p>
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			<p>improvement. Literacy RAG completed and updated.</p> <p>Use of evidence-based practice eg. Doug Lemov, to improve blended learning and engage all students January INSET focus on remote learning and faculty collaborative planning to improve QFT</p> <p>Whole school training on scaffolding</p> <p>Staff sharing best practice via online CPD and T&L bulletin on a weekly basis</p> <p>Development of live sessions for feedback, addressing misconceptions, Q&A and improving interaction</p> <p>Parent voice - 74% work is clear and well-structured and 85% say it has improved since last lockdown and 81% child's engagement has improved.</p>
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<p>6. Maintain good parental engagement and communication</p>	<ul style="list-style-type: none"> ● Welfare calls made to students not engaging in VTMs ● FSM parents contacted to update provision as required ● YM/PLs regular contact and refer parents who require extra financial support eg school uniform/transport etc ● Parent comms contains updates re laptops/FSM provision and PP issues ● Addition of FSM section to website ● Yr 11 specific bulletin - key dates/celebration of achievements etc to be sent fortnightly. SKA to co-ordinate ● More positive sharing of awards/THRIVE SKA to draw up a strategy to develop this area 	<p>EFL/SKA/KSM</p>	<p>School comms to parents regularly has info re technology provision/FSM etc Many positive engagements with parents who have appreciated the support.</p> <p>Website offers a range of guidance on supporting students remotely</p> <p>Use of ClassCharts and emails home to keep parents informed re: engagement of their children</p> <p>Live online Q&A sessions for parents</p> <p>Parent survey - results - positive about communication</p>
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