



Pupil Premium, Catch-Up and COVID 19 Catch Up Premium Plan for 2020-21

What is Pupil Premium funding?

The Secretary of State for Education lays down the following terms and conditions, (<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>) on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2020. PPG provides funding for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Pupil Premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) since the age of 4 in year groups reception to year 6 (£1345 per child)
- Who have been in receipt of free school meals (FSM) at any point in the past 6 years (£955 per child)
- Who have been continuously looked after for the past six months (£2,345 per child)
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC) (£2,345 per child)
- Service Pupil Premium - Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years (Ever 4 Service Child) (£310)

Sacred Heart High School's Pupil Premium Profile 2020-2021 (current on role)

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021>

Total number of pupils in the school: 955 (11-16)

Number of PP-eligible pupils: 169

Percentage of whole school total: 17.6%

Total pupil premium budget: £156,620.00

Year Group	2018-9	2019-20	2020-21
7	36	43	29
8	31	37	43
9	45	23	37
10	26	41	20
11	20	28	40
12	8	10	8
13	0	8	4

This budget runs from April to April The Pupil Premium Fund is available for 11-16 students only. KS5 students are supplemented with a school bursary.

What is Catch-up Premium funding?

This is additional funding provided by the government specific to Y7 pupils who did not achieve a National Curriculum score of 100 at the end of KS2 in either Mathematics or English reading. It is only allocated during the Y7 academic year. The catch up premium funding plan is often inextricably linked with the Pupil Premium Plan as a high proportion of pupils fall into both categories. The funding should be strategically spent to target the gap in performance for these pupils to ensure they “catch-up” with their peers and have full access to the curriculum.

Sacred Heart High School’s Catch-up Premium Profile 2020-21 (current on role)

In 2020-21, we will be using CATS results to determine PP Year 7 students who will be selected for Catch-Up English and Math intervention as the KS2 exams were cancelled due to school closure in response to COVID 19. Those student who score below 100 in the Verbal and Quantitative CATS tests will eligible for intervention. However, all Year 7 pupils be eligible for universal intervention due to loss learning because of the period of school closure

	2018-9	2019-20	2020-21
Total number of pupils on roll in Year 7	198	198	198
Number of Catch-up Premium pupils (who are also PP-eligible pupils)	13	5	198
Number of pupils who did not reach the expected standard in Reading at the end of KS2	10	3	64
Number of pupils who did not reach the expected standard in Maths at the end of KS2	10	3	41
Number of pupils who did not reach the expected standard Reading and Maths at the end of KS2	6	1	18
Total Catch up Premium budget	£4,500	£4,500	£4,500

What is COVID 19 Catch-up Premium Funding?

This is additional funding which the government is providing in response to the school closures which happened during the pandemic from March to July 2020 (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>). The funding is a source of support for schools to help all students make up for lost learning time that occurred during school closure and for schools to offer targeted intervention for students from disadvantaged backgrounds. Therefore, the £1 billion of funding is split into universal funding (£650 million) and targeted funding (£350 million) via the National Tutoring Programme for disadvantaged students:

- **Universal Funding (£650 million)**

£650 million will be spent on ensuring all pupils have the chance to catch up and supporting schools to rise to the challenge. This one-off grant funding will be paid to all state-funded primary, secondary and special schools in the 2020 to 2021 academic year.

- **Targeted Funding (£350 million)**

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, the government are launching a [£350 million National Tutoring Programme](#) to provide additional, targeted support for those children and young people who need the most help.

Focus of Funding allocated 2020-21

The aim of our Pupil Premium (PP) funding at Sacred Heart High School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects, we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. The Educational Endowment Foundation has offered specific COVID 19 guidance for schools which has informed our action plan for 2020/21 (https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf). We are committed to using a range of measures to evaluate the impact of the funding as an ongoing process throughout each academic year.

The school allocates its funding in a three tiered approach:

1. Teaching and Learning

- ❖ to embed Higher Performance Learning (HPL) throughout the curriculum through a culture of consistency and creativity. A relentless focus on HPL as a pedagogical philosophy model to raise attainment for all and therefore continue to narrow the gap in attainment and progress between PP and non PP pupils.
- ❖ to have a particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps between PP and non PP pupils in all year groups

2. Targeted Academic Intervention

- ❖ to support pupils who are identified with a specific need including SEND pupils and high attaining pupils on entry in order to ensure that the gap between PP and non PP pupils with these needs narrows

3. Wider Strategies

- ❖ to support pupils with mental health, social and emotional needs which may express itself through pastoral concerns regarding behaviour, attendance and punctuality through targeted intervention strategies, strengthening the pastoral systems, structures and personnel, working with external agencies and a CPD programme for staff to support our vision of becoming a trauma-informed organisation.
- ❖ to offer access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils

- ❖ to implement strategies to address the gap in attendance and punctuality rates between PP and non PP pupils

PP Outcomes 2018-2020 (Three Year Trend)

In 2019-2020, GCSE results were determined via teacher assessment as public exam were cancelled. Our exam officer has based the 2020 results on national data trends, therefore our 2020 progress 8 score has to be viewed with this in mind.

GCSE Performance Measures	2018	2019	2020
Number of Catch-up Premium pupils (who are also PP-eligible pupils)	24	20	28
% of Students achieving 5+ standard passes inc EM (4+)	75	80	82
% 5+ 9-4 (A*-C)	79.4	85	89.3
% 9-7 (A*-A)	30.6	34.2	35.9
% 9-4 (A*-C)	85.4	87	93.2
APS	5.54	5.76	5.74
Attainment 8	55.4	60.00	55.6
Progress 8	0.26	0.71	0.5

Development Following Evaluation 2019-20

Following the review and evaluation of progress made for 2019-20 several key actions for the academic year 2020-21 have been established to inform our improvement plan:

- To continue to use key internal and external data (EEF) to determine allocation of funding for identified students
- To further develop the PP team (Assistant Head, SENCO and Learning Mentor team, WLZ, Trauma-Informed Practitioner) to meet half termly to support, engage, challenge and monitor impact of PP spend.
- To continue to investigate barriers to learning, including impact of lost learning time due to extended school closure for PP pupils and continue to look outward for strategies to use the PP fund effectively. For example, through targeted research including best practice sharing, successful strategies within school, external visits and the use of the Educational Endowment Foundation and the Sutton Trust research.
- To continue to strengthen tracking of PP – outcomes, spend, allocation of resources, intervention, attendance and punctuality data leading to improved outcomes, enjoyment and experience for all PP pupils
- To regularly promote PP information throughout the school - with emphasis on 'collective responsibility' to close the gap for disadvantaged pupils.
- To continue to adopt a pro-active approach from PP team in the suggested allocation of PP impact funding to areas identified through ongoing evaluation of data and tracking of pupil performance.
- To further develop of links and support for KS2 providers to improve KS2-KS3 transition for students identified for the Catch-Up Premium

- To further create strategies which will support Pupil Premium students in danger of fixed term and permanent exclusions
- To further create strategies to enhance provision for our Most Able Pupil Premium students
- To further the develop understanding of the impact of adoption from care and other adverse childhood experiences (ACE) to early childhood attachments and with primary care-givers on cognitive and emotive development
- To effectively use COVID-19 catch-up funding to close the gap in attainment caused by lost teaching time during the school closure.
- To engage with the National Mentoring Scheme and provide targeted intervention via online tuition which match academic and/or pastoral needs
- To continue to develop effective remote teaching, learning, assessment and feedback strategies

FOCUS A: YEAR 7 - NARROWING THE GAP IN LITERACY AND PARTICULARLY READING AGES FOR DISADVANTAGED PUPILS / NARROWING THE GAP IN NUMERACY LEVELS AT KS3 /ADDRESSING KS2-3 TRANSITIONAL DIP FOR ALL INCLUDING PP

Barriers to Learning	Success Criteria	Rationale
<p><u>Literacy</u></p> <p>Low literacy levels from KS2 <100 catch up premium</p> <p>Disengagement/inability to relate to texts</p> <p>Access to first language spoken English models at home</p> <p>Specific literacy need creating a barrier to accessing the wider curriculum.</p> <p>Access to reading materials at home</p> <p>Low Literacy levels on entry</p>	<p>Identified pupils making expected progress</p> <p>Access to wider school curriculum improves</p> <p>Gap in reading ages reduces pupils access and they read outside school</p> <p>Pupils read for pleasure</p> <p>Pupils reading skills are improved through the focus on guided reading and accelerated reader programme</p> <p>Access to wider school curriculum improves with pupils being able to transfer skills</p>	<p>EEF + 5 Months Small group tuition is most likely to be effective if it is targeted at pupils' specific needs (diagnostic testing of needs and intervention tailored to meets these needs)</p> <p>EEF – use of TA and recommendation on the use of teaching assistants in every day classroom contexts. Research to guide the way we work with TA in English and Math.</p> <p>+1 month: Teaching assistants - evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>EEF research indicates that that accelerated reader adds +5 months for PP pupils. Particularly effective with weaker readers as a catch up intervention – delivery within library lessons is a part of a larger strategy to engage pupils in reading.</p> <p>+5 months: Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and discussing books with young children • Explicitly extending pupils' spoken vocabulary • The use of structured questioning to develop reading comprehension

<u>Numeracy</u> Variability in numeracy levels from KS2 <100 catch up premium Access to maths basics skills to catch up deficit at KS2 Understanding of technical language within math problems Access to appropriate specialist equipment	Identified pupils making expected progress Diagnostic Gap analysis identifies areas which need to be strengthened Pupil functional maths ability improves Pupils feel compelled and empowered to problem solve using maths skills. Pupils have the resilience to not give up on challenging mathematical problems Access to wider school curriculum improves with pupils being able to transfer skills	+5 months Reading comprehension strategies Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves +5 months: Mastery learning strategies - lower attaining pupils on entry may gain more from this strategy, more than high attaining pupils, by as much as one or two months' +4 months: Small group tuition - staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area.
<u>Year 6-7 transitional dip</u>	Pupils make expected progress relative to starting points with little or no evidence of a KS2/3 transitional dip (IPM1)	EEF – Improving Mathematics in KS2 and 3 - guidance report

Chosen Strategies and Actions

- PP and Progress Meetings used to monitor track and utilise intervention strategies for identified individuals and groups.
- Team Up Intervention in English and Maths for all Yr. 7 pupils identified as not having made the expected standard in Maths or Reading - 20 x 1.5 hour intervention weekly October 2020 – April 2021
- Modify approaches to delivery in Core Subjects to ensure access for lower attaining PP pupils
- Use of Maths and English learning mentors to deliver catch up and intervention on a one to one and small group basis in and out of class

- Focus on the development of literacy and numeracy across the curriculum (HOD English and Maths)
- Develop case studies to evaluate the impact of work

How is impact monitored	Estimated Total Budgeted Cost £12,000 (team-up) + £100,000 (salaries) = £112,000	Person responsible
<p>Catch up pupils make expected or better levels of progress</p> <p>Data demonstrates a reduction in gap between the reading ages of PP compared with non PP</p> <p>Pupil voice questionnaires (& Team Up Report)</p> <p>Analysis of IPM data shows pupils making good or better progress against starting point with no year 7 transitional dip</p> <p>Case studies related to PP pupils demonstrating specific impact of Team Up Interventions</p> <p>Mid-term and Full-term reports and conversations between Assistant Head and Team-Up programme manager</p>	<p>Team Up Intervention</p> <p>One English Learning Mentor (part-time)</p> <p>One English Learning Mentor Teaching Assistant (full time)</p> <p>One Maths Learning Mentor (full-time member)</p> <p>Specialist teacher employed from Hammersmith and Fulham Services – one day a week</p>	<p>Assistant Head teacher responsible for PP, Director of Maths, HOD of English, Team Up Interventions</p> <p>Pupil Premium Lead in English and Maths</p> <p>KS3 &4 Director of Learning</p>

FOCUS B: **NARROWING THE PP GAPS ACROSS YEAR 7-11 THROUGH A UNIFIED APPROACH WHOLE SCHOOL**

Barriers to Learning	Success Criteria	Rationale
<p><u>English and Maths</u></p> <p>Inconsistency in approaches to in class support (TA)</p> <p>Staff ownership of tracking groups</p>	<p>Better understanding of barriers due to review of action research</p> <p>Agreed use of learning mentors in English and Maths</p>	<p>EEF – Improving Mathematics in KS2 and 3 guidance report</p> <p>Evidence from the Sutton report and ‘what makes good teaching’ used to plan CPD that develops quality teaching in order to maximise progress for PP pupils and all.</p> <p>EEF – use of TA and recommendation on the use of teaching assistants in every day classroom contexts. Research to guide the way we work with TA in English and Maths</p>

	Diagnostic Gap analysis identifies areas which need to be strengthened	Effective use of data to inform tracking groups is essential to ensure that all pupils (including PP pupils) make appropriate progress
Access to STEM agenda - Lead on STEM	<p>PP students engage in a wide range of enrichment as part of the STEM agenda</p> <p>Development of model of inter-departmental collaboration (STEM)</p> <p>Approaches for teaching and intervention for PP pupils shared with department and other STEM subject</p>	<p>+8 months: Meta-cognition and self-regulation (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly and understand how to repeat success. This is usually by teaching pupils' specific strategies to set goals, and monitor and evaluate their own academic development.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/#closeSignup</p> <p>Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities</p>
Access to the Arts – Drama HOD of Drama, Art HOD of Art	Drama pupils have access to online enrichment e.g. National Theatre Live	
<p><u>Monitoring and tracking of PP</u></p> <p>Closer tracking of all groups post IPM – including attendance, punctuality and engagement</p> <p>Identify skills deficit - effective strategies for PP pupils</p> <p>Variation in staff skills - related to identifying and tracking PP</p>	<p>PP make expected or better progress (KS3&4)</p> <p>PP register tracks access and progress</p> <p>New staff induction has PP training built in T&L</p>	

Chosen strategies and actions

- Ongoing training of new staff around the factors/barriers for PP pupils (based on research); this training will be delivered online via middle management meetings and pastoral meetings
- Tracking of PP pupils post IPM – underachievement addressed (all indicators)
- Work with staff through the implementation of the Higher Performance Learning (**HPL**) Philosophy with particular focus on meta-cognition
- **HPL** ethos embedded throughout school, using language to tackle fixed mind-set and create a culture of challenge and risk taking.

- **HPL** used to explore classroom practise to promote participation and rigour
- Effective use of data training - looking at tracking and monitoring impact related to PP funding
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost £12,000 (team-up) + £100,000 (salaries) + £1,000 (STEM online enrichment activities) = £113,000	Person responsible
<p>Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP.</p> <p>Evidence in lesson observations/IPM data Progress/Departmental and Pastoral Meetings</p> <p>Staff feedback /training session</p> <p>Case studies related to PP pupils demonstrating specific impact.</p>	<p>Team Up Intervention</p> <p>One English Learning Mentor (part-time)</p> <p>One English Learning Mentor Teaching Assistant (full time)</p> <p>One Maths Learning Mentor (full-time member)</p> <p>Specialist teacher employed form Hammersmith and Fulham Services – one day a week</p> <p>Payment for STEM enrichment activities</p> <p>Payment for resources which support STEM subjects</p> <p>Time Assistant head teacher and SENCO to deliver training – no cost</p> <p>Induction programme for different groups – no cost</p> <p>Meeting Cycle = pastoral, department and progress - no cost</p>	<p>Assistant Head teacher responsible for Pupil Premium, Director of Maths, Head of English, SENCO.</p> <p>English and Maths Learning Mentors</p> <p>All Teaching Staff using data to track the performance of pupil premium students</p> <p>HODs/DOLS/SLT – data tracking progress meetings</p> <p>STEM Leader</p>

	CPD on Higher Performance Learning delivered online – no cost	
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FOCUS C: NARROWING THE GAP IN THE ATTAINMENT AND PROGRESS OF HIGH ATTAINING PP PUPILS ON ENTRY

Barriers to Learning	Success Criteria	Rationale
Increased understanding of potential barriers for high attaining PP pupils	Aspiration of HA PP pupils on entry improves which leads to improved confidence and resilience	+5 months: Mastery learning strategies - Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress
Possible Parental engagement	This group take more ownership of intervention (PV)	Experience beyond the classroom supports and enhance learning experiences
Access to cultural capital based activities	Progress of this group is in line with pupils of a similar ability	EEF data suggests that this is an area of underperformance during the past three years.
	PP pupils have access to high quality CEAG and cultural capital	

Chosen strategies and actions

- Pupil voice with this More Able (MA) group to create a more effective programme of intervention
- To further embed The Scholars Programme which partners MAG&T PP with university scholars
- Development of Higher Performance Learning Curriculum through SOW's in all subject areas with particular focus on metacognition
- To strengthen internal academic monitoring to improve outcomes and aspirations for this group – centralised record keeping
- Tracking/evaluation of PP engagement with online enrichment opportunities
- Develop KS3 and KS4 cultural capital programme in collaboration with HODS
- Targeted access to Career Education and Guidance - including establishment of two career platforms – Grofar and Unifrog
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted £2,000 (online enrichment activities)	Person responsible
Pupil voice with this group leads to a more effective and personalised programme of intervention for MA PP	Enrichment and cultural capital programme established at each KS	Assistant Head teacher for PP & MAG&T Lead - quality assure and evaluate the overall impact related to narrowing the attainment gap of pupils

<p>Progress of this group is line with non PP pupils of similar profile</p> <p>Closer tracking of pupil involvement and attendance on / at projects, programmes and trips</p> <p>Case studies related to PP pupils demonstrating specific impact.</p> <p>The language and skills supporting the philosophy of High Performance Learning with particular focus on metacognition, embedded in all approaches to learning leading to higher outcomes for PP pupils</p>	<p>Enrichment opportunities</p> <p>Funding</p> <p>Career Education and Guidance</p>	<p>Directors of Learning - To monitor and track impact and record these centrally. This information is to be reviewed termly (post IPM) and additional intervention put in place for those pupils not currently accessing</p> <p>Assistant head teacher for PP, SENCO, English and Maths Learning Mentors to work with identified cohort around personalised provision</p>
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FOCUS D: NARROWING THE ATTAINMENT GAP OF PP PUPILS WHO ARE IDENTIFIED WITH A SPECIFIC NEED AND DEVELOPING EFFECTIVE INTERVENTION STRATEGIES FOR PP STUDENTS AT RISK OF EXCLUSION

Barriers to Learning	Success Criteria	Rationale
<p>Difficulties with accessing the curriculum under the 4 areas outlined by COP</p> <ul style="list-style-type: none"> ➤ cognition and leaning ➤ speech, language and communication ➤ social, emotional and mental health (only with co morbidity) ➤ physical and sensory <p>Access to the Curriculum and exams - assistance with reading, scribing, prompt due to physical issues.</p>	<p>Variety of interventions that respond to the needs of the individual who make expected or better progress</p> <p>Pupils feel supported through exam process and outcomes are strong</p>	<p>Sutton Trust - Teacher support as opposed to the use of LSA which are expensive with poor outcomes. PP funding is used for well qualified staff who are aware of pupil needs and who can match this to suitable intervention</p>
<p>Social and emotional barriers to learning</p>	<p>Pupils feel supported socially, emotionally and academically</p>	<p>+ 5 months Social and emotional learning Interventions improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.</p>

LAC pupils- attachment issues, unsettled home environment	LAC – thriving and making good progress when measured against all indicators	<p>Very close monitoring and termly contact with parents</p> <p>Full spend of PP allocation – impact review</p>
Challenging and complex behaviour patterns	<p>Pupils engage in school – behaviour, achievement and/or attendance and punctuality data improves</p> <p>Reduced number of fixed term exclusions</p> <p>Staff have a range of strategies to deal with complex and challenging behaviours and our confident in using these successfully.</p>	<p>Research different approaches to becoming a Trauma-Informed School – Assistant head teacher for PP to lead on the links between Adverse Childhood Experiences and cognitive and emotional development via CPD for staff and parents</p> <p>Further develop sixth form mentors to be a source of support for PP students at risk of exclusion, including the promotion of Well-Being Ambassadors and the online Well-Being Hub</p> <p>SHHS Living and Learning Policy states our vision of supporting all students so they leave us “seriously begun”</p> <p>Review of rewards and sanctions has led to our desire to reward more and sanction less</p> <p>Impact of West London Zone Intervention +4 months: Behaviour impact strategies directly linked to increase in academic performance - small targeted groups has most significant impact.</p> <p>+4 months: Small group tuition member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p> <p>+1 month Mentoring Adult role models aim to build confidence or to develop resilience and character</p> <p>Three broad categories of SEL interventions can be identified</p> <ol style="list-style-type: none"> 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

Chosen strategies and actions

- SEND Information to be utilised to ensure intervention activities are effective and impact is demonstrated.
- To continue to support staff with CPD to develop skills and knowledge to further support the needs of pupils including counselling skills, healthy young minds mental health support and access arrangements
- To continue to develop staff awareness of the needs of LAC and to seek ways to offer additional support to LAC/AFC from outside organisations
- To determine the impact of access arrangements on Yr 11 cohort following the publication of GCSE exam results.
- To evaluate the impact of West London Zone on students at risk of exclusion
- To develop MHEW lessons to support students understanding of brain development and the impact of stress on the brain
- To develop Lockdown unlocked lessons to help students process the impact of school closure.
- To develop MHEW lessons on the causes and management of anxiety
- To develop Trauma-Informed training programme for all staff
- Vulnerable Groups to be determined quickly and a programme of interventions to be developed by half term,
- Data from 16-17 to be used to identify trends
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted £7,000 (west London zone) + £1,500 (family support) + £100,00 (salaries) = £108,500	Person responsible
Analysis of data – attainment, progress, behavioural and this demonstrates improved performance of PP with identified needs Case studies related to PP pupils demonstrate significant impact.	In class specialist support through TA in English and Learning Mentors in English and Maths Specialist support from the LA working with SEN and PP 2 days per week External Agencies – Team up, Tougher Minds, West London Zone, Inner Drive, Family Support	SENCO Director of Maths, HOD of English Assistant Head teacher for Pupil Premium LBHF Consultant Staff co-coordinator for West London Zone, Tougher Minds, Team Up, Family Support and Inner Drive

FOCUS E: NARROWING THE GAP IN THE ATTAINMENT AND PROGRESS OF PP PUPILS AT KS4 AND KS5 THROUGH IMPROVED TRACKING, ENGAGEMENT AND ACCESS (INCLUDING WHITE BRITISH)

Barriers to Learning	Success Criteria	Rationale
All pupils have access to resources and experiences that support their learning	Tracking systems access all year groups ensure that no pupil is left behind	
Lack of engagement/coasting Lack of parental support Lack of access to cultural capital Lack of access to resources	PP attainment matches that of non PP pupils. Progress 8 Data KS4 for PP is +0.6 VA data KS5 (ALPS3)	+4 months: Small group tuition Member of staff focuses exclusively on a small number of learners, usually on their own in a separate classroom or working area EEF – shared approach to how we work with small groups through the use of TA PP pupils have access to wide range of intervention opportunities +1 month: Teaching assistants Evidence suggests that TA's can have a positive impact on academic achievement. However, the impact is dramatically improved when TA's support individual pupils or small groups, which on average show moderate positive benefits. +1 month Mentoring Adult role models aim to build confidence or to develop resilience and character

Chosen strategies and actions.

- Progress Meeting KS4 used to monitor track and utilise intervention strategies for identified individuals and groups
- Invest in the further training of Teaching Assistants
- PP involvement in Tougher Minds Project
- Management Meetings/LM used to highlight key interventions and progress to date.
- SLT/HODs PP Intervention Strategies to be implemented post the rescheduled Summer Exams (September-October 2020)
- TA - Targeted intervention groups are not withdrawn from lesson but additional support provided during tutor intervention time
- Maths and English intervention sessions offered during Easter Holidays.
- Use of online motivational workshops with Year 11
- Use of KS5 Well-being Ambassadors to build confidence and resilience
- Develop case studies to evaluate the impact

How is impact monitored	Estimated Total Budgeted Cost £100,000 (salaries) + £12,000 (team-up) + £1,500 (family support) + £6,000 (holiday teaching allowance) = £119,500	Person responsible
<p>Data demonstrates a reduction in gap between the progress and attainment of PP compared with non PP (mock 1 and 2)</p> <p>Pupil Feedback questionnaires suggest impact has been positive</p> <p>Increased capacity through work with external organisations</p> <p>Case studies related to PP pupils demonstrate significant impact</p>	<p>PP Interventions in-class TA support (English and Maths Learning Mentors)</p> <p>External Organisations - Tougher Minds, Inner Drive, Team Up, Family Support</p> <p>In-House Intervention Strategies - Easter School, English and Maths online holiday revision sessions</p>	<p>SENCO</p> <p>KS4 Assistant Head teacher</p> <p>Director of Learning KS3&4</p> <p>HOD of English/Director of Maths</p>

FOCUS F: NARROWING THE GAP IN ATTENDANCE AND PUNCTUALITY RATES BETWEEN PP AND NON PP PUPILS SUPPORTED EXTENDED CURRICULUM

Barriers to Learning	Success Criteria	Rationale
<p>PP attendance rates are lower than expected <95% and <90%</p> <p>Morning structure and routines</p> <p>Parental engagement and support</p> <p>Pupils attitude to attendance and punctuality</p> <p>Holidays taken in term time</p> <p>Language barriers</p>	<p>PP attendance rates in line with whole school expectations <95% and <90% and above national figure of 94%</p> <p>Persistent absence rate reduces for PP pupils</p> <p>Punctuality improves with a reduced number of pupils attending punctuality detentions</p> <p>Targeted intervention work has a positive impact on absence levels, attendance figures and punctuality</p>	<p>PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils.</p> <p>If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p> <p>+4 months: Small group tuition Member of staff focus' exclusively on a small number of learners, usually on their own in a separate classroom or working area.</p>

Extended curriculum	Parental engagement strategies to target barriers, understanding and impact of absence on pupil learning	+1 month Mentoring Adult role models aim to build confidence or to develop resilience and character
Pupils demonstrating non-compliance with school systems for example, attendance issues, behavioural issues	Reward systems for 100% attendance and improved attendance is effective in motivating pupils Reduction in number of PP subject to inclusion or exclusion	+3 months' parental involvement active engagement of parents in supporting their children's learning at school

Chosen strategies and actions

- Continuation of the development of tracking systems and follow up sanctions for attendance and punctuality
- Rapid response to students who disengage with online learning via co-ordinated data from academic and pastoral staff and immediate contact home
- Explore use of SIMS for data recording of all Attendance actions
- Explore rewards for PP cohort
- Closer liaison and working with attendance stakeholders i.e. Attendance officer and KS team
- KS3 & 4 TACT meetings to use attendance and punctuality data as indicators of students vulnerability and take appropriate action
- Further use of promotion materials and communication with parents, pupils, and staff regarding attendance and learning days/time lost through absence/punctuality issues
- Utilise available resources such as 'The key for school leaders' for activities, ideas, surveys and leaflets to further seek to improve attendance. Develop case studies to evaluate the impact

How is impact monitored	Total Budgeted Cost = £0	Person responsible
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<p>At risk groups identified through data collation and trends</p> <p>Gap reduced in overall attendance/punctuality (PP vs. non PP)</p> <p>Persistent absence rate reduces through the following measures; DOLS regular timetabled meetings, targeted pupil/ parental improvement letters</p> <p>School communications systems utilised for first day response and for all unexplained absences.</p> <p>Reward systems for 100% attendance and improved individual pupil attendance</p> <p>Case studies to be introduced for group sessions and targeted one to one work based on key pastoral factors/PP as part of TACT review half termly meetings</p> <p>Following appropriate training, guidance and time to explore new concepts - Further use of SIMS whole school reporting and SIMS Discover to support data capture, trends, at risk groups, comparative information i.e. for PP and Non PP</p>	<p>Staff time – no cost</p> <p>Pupil attendance rewards (paid from another budget)</p>	<p>Attendance Officer</p> <p>Associate Assistant head teacher to quality assure and evaluate the overall impact related to Narrowing the gap of Attendance and punctuality rates between PP and Non PP pupils.</p>
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FOCUS G: ACCESS TO STRATEGIC EXTRA- CURRICULAR/ ENRICHMENT OPPORTUNITIES

Barriers to learning	Desired outcomes/success criteria	Rationale
Financial barriers for pupils paying for trips	Pupils have access to all trips and equipment regardless of social and economic situation	+3 months: Outdoor adventure learning has an impact if the activity is longer
Equipment	Increased numbers of PP pupils accessing extra-curricular opportunities	+2 months: Sports participation Sport participation is engaging in sports as a means to increase educational engagement and attainment. This might be through organised after school activities or as an organised programme by a local sporting club or association. Sometimes sporting activity is used to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy or mathematics lessons.
Confidence in engagement with extra-curricular activities	Increased funding requests from staff for further PP pupil opportunities Evaluation of impact related to allocated funding improves	
Aspiration limitations due to social and economic group and exposure to cultural capital	Pupils are given the opportunities to grow, develop and see opportunities beyond their experience Improvement of pupil opportunities for becoming self-assured and confident so that they are not afraid of failing, risk taking and pupil potential is realised.	+2 months Summer schools Summer schools have an academic focus whilst other concentrate on social and emotional, confidence, team building, self-esteem and healthy wellbeing sports or other non-academic activities.

Chosen strategies and actions

- Financial support for enrichment opportunities
- Actively promote and encourage funding opportunities to support 'closing the gap' to all staff
- To strengthen established links with external agencies in order to strengthen PP provision – e.g. West London Zone
- Implementation of action plan to address all aspects of provision for PP within the STEAM subjects
- Target specific areas identified through data and observation as requiring support and funding to help to 'close the gap'
- With the support of the Business Manager, ensure budgets are adhered to and funding spend is carefully managed
- Develop case studies to evaluate the impact

How impact is monitored	Estimated Total Budgeted Cost £2,000 – this is difficult to estimate as online enrichment activities do not usually come with a cost and it is a new growth area.	Person Responsible
<p>Evaluation of impact of allocated funding requests takes place and is stored centrally by PP team</p> <p>On-going process, monitoring and review cycle to be agreed based on strategy, trip, programme, resource etc.</p> <p>Funding requests and associated evaluations of activities for effectiveness and impact</p> <p>Case studies of pupils/groups who have benefitted from PP funding</p> <p>Half termly reviews of academic progress to determine specific Faculty/area consideration for allocation of PP funding</p> <p>Half termly reviews of PP spend and fund availability for targeted allocation</p>	<p>Enrichment online opportunities</p>	<p>All staff to have access to PP funding application process and actively encouraged to consider innovative ways, events, programmes, intervention activities to narrow the gap between PP and non PP pupils</p> <p>Assistant head teacher to track spending and to Quality Assure the impact of this funding.</p>

FOCUS H: NARROWING THE GAP IN ATTAINMENT FOR YEAR 11 PUPIL PREMIUM STUDENTS IN PREPARATION FOR GCSE EXAMS AND IN RESPONSE TO LOST LEARNING DUE TO SCHOOL CLOSURES

Barriers to learning	Desired outcomes/success criteria	Rationale
<p>Pressures of may lead some PP students to develop anxiety about low performance</p> <p>Lack of income to access resources necessary to attain academic success</p> <p>Lack of access to cultural capital to enrich learning</p> <p>Peer-pressure leads to dis-engagement in studies and poor attendance</p> <p>Lack of aspirational role-models and experiences to promote an ambitious and achievable career path</p> <p>Lack of secure knowledge in CORE disciplines of English and Maths with which to build academic success in other GCSE subjects</p>	<p>Year 11 students will be partially funded (50%) to purchase resources necessary for their GCSE studies</p> <p>Year 11 students will be targeted for online enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. 50% of enrichment opportunities will be paid for out of PP funds.</p> <p>Year 11 attendance will be on par with non-pp students. Any attendance concerns will be dealt with swiftly.</p> <p>Year 11 PP students will have access to good quality careers education and guidance via PSHE lesson, interviews with our careers Advisor and enrichment experiences like online STEM careers events to raise aspirations</p> <p>Year 11 students may have the opportunity to attend a residential weekend (depending on COVID developments) which will further develop their English and Maths skills, strengthen their sense of confidence and self-esteem and build a team- spirit to use a positive pressure in the goal for academic success and emotional well-being.</p>	<p>Schools should adopt a more holistic outlook when deciding how to spend the pupil premium.</p> <p>The survey data and analysis of pupil premium strategies show that many schools focus largely on teaching and learning initiatives. This is despite many of the key barriers to attainment identified by schools in the pupil premium strategies requiring more pastoral attention.</p> <p>NGA – Spotlight on Disadvantage 2018</p> <p>PP pupils in secondary state maintained school are three times more likely to become persistent absentees than non PP pupils.</p> <p>If a pupil is not attending school or is regularly late for lessons they are not receiving their curriculum entitlement and therefore are less likely to make expected progress.</p>

Chosen strategies and actions

- Monitoring attendance and punctuality patterns and acting swiftly to challenge any patterns of disengagement
- Restructuring of pastoral support systems and structures to ensure that any signs of anxiety are dealt with swiftly by tutors, year team leaders and assistant head teacher in charge of year 11
- PP students are offered 50% payment of enrichment opportunities
- Vulnerable groups identified and offered interventions tailored to their particular vulnerability
- HODS are advised to target PP students to engage in enrichment experiences.
- Careers lead to co-ordinate careers advice, PSHE lessons and enriched experiences for PP students
- Resources necessary for GCSE studies e.g. textbooks to be partially funded (50%) by PP funds.
- West London Zone to continue to mentor and provide enrichment experiences and targeted intervention to develop emotional well-being and cultural capital
- MIND sustainability project on mental health to develop strategies to support students' mental health care provision.
- Staff CPD on trauma-informed approach to understand the impact of adverse childhood experiences on cognitive and emotional development

How impact is monitored	Estimated Total Budgeted Cost = £2,000 (enrichment) + £7,500 (west London zone) + £1,500 (family support) + £6,000 (intervention holiday provision) = £17,000	Person Responsible
Attendance and Punctuality data	Enrichment online opportunities	Assistant head teacher leading on PP
Pastoral Records of Incidents	West London Zone	KS4 Assistant head teacher
Enrichment online attendance registers	Family Support	Year 11 Team Leader
Evaluation of the work of West London Zone	Staff training (CPD Budget)	Director of Maths/ HOD of English
CORE PP IPM data	Careers Guidance (Careers Budget)	SLT member leading on attendance and punctuality
		HODS – use of PP budget
		Careers Lead

FOCUS J: NARROWING THE GAP IN ATTAINMENT FOR PUPIL PREMIUM STUDENTS IN RESPONSES TO COVID 19 AND THE IMPACT OF LOST LEARNING DUE TO EXTENDED SCHOOL CLOSURE

Barriers to learning	Desired outcomes/success criteria	Rationale
<p>Loss of learning due to absence of teachers to make sense of learning</p> <p>Loss of learning due to poor access to technology</p> <p>Loss of learning due to poor metacognition skills to organise and reflect on learning</p> <p>Loss of learning due to lack of tailored intervention in response to SEN/MAG&T needs</p> <p>Loss of learning due to poor access to academic and cultural enrichment</p> <p>Loss of learning due to an extended period of time in adverse personal circumstances</p>	<p>All pupils will have access to great teaching in classrooms and online</p> <p>All staff will be further strengthened in their provision of higher performance learning (HPL) in the classroom and online</p> <p>All pupils will have access to suitable technology to support remote learning activities</p> <p>Assessment strategies will swiftly identify gaps in knowledge created through lost learning time</p> <p>Transition strategies will ease anxiety in all key stakeholders</p> <p>Tailored intervention will close the gap in achievement for SEN/MAG&T pupils</p> <p>Peer interaction strategies will be developed and shared via department meetings, breakfast PD, middle management meetings as a significant lever in motivation, cognitive and emotional development</p> <p>Effective communication with parents via letters, emails and online events will ease anxiety and strengthen parents to support their daughters into the new normal for learning</p> <p>Students will have access to online academic tutoring to further strengthen their recovery in lost learning</p>	<p>Great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19</p> <p>All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid-19.</p> <p>COVID 19 Support Guide for Schools EEF 2020</p> <p>Ensuring the elements of effective teaching are present in online learning—for example, clear explanations, scaffolding and feedback— is more important than how or when they are provided</p> <p>A lack of appropriate technology and home supports may still prove a challenge for many disadvantaged pupils in the year ahead.</p> <p>Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes</p> <p>Multiple reviews identify the value of strategies that help pupils work independently with success. Research</p>

	<p>Staff will work collaboratively to use their support time to provide effective intervention for students identified as subject to lost learning. Staff will continue to develop pupils metacognition skills through further embedding the HPL strategy</p> <p>Staff will be confident in their understanding of the impact of adverse childhood experiences (ACE) on cognitive and emotive development.</p> <p>Staff will be skilled-up in how to respond to pupils who have been subject to ACE.</p> <p>Staff will be subject to universal and tailored high-quality professional development which will strengthen their capacities as educators.</p> <p>The family support practioner will develop sources of support and intervention to our most at-risk families and minimises risks of exclusion.</p> <p>Provision of MHEW educational and pastoral strategies will offer excellent support and interventions for all key stakeholders</p> <p>The careers education and guidance strategy will offer pupils and parents reasons for being hopeful and positive about the future and play a significant part in our recovery curriculum</p> <p>Access to cultural capital will be re-envisioned via online provision</p>	<p>indicates that explicit modelling of independent learning strategies and guided practice is necessary Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development.</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>Generally, the use of learning support staff to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils.</p> <p>Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils</p> <p>EEF guidance on Special Educational Needs in Mainstream Schools reminds us that, to a great extent, good teaching for children with SEND is good teaching for all</p> <p>A large and often unrecognised part of teachers’ work has always involved providing support for pupils’ social, emotional and behavioural needs. Understandably, the impact of Covid-19 closures means many schools are revisiting their approach, to secure support in readiness for this new school year.</p> <p>School leaders and teachers have made tremendous efforts to sustain communications and partnerships</p>
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		<p>with parents and care givers during school closures. Close engagement during this challenging time is clearly crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher</p> <p>THE EEF GUIDE TO SCHOOL PLANNING: A TIERED APPROACH 2020-21</p>
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Chosen strategies and actions

1. TEACHING

- ❖ **High Quality Teaching for all** – further embed HPL and distribute knowledge via department meetings, online learning and breakfast CPD
- ❖ **Remote Learning** – share good practise via department, middle management and breakfast CPD. Stress that explicit instructions, clear explanation, and scaffolding are the key levers of effective teaching online
- ❖ **Accessibility** – ensure all students have access to technology via student/parental surveys and further strengthen lap-top lending system
- ❖ **Assessment** – develop low-stakes assessment tasks to elicit lost learning e.g. verbal questioning, short answer quizzes, multi-choice answers
- ❖ **Meta-cognition strategies** – develop students capacity for independent learning vis structured activities to help them reflect on learning and develop steps for improvement e.g. the use of a graphic organiser
- ❖ **Peer Interactions** – develop online learning platforms for peer interactions e.g. peer marking

2. TARGETTED ACADEMIC INTERVENTION

- ❖ **Assessment** – to identify students who need targeted intervention
- ❖ **Small group support** – support timetable structured to work with students who need support in lost learning
- ❖ **1:1 support** – support timetable with learning mentors for those students who need specialised help.
- ❖ **Academic tutoring** – identify PP/SEN students to engage in National Tutoring Scheme

3. WIDER STRATEGIES

- ❖ **Trauma-Informed Training** – all staff to be informed on the impact of adverse childhood experiences on cognitive & emotive development.
- ❖ **Recovery Curriculum** – to create a flexible & relevant curriculum to help students recover academically and emotionally from lock down
- ❖ **WLZ** – to offer academic & pastoral intervention for targeted cohort
- ❖ **MIND** – to offer universal & targeted intervention
- ❖ **Enrichment** - to offer online external events & club programme to increase cultural capital
- ❖ **Careers Curriculum** – to offer access to excellent career curriculum and guidance to develop enhanced future employability and economic well-being.
- ❖ **Transition Support** – Year 7 transition booklet, day, information evening (July/September), experienced tutor team to act as intelligence gathers, benchmark assessments

How impact is monitored	Estimated Total Budgeted Cost = £20,000	Person Responsible
Progress Data IPM1,2 & 3 Measurement against predicted grades Data narrative created via summative assessments Regular feedback via formative assessment Engagement with online learning Monitoring performance of small group via whole groups cohorts i.e. SEN/PP/LAC TACT data monitoring MHEW Attendance and Punctuality Data	National Tutoring Programme	All class teachers HODS KS3 & 4 Director of Learning AH responsible for PP/LAC SENCO TACT team Safe-Guarding Lead Attendance Officer

Projected costs 2020-21: In summary, Pupil Premium Funding will be used in the following areas with the focus of responding to lost learning due extended school closure, raising attainment, enriching cultural capital and developing social-emotional skills for our Pupil Premium students

Areas of Spending	Estimated Amount of Funding
❖ Staffing – 1 Learning Mentor in Maths, 2 Learning Mentors in English, 1 Behaviour Education Mentor,	£100,000
❖ External Agencies – Team-Up, Family Support, MIND & West London Zone, which offer academic and pastoral interventions	£21,000
❖ Enrichment Opportunities (Cultural Capital) – online enrichment opportunities e.g. STEM, Career Education and Guidance, Arts & Humanities	£2,000
❖ CORE Subjects -, Online Easter School, resources and text-books, Let's Think in English programme, STEM	£10,000
❖ Foundation Subjects – Resources, text-books, equipment and enrichment opportunities	£4,000
❖ Academic Tutoring – online tuition as targeted intervention for identified students	£19,620
	TOTAL = £156,620

