



Pupil premium 2019-20

<p>Key priority To narrow the disadvantage gap by addressing inequalities and raising the attainment in those students in low income families. To include service children and children on free school meals (FSM) and children that have been eligible for free school meals in the last six years. To extend the positive impact of resources to the largest number of pupils as possible.</p>	<p>What we plan to see Improved level of attainment and progress in literacy and numeracy. Close attainment gaps in line with average of school results. Ensure full access to the curriculum. Access to extra-curricular activities. Improve attendance. Enhanced behaviour for learning. Continued focus on mental health and raising well-being</p>
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How the money was spent:
 The total grant to the school: £32,221
Number of children directly supported by funds: 29 (until April 2020)
Number of children directly supported by funds: 31 Year 7 = 5 / year 8 = 8 / year 9 = 9 / year 10 = 6 / year 11 = 3 (from April 2020)

The total number of targeted students was 31 across key stage 3 & 4, although many more students benefited from the resources. Interventions, tasks and resources were decided on a needs basis. Students were able to benefit from more than one resource.

<u>Item</u>	<u>Costings</u>
1. Family support worker	£12,438
2. Mathletics subscription	£625.92
Spellodrome subscription	£195.78
3. My Maths licence	£233.75
4. Maths Framework licence	£100
5. Breakfast club	£2434
6. <u>Food</u> <ul style="list-style-type: none"> • Fruit • Breakfast club 	£1221.06
7. Food tech (Autumn)	£360
8. Food tech (spring) and trip to Rushall farm	£412

9. Anomoly	£5150	
	Total spent : 28,451 Carried forward: £3,680	
Tasks and input	Impact/Outcomes	Continue 2020/21
<p>1. Family support worker - Purpose is to provide a range of family support interventions, as part of the school team, to improve the social, emotional development and health of our pupils and their families.</p>	<p>Interventions offered:</p> <ul style="list-style-type: none"> • Targeted individual support to families and carers. • To provide advice and signposting to enable families to access universal and targeted services. • Working preventatively with identified families to provide early intervention, signposting, support and guidance in times of change and stress. • Work with children who are at risk of exclusion from school supporting them and their families. • To raise attendance levels of targeted families. • To liaise with relevant agencies to improve swift and easy access to statutory and voluntary services. • Developing home/school links, to encourage good communication between the school and families • Helping parents to understand the EHCP process and other SEN issues • Helping families to access information and benefits • Practical help and emotional support for families particularly at times of crisis <p>During lockdown this role became more crucial to many families with advise about food banks, and issuing vouchers. There were several families who struggled with lack of IT equipment, engaging with the Government's Laptop Scheme, three students were eligible for a laptop and this process was overseen and delivering to the families were necessary. Families who didn't qualify under the Government scheme were signposted to Rotary Club and Lions, who were distributing second hand equipment.</p> <p>Several home visits were made to support families and to check the welfare of students.</p>	yes
<p>2. Mathletics – Web based programme that students can access from school or home. Mathletics has many</p>	<p>Mathletics continues to be used both in school and at home. Students enjoy this resource. It is a valuable tool for students to consolidate their learning and access task using a different format with</p>	Yes

different sections – the main curriculum, live maths, Rainforest Maths, interactivities, printable workbooks, and animated & video.	the encouragement of working independently. This was an incredibly valuable resource during lockdown. Teachers were able to set work and assess learning remotely.	
Spellodrome - Spellodrome Web based programme that students can access from school or home.	Spellodrome has been used throughout the main school during some English lessons each week. it has supported the students with their phonics and spelling of high frequency words. They do enjoy it on the whole, Despite trying to promote it at parents evenings students do not seem keen to access it at home in the same way they do. Spellodrome has changed its package and it was felt that an alternative needed to be explored.	No
3. my maths licence	Licence purchased MyMaths offers challenge for the more able students (up to GCSE level) as well as being accessible for our core students. As with Mathletics this can be used remotely at home but with the added benefit of teaching a topic step by step with activities built in. Teachers can then set tasks for students to complete, which could then be assessed. This was an incredibly valuable resource with the added feature of it being new so interesting for students to use.	yes
4. Maths framework licence	Licence purchased.	yes
5. Breakfast club (staff)	Staff costs	yes
6. Breakfast club – food and fruit	Continued to be well used with on average 20 + students accessing it daily. Of these 8/9 are PP. Breakfast bars were purchased for the occasions when taxi's are late.	yes
7. Food tech (Autumn)	Costs towards students ingredients	yes
8. Food tech (Spring) and trip to Rushall farm	Used to purchase ingredients for food tech. Students enjoy the variety and skills involved in the kitchen and are able to take their produce home.	yes
9. Anomaly - noticeboard offers a creative platform to display messages, celebrate pupil achievement and improve parent engagement. It also offers pupils opportunities to participate in physical activities during break and lunchtimes.	The anomaly has had some teething problems involving its electrics. We have had to have it replaced once as it was believed water had got into the electrics due to heavy rain. Anomaly was updated regularly with events and news of the school and notices for parents/carers. It also had various videos highlighting cyberbullying, healthy eating as well as celebrating various events. Before the lockdown there were lots of messages and ideas about personal hygiene. This coming term it is hoped that classes will be able to access some outdoor activities and games to enhance their PE sessions. It will also have regular updates about school life and the amazing work that is going on in the different bubbles. There will also be general information about bubbles, social distancing and keeping each other safe.	yes

KEY: Targets in Maths and English from Solar

Exceeding over targets by 10%+

Met targets

Within 10% of target

Below –did not meet target

Our curriculum is based on 5 strands – Functional (maths, English, ICT), Employability, Community, wider world and life skills.

A new assessment has also been created to reflect the change of curriculum therefore we have two year’s data to analyse. The English and Maths data this year due to lockdown and Covid 19 is based on results at the end of the spring term.

* Much classroom learning was missed with lockdown during the summer term and this will be reflected in the results. Most students would have met their targets at the end of the summer term if they had been in school.

Based on pupil progress	2018/19	2018/19	2018/19	2018/19	2019/20	2019/20	2019/20	2019/20
	Above target	On target	Within 10% of target	Below target	Above target	On target	Within 10% of target	Below target
% of pupils making progress in Maths	10%	84%	3%	3%	6%	56%	35%	3%
% of pupils making progress in English	3%	48%	35%	14%	0%	48%	44%	8%

Olivia Halsey Year 10	CFL5 + 0%	CFL5 + 62% Predicted: CFL5 + 60%	CFL6 + 1% Target: CFL6 + 6% 5% short	
Conner Ferrier Year 11	CFL5 + 0%	CFL5 + 60% Predicted: CFL5 + 60%	CFL6 + 4% Target: CFL6 + 0%	
Jasmine Baker Year 11	CFL7 + 0%	CFL7 + 41% Predicted: CFL7 + 34%	CFL9 + 14% Target: CFL9 + 24% 10% short	
Paul Morris Year 11	CFL7 + 0%	CFL7 + 34% Predicted: CFL7 + 34%	CFL7 + 58% Target: CFL7 + 64% 6% short	

Attendance is down from 91.0% (2018/19) to 90.4% over the whole school.

Students in receipt of Pupil Premium attendance is down from 89.4% (2018/19) to 87.8%.

Fixed- term exclusions there were 3 Pupil Premium pupils with FTE for 2019/20:

One student - 2 sessions

One student - 2 sessions

One student - 6 sessions

Plans for 2020/21

Barriers to educational achievement. All students have an Educational Health Care Plan (EHCP); many of these needs are complex and include Autism, speech, language and communication difficulties both in vocabulary and ability to manipulate language for effect, social, emotional and mental health needs and emotional wellbeing which impacts on behaviour for learning. A variety of cultural experiences and opportunities are crucial for learners to improve their life opportunities when they leave school. We aim to equip them with the skills with a 'skills for life curriculum' that they will need to be good citizens within their communities, where they have meaningful employment, live as independently as possible and be part of a community.

Allocation of funds to address these needs and reasons for approaches planned.

- There will continue to be a focus on health and well-being for all. We have developed a recovery curriculum which all students will be doing this year to ensure that they rebuild relationships, connectivity and lost time and look at resilience and recovery.
- The family support worker complements the work we are doing ensuring all students and families who need extra support during 2020/21 receive it, this will include home visits if needed. The 'smart moves' programme which works on emotional resilience will continue throughout the school. Some of the actions like training for all staff around mental health and wellbeing will continue online. Fruit days and breakfast clubs will be reviewed early in the term to see how this can be restarted. Student voice and implementing ideas will continue to be a focus through questionnaires to students in the short term hoping to start student council meetings later in the academic year.
- Baseline assessment for all. Continued intervention programmes in maths and English with individual /group tuition for some will be planned. Further targeting at specific students, time limited, clear success criteria and evaluated regularly. Teachers have named person for support and resources. Emphasis on over teaching
- Increased use of the mathematics and my maths in class and at home.
- More accountability for middle leaders to ensure those in receipt of pupil premium are achieving the best outcomes for each individual.
- Retention and recruitment of high quality staff.
- Student voice systems in place to ensure that students are heard within their class and around the school.

We will continue to measure the impact of pupil premium through assessment and impact and outcomes of each use of the fund.

***Due to restrictions and safety measures in place in school from September 2020 there will be no mixing of bubbles until it is safe to do so therefore some of the measures below will not be able to be carried out.**

1. Data analysis
2. Student progress meetings *
3. Regular assessment
4. Learning walks *
5. Student council meetings *
6. Accountability from leaders to monitor achievement of vulnerable students.
7. School improvement plan with regular reports to the governing body.
8. Listening to the views of all students listening to their views about their learning and experiences.

For more information about the Pupil Premium please visit the Department for Education website:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>