



Disadvantaged Pupils Strategy

2021-2022

Policy Owner	AHT Raising Standards
Responsible Committee	Quality of Education Committee
Date of Adoption	October 2021
Date of Review	March 2022
Chair of Governor's Signature	

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

The DFE continues to provide additional funding to schools to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. We believe that all students within our school family should be given equal opportunity to reach their full potential. This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It also includes the recovery premium strategy for 2021 to 2022. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Aims:

- To ensure disadvantaged pupils make the same or better progress in comparison to their non-disadvantaged peers nationally utilising additional funding to provide academic and pastoral support



School Overview

School Name	St James' Catholic High School, Cheadle Hulme
Number of pupils in school	802
Proportion (%) of pupil premium eligible students	124 (15%)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Clare Pickles (Senior Deputy Headteacher)
Pupil Premium Lead	David Scott (Assistant Headteacher Raising Standards)
Governor lead	Louise Maguire

Funding Overview

Pupil Premium funding Allocation this academic year	£128,005
Recovery premium funding allocation this academic year	£17,890
Pupil Premium funding carried forward from previous years	0
Total budget for this academic year	£145,895

Part A: Pupil premium strategy plan

Statement of intent

In line with the aims of this policy, we strive to ensure disadvantaged pupils make the same or better academic progress in comparison to their non-disadvantaged peers within school and nationally. The Disadvantaged Pupils Strategy should remove or alleviate as many barriers as possible for our disadvantaged learners giving them the best possibility of success. It should also support their pastoral wellbeing including behaviour, attendance and mental health. All pupils should be given the opportunity to achieve success and where there are factors affecting these chances we will aim to resolve them and support the pupil.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Detail of Challenge
1	Pastoral concerns for a small group of KS4 pupils (identified as focus students) may hinder their academic progress and that of their peers.
2	Attendance (including persistent absence) is below that of non-disadvantaged pupils.
3	A number of pupils' mental health and wellbeing may prove to be a barrier to learning and progress.
4	Disadvantaged pupils have been disproportionately affected by Covid measures including school closures and online lessons. These pupils are likely to have greater gaps in their knowledge.
5	Literacy skills, including reading, may be a barrier to learning and progress for a group of disadvantaged pupils.
6	Some pupils require additional support with study skills and preparation for examinations.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcomes	Success Criteria
1. To improve the progress of disadvantaged pupils and close the gap between them and their non-disadvantaged peers, both within school and nationally. There should also be more effective links between academic and pastoral provision.	<ul style="list-style-type: none"> Positive P8 figures for disadvantaged pupils (above 0). This will be tracked at each Termly Data point and also be a focus in Faculty, Line Management and Raising Standards Meetings Reduced P8 gap between disadvantaged and non-disadvantaged students in all subject areas Reduced behaviour concerns among disadvantaged pupils, including fixed term exclusions
2. To continue to improve the attendance of disadvantaged pupils through a variety of support methods.	<ul style="list-style-type: none"> Improved attendance figures amongst disadvantaged pupils to be a minimum of 96%. Reduction in persistent absence of disadvantaged pupils
3. Greater mental health and wellbeing provision for all students, especially disadvantaged students.	<ul style="list-style-type: none"> Increased and/or improved access to mental health support within school Effective partnerships with external providers Regular pupil voice to identify and address concerns to reduce impact on learning and progress
4. To improve the progress and attainment of disadvantaged pupils in relation to their previous internal data set. To provide greater opportunities for recall and a curriculum which addresses gaps in knowledge.	<ul style="list-style-type: none"> Increased recall within the curriculum Line Managers to ensure curriculum models are appropriate for all learners including disadvantaged pupils and allow opportunities to fill gaps in knowledge Comparative reporting completed by AHT Raising Standards to show progress between data capture points

<p>5. Improved literacy skills as evidenced in pupils' progress and attainment across key stages.</p>	<ul style="list-style-type: none"> ● Improved P8 figures at KS4, both internal and externally validated data ● Increased exposure to, and engagement in, literacy activities across the curriculum ● Greater opportunities for extended reading as evidenced in lesson observations and schemes of work ● Progress of disadvantaged lower prior attainers tracked to identify the impact of literacy strategies
<p>6. To identify subject specific areas for improvement amongst KS4 disadvantaged pupils and ensure they are given appropriate support, including study and examination skills, and continual monitoring within these subject areas.</p>	<ul style="list-style-type: none"> ● Improved P8 figures for disadvantaged pupils across all subjects to ensure Subject Progress Index (SPI) figures are above 0 for the disadvantaged cohort. This will be tracked at each termly data point and continue to be a focus of Faculty, Line Management and Raising Standards Meetings ● Improved study skills for pupils across all Year groups as evidenced in termly progress data

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £67,500

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Focus students identified by AHT Raising Standards through regular analysis of termly data. Faculties to focus on these identified students adopting a range of suitable strategies to support their academic and pastoral progress.</p> <p>Focus students and disadvantaged students added as standing agenda items to Faculty meetings and department development CPD time.</p> <p>Regular Raising Standards meetings completed to highlight focus students (including disadvantaged students) to Head of Faculty and ensure suitable actions are being taken to support them.</p> <p>Sharing of best practice across Faculties to ensure a range of strategies are being used to support and challenge disadvantaged students.</p>	<p>Academic progress and attainment of disadvantaged pupils has been below that of non-disadvantaged students for a number of years.</p> <p>71% of Year 11 disadvantaged pupils are high prior attainers.</p> <p>Some Faculties have greater gaps between disadvantaged and non-disadvantaged pupils. Sharing of best practice through Middle Level Leader meetings and shared resources would support these Faculties.</p> <p>The Children's Commissioner Report (April 2020) states that school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged pupils.</p>	<p>1, 4, 5, 6</p>

<p>Ensure all students, including all disadvantaged students, are explicitly taught skills for learning (metacognition) to support memory recall and reduce gaps in knowledge.</p> <p>Stickability lead to deliver whole staff CPD to ensure appropriate strategies are being used in lessons across the school.</p> <p>Stickability to be delivered weekly in Forms to introduce a range of strategies for memory recall and retention.</p>	<p>Gaps in knowledge as a result of lockdown, home learning and blended learning. It is acknowledged that many disadvantaged students found it more difficult to access home learning and will therefore have greater gaps in knowledge and skills.</p> <p>Stickability adopted as a whole school approach to support retention of knowledge.</p> <p>Research carried out by Kate Jones (SSAT lead practitioner) has shown that when used constructively, retrieval practice improves the long- term memory recall of pupils. This in turn can improve pupils' application skills and their ability to transfer their knowledge to new concepts and situations. This is a key study skill and will be essential in closing the Covid Gap between disadvantaged and non-disadvantaged learners.</p> <p>The DfE also states that 'More successful schools were more likely to be using metacognitive learning strategies' to support disadvantaged pupils.</p> <p>The Sutton Trust suggests that 40% of non-disadvantaged pupils took part in 5 hours of lessons per day during lockdown compared to only 26% of non-disadvantaged pupils.</p>	<p>1, 4, 6</p>
<p>Curriculum progression models for all subjects to be updated, ensuring disadvantaged students are considered and that a broad and balanced curriculum is offered.</p> <p>Curriculum progression models and schemes of work designed to expose disadvantaged students to greater cultural capital and experiences.</p> <p>All Faculties will identify careers specifically connected to their subject area. These are to be explicitly highlighted to pupils and included in SOW.</p>	<p>The 2002 Education Act requires schools to provide a "balanced and broadly based curriculum" which: promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepares students at the school for the opportunities, responsibilities and experiences of later life.</p> <p>A report from Impetus found that disadvantaged pupils are twice as likely to be NEET. Explicit exposure to careers in KS3 and KS4 will support pupil aspirations and future success.</p>	<p>4, 6</p>
<p>Robust system of identifying exam access arrangements with any disadvantaged students prioritised to ensure they have the appropriate support in place for internal and external examinations.</p> <p>Ensure support staff are suitably trained to support those disadvantaged students with exam access arrangements.</p>	<p>Removing any potential barriers to learning, attainment and progress will allow students to be more successful both academically and pastorally as well as promoting greater confidence and self belief in students.</p> <p>To ensure the best support is provided in assessments, staff delivering this support should be suitably trained.</p>	<p>4, 5, 6</p>
<p>Increased focus and profile of whole school disciplinary literacy to support disadvantaged students for whom literacy is a barrier.</p> <p>Introduce whole school literacy and reading policy to add further clarity to the school's approach to literacy.</p> <p>Literacy calendar developed to ensure exposure to literacy throughout the year, including literacy and literary events.</p> <p>Weekly literacy focus introduced to highlight important areas to all students, including all disadvantaged students.</p>	<p>Creating a culture of reading and a word rich environment allows students to access all areas of the curriculum with greater ease and success. Students become more effective communicators and build confidence with the spoken and written word.</p> <p>Assessment of disadvantaged pupils' work highlights that vocabulary is a key area for development, in line with national themes. Richer vocabulary leads to better quality exam responses and therefore attainment in literacy-based subjects.</p>	<p>5</p>

<p>Word of the week introduced in Form time and used across all lessons in the school to develop students' vocabulary. All vocabulary choices selected carefully to reflect language used across different subjects and provide students with a bank of useful words.</p>	<p>EEF report 2018 states that schools must 'prioritise disciplinary literacy across the curriculum' to support progress of all pupils, including disadvantaged pupils.</p>	
<p>Continued focus on quality first teaching including appropriate differentiation and planning for disadvantaged students.</p> <p>Use of seating plans to support disadvantaged students in lessons.</p>	<p>The most significant factor in supporting progress and attainment is teaching within the classroom and ensuring this is as effective as possible.</p> <p>The Sutton Trust report (2011): The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> <p>Consistency in seating plans within the classroom contribute to a sense of continuity and stability across each subject. In general, a more regimented environment helps pupils, especially disadvantaged pupils, to feel in control of their studies.</p> <p>EEF report (2013) states, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.</p>	<p>4, 6</p>
<p>Robust system of data tracking both academically and pastorally.</p> <p>Suitable assessments completed by students to identify strengths and areas for development.</p> <p>Range of intervention strategies put in place in response to data and tracking process.</p>	<p>Robust and timely data tracking allows Senior Leaders and Heads of Faculty to quickly and accurately identify those students who would benefit from additional support and/or guidance.</p> <p>Identifying strengths and areas for development (effective feedback) is identified by The Sutton Trust as a high impact strategy for supporting disadvantaged pupils.</p>	<p>4, 6</p>

Targeted academic support (for example tutoring, one-to-one support, structure interventions)

Budgeted cost: £36,500 (exc. catch up funding)

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Targeted academic catch up and support for disadvantaged students who are persistently absent from school.</p> <p>Use of SMHW to ensure lesson resources and homework tasks are being shared with disadvantaged students where and when appropriate.</p> <p>Pastoral support through Attendance Officer to address reasons for persistent absence of disadvantaged students.</p>	<p>DfE research (2016) shows that pupils with no absence are 1.3 times more likely to achieve grade 4 or above at GCSE, and 3.1 times more likely to achieve grade 5 or above, than pupils who missed 10-15% of all sessions.</p> <p>Latest national averages for attendance show that non disadvantaged students' absence is 5.5%, whilst disadvantaged students' absence is 7.8%</p>	1, 2
<p>Covid Catch up funding (£26,733) to be used to support all pupils, however a specific focus to be placed on disadvantaged pupils engaging with the planned support to ensure gaps in their knowledge are addressed.</p> <p>Series of subject specific catch up lessons to be timetabled and taught by subject specialists to address gaps in knowledge caused by lockdowns and school closure. Content to be planned and delivered by St James' teaching staff to ensure clear knowledge of our curriculum and awareness of areas which need to be focused on.</p> <p>Support for disadvantaged students to ensure they are able to travel home from additional lessons without incurring further costs.</p> <p>Reading and spelling age tests to be carried out for all Year 7 students to identify those students for whom literacy intervention will be necessary to support their overall academic progress. These tests will be carried out at regular intervals throughout the year to ensure the correct students are being targeted and progress can be measured.</p> <p>Literacy and reading intervention delivered by support staff for those students who score lowest on the aforementioned reading and spelling age tests.</p>	<p>Gaps in knowledge as a result of lockdown, home learning and blended learning. It is acknowledged that many disadvantaged students found it more difficult to access home learning and will therefore have greater gaps in knowledge and skills.</p> <p>Students are more likely to engage with additional lessons if they are delivered by staff they are familiar with and have confidence in. Also, these staff will have the best knowledge of our curriculum, the students' areas of weakness and the students themselves. By covering the cost of travel we will be removing a further barrier to disadvantaged attendance at additional lessons.</p> <p>EEF report (2021) suggests that, 'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7'. It also states that, 'Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions'.</p>	4, 5, 6
<p>AHT Raising Standards to monitor the academic and pastoral progress of low prior attaining students, including disadvantaged students.</p> <p>Identify literacy needs of low prior attainers and ensure targeted intervention is available.</p>	<p>In 2019 only 1.9% of low prior attaining students achieved grade 5 or above in Maths and English and according to an EEF report, 'Students eligible for the Pupil Premium are more likely to be low-attaining than other children'.</p>	5
<p>Support strategies in place to address any concerns with students' home learning. Staff to monitor homework and liaise with Heads of Year where there are concerns, especially for disadvantaged students.</p> <p>Homework club to continue with staff available to support students. Prefects to support younger students with homework.</p>	<p>EEF report (2016) states, 'Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to</p>	1, 4, 5, 6

<p>Identify disadvantaged students who are unable to access home learning and identify barriers to this, such as not having access to the internet or not having a suitable working environment. Suitable support will be put in place to remove these barriers.</p>	<p>overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.'</p>	
<p>Focused mentoring of disadvantaged Year 11 students who are failing to make the necessary academic progress.</p> <p>Heads of Faculty and AHT Raising Standards to identify students who need such support.</p> <p>English and Maths intervention for targeted students through subject specific support staff who will provide in-lesson support.</p>	<p>The EEF Report (June 2020) on improving Mathematics in KS2 and 3 showed that over half of pupils eligible for free school meals did not achieve expected levels in Maths. The Covid 19 lockdown will have highly exacerbated this.</p> <p>The Children's Commissioner Report (April 2020) states that, 'school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged pupils'.</p>	<p>4, 5, 6</p>
<p>All disadvantaged students have access to the full curriculum without barriers to this.</p> <p>Support with students attending academic trips and visits.</p> <p>Ensure disadvantaged students have the necessary equipment to access the full curriculum, including PE kit, ingredients for Food and Nutrition and basic stationery.</p>	<p>Without the necessary equipment and resources, students are less likely to engage in the full curriculum, thus reducing their exposure to opportunities and hindering their academic and pastoral progress.</p>	<p>2, 3</p>

Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Whole school pastoral review to be completed by the Senior Leadership Team to identify both academic and pastoral concerns with a specific focus on disadvantaged students.</p> <p>Where concerns are identified, suitable support strategies are adopted to ensure these students make progress and have fewer barriers to their learning.</p> <p>Disadvantaged students identified through pastoral review process will be a focus for Faculties and Heads of Year.</p>	<p>A closer collaboration between pastoral and academic to provide support with well-being, which in turn aids readiness to learn as well as mental health of disadvantaged pupils. The rationale is to remove any barriers to academic success through improved metacognition and to track progress and performance.</p> <p>The Children and Young People’s Mental Health Coalition identified that disadvantaged pupils are, ‘at greater risk of poor mental health’ due to Covid-19.</p>	1,2
<p>Weekly attendance recording and monitoring for disadvantaged students and data shared with the school’s Senior Leadership Team.</p> <p>Attendance Officer to identify and address attendance concerns for disadvantaged students.</p> <p>Use of the Education Welfare Officer to ensure the importance of attendance is highlighted to disadvantaged students and any possible support is put in place to ensure they are attending school regularly.</p>	<p>Students with greater attendance will make greater progress and achieve better outcomes from their studies.</p> <p>The national averages for attendance and persistent absence are worse for disadvantaged pupils when compared to non disadvantaged pupils.</p>	1, 2
<p>Behaviour policy and framework updated to support the whole school drive for academic and pastoral excellence.</p> <p>Quality first teaching and effective classroom management used to ensure disadvantaged students are provided with a suitable working environment and encouraged to make progress.</p> <p>Behaviour of disadvantaged students (suspensions) monitored by AHT Behaviour and Attitudes.</p>	<p>The promotion of positive behaviours for learning support the creation of an effective learning environment for all, with disadvantaged pupils benefiting from this.</p> <p>National averages for fixed term exclusions show that a higher percentage of disadvantaged students are excluded from school than non disadvantaged students. This then leads to reduced attendance and potential gaps in learning.</p>	1, 2, 3
<p>Staff to be trained and become more proficient in using Google Suite, Zoom and SMHW to support quality first teaching and ensure students who are self isolating are not disadvantaged.</p> <p>Heads of Year to identify disadvantaged students who are not accessing Zoom lessons while self isolating and support this to ensure they are able to participate in lessons and avoid greater gaps in knowledge.</p>	<p>Disadvantaged students are, on average, more negatively affected by their absence from school and the need to take part in online learning. There is a greater need for schools to ensure disadvantaged students do not have gaps in their knowledge through absence.</p>	4, 6
<p>Encourage disadvantaged students to attend extracurricular clubs and activities. This will be tracked and monitored to identify whether disadvantaged students are accessing these further opportunities.</p>	<p>A lower percentage of pupils take part in extracurricular activities than non disadvantaged pupils. This limits the experiences they are exposed to in their formative years.</p>	3, 4
<p>AHT Raising Standards to monitor parental engagement with events such as Parents’ Evening. Where disadvantaged students’ parents do not attend these</p>	<p>An effective home school partnership is integral in supporting students’ academic and pastoral progress. Ensuring there is support from parents/carers can</p>	4

events it is followed up to ensure an effective home school partnership.	improve a student's progress and attainment.	
Facilitate 'Army Day' for our disadvantaged learners to attend, which will promote aspirations and motivation.	Many disadvantaged students have low aspirations and can have a lack of motivation. Exposing them to further experiences and opportunities can develop these characteristics and support in their future successes.	1
Whole school/Year group literacy events to promote reading, literacy and language skills. Such events will also support skills such as teamwork and communication.	Many disadvantaged students have low academic aspirations and can have a lack of motivation. Exposing them to further experiences and opportunities can develop these characteristics and support in their future successes.	1, 3, 5
Ensure whole school rewards reflect a fair balance between disadvantaged and non-disadvantaged students (where appropriate).	Rewards and incentives are particularly effective in encouraging student engagement.	3
<p>Monitoring of access to careers advice for disadvantaged students. All disadvantaged students at KS4 are offered access to careers guidance.</p> <p>Mock interviews completed for Year 11s with all disadvantaged students getting experience of a job interview.</p> <p>Dedicated school Careers Advisor will ensure all disadvantaged students have access to careers advice and guidance throughout the school year.</p>	<p>Greater exposure to careers and career experiences will promote higher aspirations and give all pupils, including disadvantaged pupils, more motivation to succeed in school.</p> <p>Every young person needs high-quality careers guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality careers guidance.</p> <p>These actions will address the Gatsby Benchmarks, specifically 1, 5, 6, 7 and 8.</p>	3, 6
<p>Effective transition practices to support disadvantaged pupils through the transition process. Disadvantaged pupils from primary schools identified and encouraged to participate in additional transition events and opportunities. This will include additional transition lessons and opportunities to visit the school.</p> <p>Maths primary project to recommence to allow disadvantaged pupils to experience a role of greater responsibility and challenge themselves.</p>	<p>CFEY identifies, 'a disproportionate impact of the transition between primary and secondary school on disadvantaged pupils' social and emotional learning and academic self-confidence'.</p> <p>Secondary schools engaging with primary partners allows the early identification of barriers to the learning and progress of disadvantaged pupils.</p>	4

Total Budgeted cost: £146,000

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Due to Covid-19, performance measures for 2020 and 2021, including examination results, have not been published and will not be used to assess impact in schools.

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenges addressed (previous barriers)	Impact and Reviews of Implementation
<p>Recovery curriculum.</p> <p>Using the schools aims and values to help all pupils (including disadvantaged) move forward.</p> <p>Building a framework for disadvantaged pupils that is personalised and considers individual learning need, wellbeing and promotes positive development.</p> <p>Differentiation and planning for those pupils who have not engaged in on-line learning (higher probability that these are disadvantaged).</p> <p>Supporting the wellbeing of pupils (both disadvantaged and non-disadvantaged) through the language we use to build confidence with their learning and motivate them.</p>	<p>Every pupil's experience of Covid 19 will have been different and the impact both in social norms and daily structure will be more apparent on their return.</p> <p>Many pupils will have experienced different levels of disruption to their learning routine during the Covid 19 lockdown.</p> <p>Pupils (especially disadvantaged) may have experienced anxiety due to lost learning.</p>	<p>A: pastoral issues B: low aspirations C: organisation and retention of learning G. Covid-19</p>	<p>Recovery curriculum being delivered and evidenced in schemes of learning and lesson observations.</p> <p>Assessments adapted across Faculties to account for missed learning and be more robust in their approach - this will continue into 2021-22.</p> <p>Disadvantaged tracker was used to some extent to monitor and provide intervention where needed. This will need to be further developed in 2021-22.</p>
<p>Home learning / Blended learning</p> <p>Ensure disadvantaged learners have means to access the learning from home.</p> <p>Staff to be trained and become more proficient in using Google Suite, Zoom and SMHW to support quality first teaching in a new way. They must consider methods that will best support their disadvantaged learners.</p> <p>To plan high quality lessons to be</p>	<p>To pre-prepare and adapt T&L in the event of partial closure ensuring that quality first teaching remains a priority even remotely.</p> <p>During lockdown pupils will have been learning in lots of different ways. It is vital that skills for learning are explicitly taught to ensure a consistency of learning is taking place remotely.</p> <p>Pupils (especially disadvantaged) may experience further anxiety if there is</p>	<p>A: pastoral issues B: low aspirations C: organisation and retention of learning G: Covid-19</p>	<p>Laptops provided for disadvantaged learners to access learning from home.</p> <p>iPads provided to staff to support learning for those self-isolating.</p> <p>CPD provided to a representative from each Faculty re Google Drive, which was cascaded to staff in Department Development Time.</p> <p>Whole staff CPD delivered on Zoom.</p>

<p>used remotely.</p> <p>To ensure pupils are explicitly taught skills for learning (metacognition) in case of partial closure.</p>	<p>more disruption to learning.</p>		<p>Staff proficient in use of such technology, however further support to be offered in 2021-22.</p>
<p>Stability and consistency:</p> <p>To continue with formalised seating plans, but ensure this is done via SMHW. The purpose is to ensure consistency across school and to reflect a mix of disadvantaged and non-disadvantaged to ensure continued exposure to higher level vocabulary.</p>	<p>Consistency in seating plans within the classroom contribute to a sense of continuity and stability across each subject. In general, a more regimented environment helps pupils, especially disadvantaged pupils, to feel in control of their studies.</p> <p>Assessment of disadvantaged pupils' work highlights that vocabulary is a key area for development, in line with national themes. Richer vocabulary leads to better quality exam responses and therefore attainment in literacy-based subjects</p>	<p>A: pastoral issues B: low aspirations C: organisation and retention of learning</p>	<p>Staff Bulletin identified strategies for staff to use with disadvantaged students to increase vocabulary awareness.</p> <p>CPD disseminated by Humanities to all Faculties re. their strategy to ensure disadvantaged learners are exposed to high level vocabulary.</p> <p>Vocabulary strategies shared centrally on Google Drive for Deputy Directors to cascade to Faculty.</p> <p>Formal seating plans checked by Senior Leadership team and shared on Google Drive.</p> <p>Evidence of effective classroom management through lesson observations. This has created a suitable environment for disadvantaged students to focus on their learning.</p>
<p>To continue prioritising quality first teaching</p> <p>'Keeping the most important things, the most important things'</p>	<p>The Sutton Trust report (2011): The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.</p> <p>Quality first teaching more integral than ever due to Covid-19 lockdown in closing the gap between disadvantaged and non-disadvantaged.</p>	<p>C: organisation and retention of learning F: study skills and exam preparation G: Covid-19</p>	<p>Performance of disadvantaged and non-disadvantaged was formally tracked across all Year groups. This includes progress and ATL in classwork, behaviour and homework.</p> <p>2021 TAGs data will not be used to address areas for development, however all 2021 data (including disadvantaged group) was analysed by AHT Raising Standards and discussed in Raising Standards meetings with Heads of Faculty.</p> <p>Lesson observations show evidence of quality first teaching and learning across the school and where there are areas of concern these have been addressed through appropriate support strategies.</p>
<p>Memory retrieval:</p> <p>To embed a range of memory retrieval strategies in all subjects via frequent low-stake testing in each subject area.</p> <p>Ensure memory retrieval activities are 'spaced' to recap learning from the beginning of the course and not just last lesson.</p> <p>Embed retrieval strategies</p>	<p>Research has shown that when used constructively retrieval practice improves the long-term memory recall of pupils. This in turn can improve pupils' application skills and their ability to transfer their knowledge to new concepts and situations. This is a key study skill and will be essential in closing the Covid Gap between disadvantaged and non-disadvantaged learners.</p>	<p>C: organisation and retention of learning F: study skills and exam preparation G: Covid-19</p>	<p>Lesson observations and SMHW evidenced the use of retrieval strategies being used on a frequent basis. These strategies have been embedded into schemes of work and will be further developed in 2021-22.</p> <p>Retrieval strategy awareness was used as part of the whole school 'narrowing the gap project' within Faculties.</p> <p>CPD relating to retrieval strategies was shared and centrally located on</p>

throughout the course. Embed memory retrieval homeworks.			Google Drive for Deputy Directors of Faculty to disseminate to staff during Department Development Time.
Catch up premium for study sessions to improve metacognition.	There is a need to narrow the progress gap between disadvantaged and non-disadvantaged pupils, but also to ensure disadvantaged pupils have necessary study skills to enable effective completion of homework and revision (KS4).	C: organisation and retention of learning F: study skills and exam preparation G: Covid-19	Catch up sessions were put in place across all subjects for disadvantaged learners to access. Attendance of disadvantaged learners was tracked and letters sent home to encourage attendance to catch up. Heads of Faculty identified students who they felt needed additional support.

Targeted academic support (for example tutoring, one-to-one support, structure interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenges addressed (previous barriers)	Impact and Reviews of Implementation
<p>Focused mentoring of disadvantaged Year 11 pupils:</p> <p>To monitor and offer additional intervention as appropriate through mentoring and wellbeing support in order to improve readiness to learn.</p> <p>Pastoral team (including Heads of Year) to provide specific pastoral support to Year 11 students</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Intervention will focus primarily on this group due to the lost learning in terms of 'face to face' contact during the Covid 19 lockdown.</p> <p>A closer collaboration between pastoral and academic to provide support with well-being, which in turn aids readiness to learn as well as mental health of disadvantaged pupils. The rationale is to remove any barriers to academic success through improved metacognition and to track progress and performance.</p>	<p>A: pastoral issues B: low aspirations C: organisation and retention of learning D: attendance F: study skills and exam preparation G: Covid-19</p>	<p>Wellbeing checks carried out by the Pastoral Team and Heads of Year during the period of on-line learning.</p> <p>Support provided for those students facing particular challenges. Mental Health 1st Aiders were trained and made available for students to access.</p> <p>Focus students identified by Heads of Year and a range of strategies implemented to support them - this was formalised through line management meetings with AHT Behaviour and Attitudes.</p>
<p>Enabling pupils to become 'word rich':</p> <p>Explicit teaching of vocabulary within each subject and during form time ensuring all pupils have the opportunity to become 'word rich'.</p>	<p>Robust evidence shows that children with reading difficulties who are exposed to explicit vocabulary teaching benefit three times as much as those who are not.</p>	<p>C: organisation and retention of learning F: study skills and exam preparation</p>	<p>Whole school focus on vocabulary promoted through 'Word of the Week' being taught explicitly in Form via Frayer Model Method.</p> <p>Line management meetings monitored the arrangements put in place within Faculties for disadvantaged learners.</p> <p>Lesson observations provide evidence of challenging vocabulary and staff explicitly teaching subject specific vocabulary.</p>

English and Maths intervention for identified pupils	<p>The EEF Report (June 2020) on improving Mathematics in KS2 and 3 showed that over half of pupils eligible for free school meals did not achieve expected levels in maths. The Covid 19 lockdown will have highly exacerbated this.</p> <p>The Children's Commissioner Report (April 2020) states that school closures are likely to have widened the gap further between disadvantaged and non-disadvantaged.</p>	<p>C: organisation and retention of learning F: study skills and exam preparation G: Covid-19</p>	<p>Quality first teaching seen in observations with a continued focus on long term memory.</p> <p>Maths and reading intervention has taken place where possible.</p> <p>2021 TAGs data will not be used but was analysed by AHT Raising Standards to identify patterns similar to 2019 externally validated data.</p> <p>Evidence of suitable support in Maths and English lessons for underperforming disadvantaged students.</p>
<p>Attendance:</p> <p>Continued targeted intervention by attendance officer and pastoral team.</p>	<p>We cannot improve attainment for children if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>NFER Report (February 2019) Improving KS4 outcomes of pupils from disadvantaged backgrounds is a priority. Absence rates are strongly associated with KS4 outcomes</p>	<p>A: pastoral issues D: attendance E: parental engagement G: Covid-19</p>	<p>Focus on attendance during period of self-isolation due to Covid and lockdown learning. Attendance monitored over Zoom lessons via registers on SMHW. Pastoral team tracked attendance and contacted home when necessary to ensure disadvantaged pupils could access the online learning and were encouraged to do so.</p> <p>Post lockdown, Attendance Officer monitored attendance of all students, including disadvantaged and Heads of Year put suitable support in place for students with low attendance.</p> <p>Reintroduction of attendance rewards.</p>
<p>Targeted meetings with parents /carers of specific disadvantaged pupils who are not making the required progress, not completing homework or with behavioural/attendance problems, or pastoral matters impacting on studies. This includes remote learning if partial lockdown becomes necessary.</p>	<p>Interventions within school can only go so far to improving the attainment and progress of disadvantaged pupils. Buy-in from parents/carers and support with intervention strategies at home are essential.</p>	<p>D: Attendance E: parental engagement G: Covid-19</p>	<p>Parents' Evening was conducted via Zoom and parents of disadvantaged learners were strongly encouraged to attend.</p> <p>Parents of non-attendees contacted.</p> <p>Head of Year and Heads of Faculty ensured an effective home school partnership for those students who were causing concern either academically or pastorally.</p>

To continue with Prefect mentoring of Year 7 disadvantaged pupils to ensure readiness to learn and to support pupils' wellbeing.	Given the difficulty that some disadvantaged pupils experience in the transition to secondary school, mentoring by older pupils from Year 11 can help Year 7 pupils to settle in, to feel organised in their studies and to have someone closer in age to discuss any issues. Prefect mentoring will take place taking into account social distancing measures.	A: pastoral issues B: low aspirations C: organisation and retention of learning	Library support targeted at Year 7 to encourage reading and increase confidence. Prefect mentoring will be developed in 2021-22 to ensure this is more effective.

Wider strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenges addressed (previous barriers)	Impact and Reviews of Implementation
Completion of pupil voice questionnaires for all disadvantaged pupils.	Pupil questionnaires of all disadvantaged pupils have taken place in 2018/19 and 2019/20. It is essential that new surveys are completed by disadvantaged learners taking into account barriers to learning and wellbeing due to Covid-19 lockdown. The surveys should also take account of any partial closures which may occur. Capturing changing attitudes and behaviours in this unprecedented time is vital to assess whether our strategies around engagement and attainment of disadvantaged pupils are delivering the desired improvements.	A: pastoral issues B: low aspirations D: attendance G: Covid-19	Pupil voice questionnaires completed and AHT collated all responses. Pupil voice incorporated questions related to lockdown learning to measure 'lost learning' and to capture attitudes and behaviours as a result of the January lockdown. Where concerns were identified these were shared with Heads of Year and Heads of Faculty to ensure support strategies were put in place.
Subject disadvantaged tracker with disadvantaged as standing item on Faculty meetings.	Capturing the status and required progress of disadvantaged pupils in a single tracker by subject can help to provide clarity and focus minds on areas for individual improvement and broader classroom priorities.	C: organisation and retention of learning E: parental engagement	The tracking of disadvantaged learners began to be initiated via the 'Narrowing the Gap' project emphasising greater use of SISRA amongst staff to measure the gap between disadvantaged and non-disadvantaged learners. Disadvantaged students have been added as a standing item on Head of Year and Head of Faculty line management meetings.
Raising the profile of extra-curricular activities and monitoring the attendance of	Council for Learning Outside the Classroom – Paper on Using Pupil Premium funding for learning outside of the classroom highlights	B: low aspirations	The promotion of extra-curricular across Faculties initiated by the coordinator of clubs.

disadvantaged pupils to improve readiness for life.	the importance of the role extra- curricular activities play in engagement in school life and with studies.		Attendance of clubs will be further formalised in 2021-22.
ASPIRE Programme in connection with TLR Challenge.	Raise aspirations of Year 9 and 10 disadvantaged pupils. Aim that all more able disadvantaged pupils engage with their own career paths. More-able disadvantaged will see in school role models to encourage them to think about life beyond Year 11.	B: low aspirations	This did not take place due to Covid restrictions but a variety of careers information and opportunities have been provided for pupils.
ASPIRE Programme University visit	Last year's visit to University was a success for the disadvantaged pupils who attended. It confirmed that the aspirations of disadvantaged pupils can be altered by exposure to new experiences they may not have considered, encouraging them to pursue the option of higher education and improving their readiness for life beyond Year 11.	B: low aspirations	This did not take place due to Covid restrictions.
Army day	It is important for our disadvantaged pupils to be exposed to a variety of possible career opportunities, and the positive messages of personal development and discipline being communicated will be inspirational for some of our pupils, encouraging them to consider life beyond Year 11.	B: low aspirations	This did not take place due to Covid restrictions.
Subject specific careers: All Faculties to identify careers specifically connected to their subject area. These are to be explicitly highlighted to pupils when the opportunities present themselves and must be identified within schemes of work.	It is important for our disadvantaged pupils to be exposed to a variety of possible career opportunities and make connections with subject areas. Linking subjects to careers they may never have considered has the potential to be inspirational and will encourage pupils to consider life beyond Year 11.	B: low aspirations	All subject areas have identified subject specific careers and have started to incorporate this into their curriculum progression models and schemes of work. This will be further developed in 2021-22.
Monitoring of access to careers advice for disadvantaged pupils	As part of the Gatsby Benchmarks, our students are entitled to a range of careers advice and opportunities to ensure they are fully informed of future opportunities and to improve their readiness for life.	B: low aspirations E: parental engagement	Careers Advisor employed giving support and advice. Careers co-coordinator implemented strategies across school e.g. partnership with careers companies. Careers related to subject areas promoted in classes when opportunities arise as evidenced in lesson observations.
Ensure that all rewards include fair balance of disadvantaged pupils including reward and educational trips.	Council for Learning Outside the Classroom – Paper on Using Pupil Premium funding for learning outside of the classroom highlights the importance of the role extra-curricular activities play in engagement in school life and with studies. This includes school trips and educational visits.	A: pastoral issues B: low aspirations C: organisation and retention of learning	Introduction of virtual praise postcards designed to acknowledge, reward and motivate over lockdown learning. Whilst these were not monitored, a number of rewards were given to disadvantaged learners. Greater clarity in the whole school rewards in line with behaviour and rewards policy. Whole school

			rewards to be monitored in 2021-22.
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Externally provided programmes

Programme	Provider
No external programmes took place due to COVID 19 restrictions	