

Closing the Gaps Strategy & Spending 2021-22

PP Allocation for 2021/22: £36,290

<u>Focus</u>	<u>Spending</u>	<u>Rationale</u>	<u>Staff lead</u>	<u>Chosen Strategies</u>	<u>Desired Outcomes</u>
COVID-19 catch up and emotional support	Laptops/ device provision Tracking software Counselling	Education Endowment Foundation (2020) discovered that PP students could have fallen behind by two months during the pandemic. The Education Policy Institute (2020) states that some PP students can be as far as 18 months behind their more advantaged peers by Year 11. A very small minority of our PP students are behind their progress level pre-pandemic. However, figures show that they are still achieving highly in comparison to non-PP Grammar School Students.	PH/ AHA	SISRA and classroom monitoring. One to one meeting with relevant students The school's new 2021 Pupil Premium Strategy to be implement from September	Eradicate any issues associated with home learning that led to even one pupil falling behind
Mentoring & Intervention	Percentage of Achievement Mentor salary	Individuals identified through CATS analysis & other internal data.	AHA/ LMcL	Continued employment of Achievement Mentor Adhering to whole school assessment policy	Improved attainment & progress from intervention starting points. No disadvantaged attainment gap. Reduction in PP needing intervention throughout the year.

	Percentage of support staff salary	<p>The OECD's Deputy Director for Education research into Pupil Premium spending discovered that spending on education support staff was found to positively affect the attainment of Pupil Premium pupils. He surmised that a £1,000 increase in spending on education support staff can increase PP scores by 7%. Furthermore, a number of other studies have consistently found that additional spending on Pupil Premium students can improve attainment by 0.289 standard deviations (just over a term's progress) compared to 0.222 standard deviations for non-PP pupils.</p>	PH/ AHA/ HDE/ LMcL	Additional monitoring and mentoring sessions	No disadvantaged attainment gap.
	Pupil Premium Coordinator	<p>To constantly monitor behaviour as a plethora of research including Mocan (2002), show that poor behaviour and attainment levels are inextricably linked with a negative correlation. A study performed by the Institute for Fiscal Studies suggests that the socio-economic gap in attainment may be reduced by improving attitudes and behaviours amongst Pupil Premium children. They hypothesised that improving a Pupil Premium child's behaviour and attitude could result in a 25% reduction in the GCSE attainment gap.</p>	PH	<p>Constant behavioural monitoring</p> <p>Continue to compare behaviour data (e.g. house points, sanctions) between PP & Non-PP.</p>	<p>To reduce all negative behavioural issues prevalent with our PP students as the DfE revealed that pupils known to be eligible for and claiming free school meals (FSM) had a permanent exclusion rate of 0.28 per cent and fixed period exclusion rate of 12.54 per cent - around four times higher than those who are not eligible (0.07 and 3.50 per cent respectively). They surmised that any form of exclusion means that a PP student is missing vital learning</p>

	Pupil Premium Coordinator	Tucker (2013), performed a study on how best to support pupils who are considered to be in danger of temporary or permanent exclusion from secondary school. After using primary research data he concluded that secondary school managers and behaviour support staff need to adopt comprehensive and appropriately resourced pastoral care policies and practices that have the capacity to both formally and informally respond to the needs of vulnerable young people at risk of being excluded from school. Our Pupil Premium boys go through the same formal procedures for accumulating negative sanctions that all of our students do i.e., reports etc. However, these one-to-one behavioural meetings also allow us to provide the informal behavioural provisions that are necessary for maintaining good behaviour.	PH	One-to-one behavioural and attainment meetings Weekly behavioural meetings with problematic students	time and therefore is negatively impacting on his attainment. Reduce behavioural issues
	Attendance monitoring	There is a direct correlation to attendance and exams, with (Chen and Lin, 2010) discovering exam attainment levels 9.4 to 18.0% superior for those	PH/ JG	Constant attendance monitoring	PP attendance levels to match the school target of 95% Eradicate the attainment gap between PP and non-PP pupils

	Payment for Vocab Express (Spanish)	with high attendance compared to students with low attendance levels. Figures show a need to implement additional support within Spanish.	HG	Monitoring PP homework and attainment throughout the year using Vocab Express	Eradicate the attainment gap between PP and non-PP pupils Early identification for interventions
KS2 Transition	Identify and meet with all Y7 PP students to familiarise with them and let them know they have additional support (Pupil voice) Subsidising rugby camp	Early intervention needed in response to eradicate underachievement in the 'Wasted Years' 98% of the 2019 Y7 parents said the camp was 'invaluable'. Research on importance of enrichment on progress & confidence. Establish friendship groups for PP moving by themselves. Research on 'The Wasted Years' and closing gaps as early as possible for maximum impact.	PH/ LMcL PH/ LD	Analysis of KS2 and CAT data to plot early intervention. Year 5 and 6 Sports Camp – improved social interaction & confidence. Introduce pupils to activities that are stereotypically out of reach of deprived families and therefore remove financial barriers to participation.	All PP making at least expected progress at the end of 1 st Year exams. All PP students to attend 2 extra-curricular clubs. All PP attendance to be above 97% in 1 st year. Motivate PP students to represent the school extra-curricularly
KS3 Rigour/Pitch	Percentage of Head of Year 7, 8 and 9 TLRs.	Response to The Wasted Years & importance of early intervention for maximum impact.	LMcL	Growth Mind-set Use of Praise Use of Primary HT's in QA Review of grades entered for KS3 data drops.	Both KS3 years to show progress for PP pupils.

				Learning Programmes Monitoring	All KS3 schemes of work to continue to include GCSE content & language.
Attitude to Learning	Percentage of Behaviour Mentor salary. PP Coordinator	Research on Growth Mind-set & importance of positive AtL linked to outcomes.	HoY/ PHO/ HDE	Growth Mind-set Use of Praise Continue to compare behaviour data (e.g. house points, sanctions) between PP & Non-PP. Success = improved gap compared to previous years. Additional homework sessions for pupils achieving sanctions for lack of homework	Comparison of detentions & exclusions. Rewards evening – PP analysis for AtL.
Raising Aspirations	Funding enrichment opportunities related to the curriculum. Financial aid for extra-curricular trips,	Ofsted Pupil Premium report states that it is imperative for schools to ensure that all pupils have equal access to the curriculum. National statistics on disadvantaged pupils show lower numbers of students from lower income families attending university. At SAC we want all students to aim high regardless of background or circumstances. Financial aid for extra-curricular trips can eradicate the barrier of exclusion	PHO/ LCO PHO	Enrichment opportunities Department careers focus	PP pupils to be given leadership roles within student body. Oxbridge, RG & university applications. To motivate PP students to work, and behave, well throughout the year

	<p>including our rewards-based trips at the end of the year (if trips are possible this year).</p> <p>Continued funding of EBAC subjects</p>	<p>from activities that can further enhance learning outside of the classroom.</p> <p>Only two out of last year's 8 PP Year 11 students electives qualified for EBAC</p>	<p>PHO/ PGR/ ACH</p>	<p>Rewards-based activities at the end of the year where financial status cannot be a barrier</p> <p>Evaluation of option choices Increased advertisement/ focus of EBAC subjects (Current years:</p>	<p>Increase in the number of PP pupils choosing EBAC subjects</p>
Staff Training/CPD	<p>As necessary – session on PP strategies & research planned for staff and trainee staff. Resources & photocopying will be required.</p>	<p>Whole-school policy shows Pupil Premium as a target group.</p>	<p>PHO/ PGR</p>	<p>Focused T&L PP sessions Agreed whole school approach 8 Essentials for Pupil Premium is now printed into staff planners NQT and new staff specific PP session</p>	<p>All staff to have attended specific PP session by the end of the year. All staff aware of the PP strategy & key ideas/aims.</p>
Parental Engagement	<p>PP Coordinator</p>	<p>Islam (2019), researched the effects of parental engagement on a child's attainment results and revealed that the introduction of regular parent-teacher communication resulted in student attainment dramatically increasing. He found that the very real benefits of parental engagement included enhanced learning in English, Maths and Science. Furthermore, students were motivated to spend increased time studying, their confidence around exams grew and so, too, did their ambitions.</p>	<p>PHO/ HDE</p>	<p>PHO strives to see each PP student's parents at Parents' Evening (COVID-19 dependent).</p> <p>Analysis of attendance at parents' evening & other key events.</p> <p>Prioritised booking.</p> <p>Constant parent-teacher communications if necessary.</p>	<p>All parents to have attended Parents' Evening or to be contacted where not possible.</p> <p>All parents to quickly respond to any issues or initiatives implemented</p>

Numeracy Across the Curriculum	CPD Resources	Analysis of some KS2 data/CATs. Continued focus on numeracy across the curriculum	ACH/MSI (TBC)	Two experienced members of staff have this area linked to appraisal targets. PP Maths data analysis & pupil voice on numeracy across subjects.	Successful numeracy policy in place with successful completion of areas agreed for focus on the separate numeracy action plan. Improvement in Maths results
Study & Revision Support	Percentage of Achievement Mentor salary PP Coordinator	Individualised interventions based on mock data and analysis of topics within each subject.	PH/AHA	Use of split lunchtime with free staff for KS4 and 5 students PP Ambassador in each faculty	All students to have access to necessary revision documents and attend additional classes Improvement in GCSE results compared to mock results
Income & Material Deprivation (Equipment & Uniform)	Finance lacking equipment that will directly affect a PP student's attainment	Ensuring that financial deficit does not cause a lack of equipment	PHO	Textbook scheme Subject teachers speak to PHO	All students to have access to textbooks No gap in PP v non-PP behaviour records for lack of equipment Analysis of attendance at enrichment opportunities.

<u>Focus Area</u>	<u>Spending</u>
50% of salary for Achievement Mentor	£12,500
Food provisions for PP boys and supervisors	£9,457
Percentage of salary for Behaviour Mentor	£5,000
TLR for Pupil Premium Co-ordinator	£2,833
Support for Enrichment Activities related to the curriculum	£2,000

Success-based rewards	£1,500
Percentage of KS3 Director of Learning TLRs	£1,000
COVID-19 catch-up/ support	£1,000
Rugby Camp subsidy/participation	£500
Equipment & Uniform	£500
	Total £36,290