

Closing the Gaps Strategy & Spending 2019-20

PP Allocation for 2019/20: £32,000

| <u>Focus</u> | <u>Spending</u> | <u>Rationale</u> | <u>Staff lead</u> | <u>Chosen Strategies</u> | <u>Desired Outcomes</u> |
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| Mentoring & Intervention | Percentage of Achievement Mentor salary | Individuals identified through CATS analysis & other internal data. | AHA | 6th Form Mentors 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 | 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) | PH | Additional monitoring and mentoring sessions | No disadvantaged attainment gap. |

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| | | <p>compared to 0.222 standard deviations for non-PP pupils.</p> | | | |
| | 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 time and therefore is negatively impacting on his attainment.</p> |
| | Pupil Premium Coordinator | <p>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</p> | PH/ HG | <p>One-to-one behavioural and attainment meetings</p> <p>Weekly behavioural meetings with problematic students</p> | <p>Reduce behavioural issues</p> |

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| | | 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. | | | |
| | 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 with high attendance compared to students with low attendance levels. | 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) | 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 | Early intervention needed in response to eradicate underachievement in the 'Wasted Years' | PH/ LMC | Analysis of KS2 and CAT data to plot early intervention. | All PP making at least expected progress at the end of 1 st Year exams. |

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| | <p>they have additional support (Pupil voice)</p> <p>Subsidising rugby camp</p> | <p>98% of last year's Y7 parents said the camp was 'invaluable'.</p> <p>Research on importance of enrichment on progress & confidence. Establish friendship groups for PP moving by themselves.</p> <p>Research on 'The Wasted Years' and closing gaps as early as possible for maximum impact.</p> | PH/ LD | <p>Year 6 Sports Camp – improved social interaction & confidence.</p> <p>Introduce pupils to activities that are stereotypically out of reach of deprived families and therefore remove financial barriers to participation.</p> | <p>All PP students to attend 2 extra-curricular clubs.</p> <p>All PP attendance to be above 97% in 1st year.</p> <p>Motivate PP students to represent the school extra-curricularly</p> |
| KS3 Rigour/Pitch | <p>Percentage of KS3 Director of Learning TLR.</p> | <p>Response to The Wasted Years & importance of early intervention for maximum impact.</p> | LMC | <p>Growth Mind-set</p> <p>Use of Praise</p> <p>Use of Primary HT's in QA</p> <p>Review of grades entered for KS3 data drops.</p> <p>Learning Programmes Monitoring</p> | <p>Both KS3 years to show progress for PP pupils.</p> <p>All KS3 schemes of work to continue to include GCSE content & language.</p> |
| Attitude to Learning | <p>Percentage of Behaviour Mentor salary.</p> <p>PP Coordinator</p> | <p>Research on Growth Mind-set & importance of positive AtL linked to outcomes.</p> | HOH/ PHO/ HB | <p>Growth Mind-set</p> <p>Use of Praise</p> <p>Continue to compare behaviour data (e.g. house points, sanctions) between PP & Non-PP. Success = improved gap compared to previous years.</p> <p>Additional homework sessions for pupils achieving sanctions for lack of homework</p> | <p>Comparison of detentions & exclusions.</p> <p>Rewards evening – PP analysis for AtL.</p> |

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| Raising Aspirations | <p>Funding enrichment opportunities related to the curriculum.</p> <p>Financial aid for extra-curricular trips (including our rewards-based trips at the end of the year).</p> <p>Part Tour funding dependent on target-based criteria.</p> <p>Continued funding of EBAC subjects</p> | <p>Ofsted Pupil Premium report states that it is imperative for schools to ensure that all pupils have equal access to the curriculum.</p> <p>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.</p> <p>Financial aid for extra-curricular trips can eradicate the barrier of exclusion 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/ LCO</p> <p>PHO</p> <p>PHO/ JC/ ACH</p> | <p>Enrichment opportunities</p> <p>Department careers focus</p> <p>Rewards-based activities at the end of the year where financial status cannot a barrier</p> <p>Evaluation of option choices Increased advertisement/ focus of EBAC subjects (Current years: Year 11: 33% Year 10: 43% Year 9: 46%</p> | <p>PP pupils to be given leadership roles within student body. NEET figure = 100% Oxbridge, RG & university applications.</p> <p>To motivate PP students to work, and behave, well throughout the year</p> <p>Increase in the number of PP pupils choosing EBAC subjects</p> |

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| Staff Training/CPD | As necessary – session on PP strategies & research planned for staff and trainee staff. Resources & photocopying will be required. | Whole-school policy shows Pupil Premium as a target group. | PHO/JCU | 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 | All staff to have attended specific PP session by the end of the year. All staff aware of the PP strategy & key ideas/aims. |
| Parental Engagement | PP Coordinator | 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. | PHO/HBU | PHO strives to see each PP student's parents at Parents' Evening. Analysis of attendance at parents' evening & other key events. Prioritised booking & all to meet with PHO Constant parent-teacher communications if necessary. | All parents to have attended Parents' Evening or to be contacted where not possible. All parents to quickly respond to any issues or initiatives implemented |
| Numeracy Across the Curriculum | CPD Resources | Analysis of some KS2 data/CATs. Continued focus on numeracy across the curriculum | ACH/MSI | 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 | Individualised interventions based on mock data and analysis of topics within each subject. | PH/AHA | Use of form time KS4 and 5 Mentors | All students to have access to necessary revision documents and attend additional classes |

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| | PP Coordinator | | | PP Ambassador in each faculty | 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> |
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| TLR for Pupil Premium Co-ordinator | £2,757 |
| 50% of salary for Achievement Mentor | £12,500 |
| Percentage of salary for Behaviour Mentor | £5,000 |
| Percentage of KS3 Director of Learning TLRs | £1,000 |
| Support for Enrichment Activities related to the curriculum | £2,000 |
| Rugby Camp subsidy/participation | £500 |
| Equipment & Uniform | £500 |
| CPD staff training and necessary supplies | £500 |
| CPD course for PP coordinator | £600 |
| Success-based rewards | £1,500 |
| Food provisions for PP boys and supervisors | £5,143 |
| | Total £32,000 |