

## Pupil Premium Funding Strategy (including LAC funding and Year 7 'Catch Up')

1. Summary information					
<b>School</b>	The Sir John Colfox Academy				
<b>Academic Year</b>	2021-22	<b>Total PP budget</b>	£153,125	<b>Date of most recent PP Review</b>	Sept 2021
		<b>Additional LAC funding</b>	£ 2,856		
		<b>Year 7 Catch Up funding</b>	£ 0		
		<b>Total</b>	£155,981		
<b>Total number of pupils</b>	844 (incl 100 in Post 16).	<b>Number of pupils eligible for PP</b>	21.09% 178 (incl 13 post-16)	<b>Date for next internal review of this strategy</b>	Jan 2022

2. Current attainment (GCSE results from summer 2021)				
	Pupils eligible for PP at Colfox	Pupils eligible for PP (national average)	Pupils not eligible for PP (national average)	
<b>Progress 8 score average</b>	-0.8			
<b>Attainment 8 score average</b>	3.4	4.2	5.5	
<b>% achieving Grade 5 in BASICS</b>	14%	34%	59%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
<b>A.</b>	Literacy Levels of the Disadvantaged low ability group
<b>B.</b>	Middle ability disadvantaged achievement in years 8 and 11
<b>C.</b>	Social and Emotional Skills
<b>D.</b>	Home Learning Completion
<b>E.</b>	Accessing greater participation and extra-curricular opportunities

<b>F.</b>	Transition – Nurture schools recognise that periods of transition/change are difficult for many children	
<b>External barriers</b>		
<b>F</b>	Attendance – particularly persistent absence	
<b>G</b>	Economic Hardship	
<b>H</b>	Low Aspiration	
<b>J</b>	Lack of cultural, academic and early-educational experience at home	
<b>K</b>	Mental health issues including anxiety, depression and self-harm	
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Literacy and Numeracy skills of low prior attainment disadvantaged students in Key Stage 3 are improved.	One to one /small group intervention in Maths will ensure 85% students are meeting their attainment band targets
<b>B.</b>	Progress of disadvantaged students is in line with other students in the school.	Progress gap will be reduced.
<b>C.</b>	Reduction in Persistent Absence of disadvantaged students in year 10-11	Current PA will decrease from 19% to 14%
<b>D.</b>	Home learning completion by disadvantaged group will increase.	HNC reports will show 25% reduction in this group.
<b>E.</b>	Disadvantaged student participation in school events will increase.	25% will achieve the new House Points Level 3 award.  All Disadvantaged students will be engaged in at least one extracurricular activity.  % of disadvantaged students participating in D of E award will increase.
<b>F.</b>	Targeted use of funding will enable disadvantaged students to access learning support as appropriate.	All PP students in Year 11 are actively using resources and materials provided by school as part of their individual study.  Year 11 under-achieving disadvantaged students will be mentored. Additional careers guidance group in year 11 to enhance mentoring, support and guidance.

<b>G.</b>	Motivation of disadvantaged students to rise so that more of this group will see education and further education as a key part of their personal plans.	100% of Year 10 Disadvantaged students to engage with a positive work experience placement.  Zero NEET numbers from target group
<b>H.</b>	Ensure that Disadvantaged 6 <sup>th</sup> form students are encouraged in their aspiration to attend university and follow academic programmes into HEI.	65% of PP students in Year 13 move into HE.
<b>I.</b>	Enhanced Transition will see a decrease in pastoral referrals (y7 and y11) as well as a decrease in NEET figures (y11).	Increased engagement of parents in parent's evenings and meetings regarding pastoral care and academic progress. Decrease in the number NEET (Not in Education and Employment) in year 12 (2021)

#### 5. Planned expenditure

<b>Academic year</b>	2021-22
----------------------	---------

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
-----------------	--------------------------	---	---	------------	--------------------------------------

<p>Home Learning completion by PP group will improve.</p>	<ul style="list-style-type: none"> <li>• Provision of laptops for PP students.</li> <li>• Knowledge organisers accessible on the website for all subjects.</li> <li>• Homework is set on Teams with access to learning resources.</li> <li>• Homework club is offered to students M – Th 3.30 – 5.00 pm</li> <li>• SEN homework club is offered to those students who need additional support with homework.</li> <li>• CPD programme investigating strategies to improve independent learning.</li> <li>• HOY to focus on academic outcomes alongside pastoral support.</li> </ul>	<p>Our evidence informs us that students who complete regular and quality homework make better progress in school.</p>	<p>SLT to check H/W is provided for all online. CD/LNW will share with SLT the results from HNC reports and targeting of students who are not completing HWK will ensure that follow up actions take place.</p>	<p>CD/LNW, ED, SEN Team and all HOF</p>	<p>Termly.</p>
<p>For all staff to be aware of our disadvantaged students; to be aware of barriers and how to support them more effectively. This will be used by teachers to ensure QFT.</p>	<p>Pupil Passports will be produced for all PP students which will include:</p> <ul style="list-style-type: none"> <li>• Barriers to learning</li> <li>• Student identified support needed</li> <li>• For years 7 and 8, CAT4 scores and summary of learning needs.</li> <li>• CAT4 tests to be undertaken for all PP students.</li> <li>• Reading test scores</li> </ul>	<p>Best practice reports show this to be one of most important aspects of an inclusive teaching and learning approach.</p>	<p>KS3 and KS4 leaders will monitor progress on termly basis to identify subjects/teachers where students are not making appropriate progress. HOF to follow up as appropriate.</p>	<p>JBG and HOY</p>	<p>Termly</p>

To raise literacy levels of Disadvantaged students in Year 7 and 8.	<ul style="list-style-type: none"> <li>• Reading programme in years 7 and 8 – 2 hours per week.</li> <li>• Literacy workshop – Bank of Dreams and Nightmares – 6 week creative writing.</li> <li>• WRAT4 assessments undertaken.</li> <li>• Literacy targets on all department improvement plans.</li> </ul>		Literacy Co-ordinator (EL)		Termly review.
Raise maths achievement of Disadvantaged students who are falling behind target levels.	<ul style="list-style-type: none"> <li>• Additional teaching group put into each year, so 6 groups instead of 5 to enable smaller groups.</li> <li>• Small group intervention run by HLTA</li> </ul>	The impact of small group and 1:1 intervention has been significant when it has been well targeted.	Overseen by Heads of maths	KDJ/CED, JBG	Termly review following data input.
To motivate students academically and promote their aspirations through a mentoring programme led by NFB.					
<b>Total budgeted cost</b>					<b>£40,500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased literacy levels of SEN students with disadvantaged status.	Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups.	Evidence based research highlights these interventions to be a significant factor in raising levels of attainment in literacy.	Overseen by SENCO/Assistant SENCO	JBG/CB	Termly review.

Effective personal academic support for Disadvantaged students.	Personal Academic Mentoring for those disadvantaged who are under-achieving. New appointment of mentor - SRM	1:1 or small group support is a highly effective tool for students in supporting learning and aspirations.	NFB will lead this for all KS4 students in school and review progress.	LNW	End of term and year review.
Effective guidance for staff and students regarding learning and personal support strategies.	Referrals to Educational Psychologist – school employs private psychologist and has access to County psychologist. Referral to level 7 dyslexia specialist in school or to SENSS. Referrals to CAMHS.  Reports and advice to be circulated to staff and included on pupil passports where appropriate.	Evidence based research on the effectiveness of EP involvement.	SENCO will monitor strategies and review success and liaise with all teaching staff.	JBG	Termly SEN review and end of year.
Raised attainment at Key Stage 4 for Disadvantaged students.	Small group intervention: <ul style="list-style-type: none"> <li>• During tutor time – maths and English and science.</li> <li>• Lunchtime</li> <li>• After school</li> </ul>	This has proved effective in our experience when targeted appropriately.	HOF to oversee student’s selection and revision approaches.	LNW and HOF	End of year review.
Disadvantaged students with specific SEMH needs have personal support.	Inclusion Centre programmes including ELSA and Nurture Group.	Inclusion Centre programmes and nurturing programmes are successful in supporting students with emotional needs.	Inclusion Lead for the school will be monitoring the quality of delivery and reporting to Pastoral Form chaired by the Head.	NP	End of year review.

Disadvantaged students in need of high tier support will have more immediate access.	Project Aspire Mentor School Counsellor Specialist Careers Advisor employed by school for 2 days per week - Marc Truyens	The CAMHS waiting list is over 6 months long and there is always an issue for students in need of higher tier work.	Heads of School via pastoral form will have their recommendations for this support reviewed and agreed.	LNW and HOY	End of year review.
Targeted careers and post 16 guidance provided for disadvantaged group	Project Aspire will be delivering 9 sessions of targeted careers and post 16 education support to the chosen group in year 11	Reducing NEETs amongst the disadvantaged group is important for those in transition to post 16 education.	NDP to oversee FF from Project Aspire	NDP/AT	End of nine week review
6 <sup>th</sup> Form Disadvantaged students are able to attend university open days and become inspired to apply.	Funding travel and accommodation as required for all approved open day visits.  Waterstone's scholarship prize awarded to disadvantaged student.	It is important Disadvantaged students are able to experience the universities they might be considering and raise their awareness.	Head of 6 <sup>th</sup> and Deputy Head of 6 <sup>th</sup> will help identify opportunities for Disadvantaged students.	AT/TS	End of Year review
6 <sup>th</sup> Form Disadvantaged students can choose and study the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged 6 <sup>th</sup> formers. All key texts, revision guides and study materials to be purchased.	Funding travel to appropriate learning centres is essential to enable an appropriate study programme.	Vocational leader, connexions and Head of 6 <sup>th</sup> will all ensure the scheme is advertised and there is take up from Disadvantaged students.	GF/AT/TS	End of year review
Enhanced Transition package implemented for students in year 7	Specific transition meetings with Yr. 6 staff to share what have been successful learned and intervention strategies. Progress/Pastoral review followed by meeting with parents	It is good practice to continue with already working strategies. In addition inclusion staff will work with year 6 and 7 pupils on a one to one basis to ensure smooth transition.	CD will monitor this in Key Stage 3 learning reviews.	CD/GF/NP	End of term data reviews.

Specialist careers group created in year 11 to assist with intervention. SEMH and transition to year 12.	Inclusion team and Aspire charity have been redirected to manage a small group of underachieving students to support in year 11.  Mentoring programme with SRM.	Small group intensive support will reduce progress gap and support a decrease in disadvantaged NEET numbers	GF/Aspire Trust	NDP and NFB/SRM	End of year GCSE data review
6 <sup>th</sup> Form Disadvantaged students are able to access curriculum trips to help support their learning.	Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.	It is essential to access the course.	Head of 6 <sup>th</sup> to oversee with HOF	AT	End of year review
<b>Total budgeted cost</b>					<b>£60,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Better enrichment for Disadvantaged students.	Access to trips, STEAM activities and visits that support learning and aspiration.  Appointment of STEAM co-ordinator.	Feedback from students who have had access to trips and visits.	Participation co-ordinators will review termly at SLT meetings.	AT/AS	Termly Review.
Disadvantaged students participate more in school events including teams and arts productions.	Positive discrimination - Participation co-ordinators and mentors will support this programme	We believe that participation in school events, including D of E, teams and the Edge is a vital part of the sense of belonging we aim for.	SLT will review termly as Participation coordinators bring their progress to termly SLT.	JCM,NB, SRM, AT	Half - Termly review.



The performance of Disadvantaged students in all key stages is mapped and monitored in progress and attainment terms.	KS4 pastoral team will review and present data on this entire group. LNW and CD (KS3) will identify wave 1, wave 2 and wave 3 strategies as appropriate and implement. Disadvantaged meeting with governors form part of this process.	National research shows the impact of the having 'Pupil Premium Champion' (and governor specific to PP) - and the benefits of specifically tracking the performance of this Disadvantaged group.	LNW/CD will present disadvantaged data to SLT and to the trust board/governing body.	CD/LNW /HOY/(Gov)	Termly review.
All Disadvantaged students have access to required additional resources.	Purchase recommended texts and revision guides for all Disadvantaged students.	It is essential that Disadvantaged students have access to necessary learning resources.	Emma Dixon will liaise with faculties in ensuring the desired resources are provided and updated annually.	LNW/ED	End of year review.
All Disadvantaged students have access to compulsory and optional uniform to feel part of school.	Guaranteed Uniform Support.	It is essential to school life to be in clean and have high self-esteem in full uniform and new optional PE kit.	Head of PE will monitor groups and target Disadvantaged who might benefit from 'team' kit. Tutors and Heads of School will monitor general uniform needs.	CD/LNW	End of year.
Better attendance for Disadvantaged group.	Half termly monitoring of this group and report to Pastoral Forum by Heads of School. Followed by home visits, panels and DCC involvement.	Target group monitoring on attendance has worked with other 'groups' e.g. PA and this can be applied to Disadvantaged students.	Pastoral form is chaired by the Deputy Head teacher who will report to trust board on the attendance of the group.	HOY	End of Each Term as census figures are confirmed.
Improved contact with Hard to Reach disadvantaged students	Parents evening/Success evening – disadvantaged parents contacted first to enable them to book appointments. Parents evenings run via video call will enable more parents to access them.	Personal invites from school over the phone, combined with follow up with parents who do not attend	HOY to check list and direct calls	CD/LNW/ HOY	End of year parents evening attendance data
Tightening of Behaviour for Learning Sanctions will improve the learning from our Disadvantaged students.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Target group monitoring on behaviour has worked with other 'groups' e.g. SEN Support and this can be applied to all Disadvantaged.	Pastoral and Progress Board is chaired by the Deputy Head teacher who will report to Trust Board on the attendance of the group.	SLC	End of term review of overall data at SLT.

Provide appropriate curriculum support for Persistently absent or disaffected Disadvantaged students.	Use funding to assist inclusion support or Dual registration support from PRUs or other alternative providers.	We have a record of success with inclusion and dual registering; working with students and enabling successful reintegration back into main school life.	Heads of year work with PRU and other alternative providers staff to discuss programmes and phased reintegration to school.	CD/LNW/HO Y	On-going.
Ensure progress of LAC group	LAC lead teacher to report to MLT and DCC on the use of LAC funding to support progress.	It is a statutory and necessary part of our support for children in care.	LAC lead teacher will meet with cares and manage the programmes of support and feedback to Head.	CD/LNW	On-going.
A greater range of education and services for students with mental health problems is made available	Increased capacity in school for students to see ELSA, counselling, advisory and inclusion staff.	Access to mental health services externally are limited due to the high demand on health and social services	Pastoral staff to triage need appropriately to a range of services and provision to be mapped and evaluated	NDP/EW Aspire	Provision mapping ongoing and yearly review
<b>Total budgeted cost</b>					<b>£57,481</b>

## 6. Review of expenditure 2020-21

Previous Academic Year

**Due to covid restrictions data collected during 2020-21 does not convey a realistic view of students' achievement – formal assessments were not undertaken during the year.**

**The lessons learned from the previous year need to be embedded as the school returns to normal learning.**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Home Learning completion by PP group will improve.	Completion rates to be analysed half-termly and communication with home and support from homework club guaranteed.	Gap for students meeting expectations were narrow in most subjects. Y7 – no gap or positive gap in Sci, French, Music, Technology and Math – bigger gaps in Art, Drama, Comp and PE. In year 8 gap had widened in more subjects including Sci, Hist, RE but narrowed in PE and Comp Sci. Expressive Arts is the widest gap	Knowledge organisers and Pre-Set homework will provide a base from which PP children can work at home with less reliance on parental engagement with home learning. Students issued with DFE laptops enabled them to keep up with work set by teachers.  DFE laptops do not have licences for virus protection software at home which limits their effectiveness in 2021-22.	Nil
For all staff to be aware of our Disadvantaged students and consider all aspects of their progress.	Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.	No formal observations were undertaken in 2020-21	Cover teachers are provided with a folder of seating plans with the PP students seating arrangements indicated	Nil cost.

For the learning of Disadvantaged students to be carefully considered.	Lesson plans will discreetly identify specific strategies and resources for Disadvantaged students.		Additional teaching of English and Maths remain in the curriculum for those in year 7 and 8 with the weakest literacy and numeracy. The school will continue with one to one and small group teaching after school with our external tutor. KS4 Strategies like the walking talking mocks and personalised intervention plans, worked well, certainly before half term. After this attendance to these sessions dropped. A focus on the 'memory' aspects of the new curriculum, for example the new research projects and effective wave 1 teaching will continue	Nil cost
To raise literacy levels of low ability Disadvantaged students in Year 7 and 8.	Extra literacy teaching Groups Key Stage 3 for low ability groups instead of a 2 <sup>nd</sup> MFL.		This is a very important part of our school strategy to support the literacy of low ability disadvantaged students, it will continue. However the lower ability groups are larger as there is no longer sufficient teaching availability to split the lower groups.	£15,000
Increased literacy levels of the very weakest students with Disadvantaged status.	Intervention in SEN dept. with Learning Support including 1:1 dyslexia support, 1:1 SALT, small group teaching groups.	The literacy programme was delivered in school and through Teams during lockdown. Very specific literacy support was provided to the weakest year 11 students to enable them to achieve their GCSEs.	This is a very important part of our school strategy to support the reading and writing of low ability disadvantaged students and will continue.	£15,000
Raise maths achievement of Disadvantaged students who are falling behind targets levels.	1; 1 and small group intervention from specialist maths TA.		This was very important in raising the arithmetic performance of this sub group. Where the sessions were small group or 1:1 based, the biggest impact was made, and this is where we need to focus our efforts for the group.	£10,200

Staff are better informed about students' needs and can plan more effectively for their learning	SENSS assessment to identify areas of strength and weakness in terms of a learning profile.	Training was provided to all staff in January 2021 which focussed on supporting students with SENSS assessments of dyslexia.	Target in class support and intervention of PP/SEN cross over students' needs to be considered carefully in 2019/2020, in light of the cancellation of holiday intervention.	£700
Home Learning completion by PP group will improve.	Completion rates to be analysed half-termly and communication with home and support from homework club guaranteed.	Evidence shows that year 11 made some late gains, with almost 0.5 grades of progress made post-mock examinations. Effective Wave 2 intervention helped the disadvantaged group close the gap on their non-disadvantaged peers.	A full review of the results in exams pre and post half term will indicate how much impact the extended year would have had on the disadvantaged. Early indications are that this will continue.	Nil cost
For all staff to be aware of our Disadvantaged students and consider all aspects of their progress.	Class Profiles will be compulsory with the identification of Disadvantaged students, alongside other key groups.	Learning review 1 indicated that attendance and behaviour of the disadvantaged group in year 11 was strong. However a focus on the PA in year's 9 and 10 was needed. The second learning review concluded that there was no correlation between attendance and progress in the year 11 mocks. However further analysis, post results showed a stronger relationship between the two.	A continued focus on the attendance of the disadvantaged group in upper school is needed. This included earlier intervention from the head of school, attendance officer the creation of a high needs tutor group, all vulnerable both to further absence and underachievement.	Nil cost
<b>Total budgeted cost</b>				<b>£40,500</b>
<b>Total spent</b>				
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Effective personal academic support for Disadvantaged students.	Personal Academic Mentoring for those disadvantaged who are under-achieving (Key Stage).	Mentoring continued on-line and in person. Additional support was provided to enable those students who were not able to attend the assessments for GCSE in school to take them elsewhere.	Wider 'Raising Achievement' seminars may be a better way to target this sub group as not all mentoring relationships are positive. As a result some will be continue to be mentored but all will receive wider Raising Achievement support.	Nil (staff time)

Effective guidance for staff and students regarding learning and personal support strategies.	Educational Psychologist intervention.	Appropriate staff were contacted following EP involvement with students. Reports are available to all staff via Bromcom and Email..	Employing our own MLT EP has been a significant step forward as the ability to direct the specificity of the intervention means the outcomes have been more personalised. We will continue this approach.	£5,000
Raised attainment at Key Stage 4 for Disadvantaged students.	Holiday school teaching.	This was not undertaken.		
Disadvantaged students with specific SEMH needs have personal support.	Inclusion Centre programmes including ELSA and Nurture Group.	There has been an increase in the number of students showing anxiety about attending school. The Inclusion Centre and SEND has supported these students through the provision of individual workspaces and individualised timetables. This	Tracking of the PP group needs to expand to include those seeking one to one support from the holiday youth club, now part of our inclusion staff remit.	£5000
Disadvantaged students in need of high tier support will have more immediate access.	Project Aspire Mentor School Counsellor(s) Youth Support workers x 2 Inclusion Services	The improved new location and staffing of the centre made a real difference for all users, especially the disadvantaged. 58 disadvantaged students were part of the discrete support groups, which were integral to supporting SEMH need and raising attendance. 14 were targeted by ELSA and Nurture Support.	We have learned that the earlier students are brought into the more formal SEMH support, the better. Year 7 students have benefited from a more focussed 'Enhanced Transition' and this will continue, with the inclusion team being used as outreach in the primary schools in 2019-20. A new counsellor (Free) is providing an additional 2 hours for free.	£34,000
Targeted careers and post 16 guidance provided for disadvantaged group	Project Aspire will be delivering 9 sessions of targeted careers and post 16 education support to the chosen group in year 11	Between the ELSA workers, the school counsellor, ASPIRE and youth worker many students had access to 1:1. Over 35% of these were disadvantaged. Within normal counselling and CAHMS referral times we would estimate than 30% of this cohort would have received 1:1 support before the end of the year. This was a significant intervention and for many students almost certainly meant they were able to stay in school.	Outside support for vulnerable PP students continues to decline. For 2020/21 Project Aspire will continue to work on a new transition project to help vulnerable year eleven students make informed decision about post 16 education.	£2,000

6 <sup>th</sup> Form Disadvantaged students are able to attend university open days and become inspired to apply.	Funding travel and accommodation as required for all approved open day visits.	The bursary received some 4 applications to help with transport to university.	Wider publicity is needed in the 6 <sup>th</sup> form tutor programme and presentations to further the good work of this fund.	Nil cost
6 <sup>th</sup> Form Disadvantaged students can choose and study the most appropriate courses without financial cost.	Funding travel to Yeovil College for all Disadvantaged 6 <sup>th</sup> formers. All key texts, revision guides and study materials to be purchased.	PP students in the 6 <sup>th</sup> form were equally successful in accessing higher education as their non- PP counterparts.	The success of the Partnership has been a driver for record Post 16 participation at school. The marketing of the success will be very important and it is clear that free travel in this rural area is necessary for our disadvantaged group. Funding for travel to Yeovil is to be arranged for disadvantaged students (through	£3500
Enhanced Transition package implemented for students in year 7	Specific transition meetings with Yr. 6 staff to target their learning through intervention strategies. Progress/Pastoral review followed by meeting with parents	Senior staff calls to parents and follow up to parents evening saw an increase in attendance at the first parents evening. The second parents evening had a smaller uptake. This strategy is working well with hard to reach parents and encourages greater communication.	The same policy remains in place.	Nil cost
Specialist tutor group created in year 11 to assist with intervention. SEMH and transition to year 12.	Inclusion team have been redirected to manage a small group of underachieving students to support in year 11.	The year 11 SEMH tutor group have all gone on to college/6 <sup>th</sup> form to secure courses, ranging from level 1-3. Progress and vitally, attendance (PA only 7%) of this group improved steadily throughout the year.	A careers programme for SEMH PP students remains in place for the year 2019/20. The targeted group in year 11 are smaller so more focused intervention can take place. There are also less vulnerable PP students in this group.	£2,000
6 <sup>th</sup> Form Disadvantaged students are able to access curriculum trips to help support their learning.	Funding for all necessary curriculum trips e.g. Biology/Geography Field Trip.	Trips and visits did not run in 2020/21	This is an important part of our Pupil Premium Funding guarantee for all 11-19 students and will continue into 2018-19. Funding for curriculum trips arranged for disadvantaged students (through bursary).	
<b>Total budgeted cost</b>				<b>£57,000</b>
<b>Total spent</b>				<b>£57,900</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Better enrichment for Disadvantaged students.	Access to trips, STEM activities and visits that support learning and aspiration.	Trips and visits did not run.	Careful monitoring of clubs and activities require senior leaders to challenge staff to greater levels of representation by PP.	
Disadvantaged students participate more in school events including teams and arts productions etc.	Positive discrimination - House Coordinators to half-track termly participation and share with SLT.	One of the principal roles of the HCo in each house is to encourage buy in from PP students this has worked well in the past. Rewards (junior/senior and house) prize giving to target these students.	.	£10,000
The performance of Disadvantaged students in all key stages is mapped and monitored in progress	KS4 RAT teams and MH will review and present data on this entire group. MH and CD (KS3) will identify wave 1, wave 2 and wave 3	A greater number of parents of disadvantaged students engaged with parents evenings through video call rather than have to travel to school.	This will also happen in 2021 but not just for parents evening. A target list will be put together for events such as the 'Year 11 Path to Success' presentation.	Nil cost
All Disadvantaged students have access to required additional resources.	Purchase recommended texts and revision guides for all Disadvantaged students.	Positive discrimination means provision of all revision materials, without request from parents.0.17 P8 indicated this paid off again.	Continue this action. In 2019 it will be cheaper as all year groups have moved to the new GCSE so one purchase profile for all is required only.	£3949
All Disadvantaged students have access to compulsory and optional uniform to feel part of school.	Guaranteed Uniform Support	Disadvantaged students continued to access alternative provision at the learning centres, In 2020/21	Referring students to alternative provision providers is becoming more difficult as thresholds increase and availability decreases. Staff need to work even more closely with CAMHs and other medical professionals to ensure appropriate provision for those disadvantaged students in need of alternative curricular support.	£1641



Better attendance for Disadvantaged group.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Attendance data does not reflect a true picture as increased anxiety about covid led to parents keeping students off school.	Support from DCC was not effective this year. A small number of PA PP students had a large impact upon data. Many of these are no longer with us - though a core of persistently absent PP students in year 10 need to receive early intervention from school, DCC and if required, quicker fixed penalty notices in 2021/22.  This is a priority of 2021/22	£5000
Improved contact with Hard to Reach disadvantaged students	Parents evening/Success evening repeat calls	A greater number of parents of disadvantaged students engaged with parents evenings through video call rather than have to travel to school.	Will continue to build on success in 2019/20.	Nil cost
Tightening of Behaviour for Learning Sanctions will improve the learning from our Disadvantaged students.	Monthly monitoring of this group and report to Pastoral Forum by Heads of School.	Under the new BfL set, total numbers of sanctions, especially subject removals for PP are down - this means that fewer disadvantaged students are missing lessons than under the old system.	The number of students accessing the BFL during removal is still over represented by PP, particularly those with an SEN/ASD. The SEND behaviour specialist will continue to work with those most at risk.	£4800
Provide appropriate curriculum support for Persistently absent or disaffected Disadvantaged students.	Use funding to assist inclusion support or Dual registration support from DLC.	.	.	£21023
Ensure progress of LAC group	LAC lead teacher to report to MLT and DCC on the use of LAC funding to support progress.	Poor attendance, failure to attend PEP meetings and lack of Social services support means that progress in the LAC group was poor. One was P-ex, one was PA.	Despite a detailed and enhanced package of provision for LAC students it is clear that earlier intervention for LAC students is needed. However, this is not always possible as increasingly students can enter and leave the care system during their education at the school. 2 LAC's are on roll in 2019-20.	£4600 Lac Funding

A greater range of education and services for students with mental health problems is made available	Increased capacity in school for students to see ELSA, counselling, advisory and inclusion staff.			
				<b>Total budgeted cost</b> £55,410 <b>Total spent</b> £55,013

Total Budget: £152,910  
Expenditure: £153,813  
Overspend £903.20p

## 7. Additional comments

As a school, we are committed to raising the achievement levels of this vulnerable group. We review our strategies regularly and are mindful to observe national research on the most effective ways to support students who are 'Disadvantaged'.

As a result of the school's significant success in 2015 at GCSE we were invited to contribute to this via the Social Mobility Commission on Low-income pupils' progress at secondary school (February 2017).

Outcomes at Keys Stage Four and Five in the academic year's 2017-18 were also very strong, with 2018/19 also being above national average, and our provision for the disadvantaged was praised in what was a very strong Ofsted report, in March of 2018.

We have a designated teacher in charge of overseeing the progress of Disadvantaged students and we report to the local Board of Governors on their performance. We have a governor who assumes responsibility for this aspect of our work (currently S Wakely).

Our School Improvement Plan sets specific targets relating to the performance of this group and we are striving to close the gaps for all Ability Groups compared to their 'national non Disadvantaged' groups as well as comparing them to a like for like 'Disadvantaged' comparison.

This planning format provided by the national college for the use of our 'Pupil Premium' funding and we are attempting to be as specific and targeted as possible in our support for this group. However, we know that despite initial plans changes will occur 'in year' that may mean we decide to adapt our planning and divert more resources to a different area.

Our school business manager is responsible for tracking the specific spending of Pupil Premium funding and our Pupil Premium Champion Responsible for writing the plan and revising the content. In addition, House Coordinators, Heads of School and Inclusion staff are Responsible for ensuring that individuals get the support they need.