



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
CPD	£78,064	
Behaviour support	£72,948	
Pledge	£50,000	

## Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium								
<b>Academic year</b>	2020-2021		<b>Total PP budget</b>		£573,365	<b>Date of most recent PP Review</b>	N/A	
<b>Total number of pupils</b>	958		<b>Number and %age of pupils eligible for PP</b>		585	61%	<b>Date for next internal review of this strategy</b>	4/21
	<b>KS3</b>	<b>KS4</b>			<b>KS3</b>	<b>KS4</b>		
<b>Number of PP eligible pupils by key stage</b>	372	213	<b>Budget split by key stage</b>		£355,260	£203,415		
<b>Allocation of PP funding</b>	<b>Ever 6</b>		<b>£558,675</b>	<b>LAC</b>	<b>£14,070</b>	<b>Service Children</b>	<b>£620</b>	

Current achievement					
2020 Outcomes (Centre Assessed Grades, including any upward adjustment in final awards)	Pupils eligible for PP (previous year in brackets)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – most recent year available)	UL target for PP pupils	Difference outcome to previous year (RAG)
Progress 8 score average	-0.95 (-1.39)	-0.52 (-1.36)	0.13		+0.44
Attainment 8 score average	31.52 (28.76)	40.61 (31.89)	50.1		+2.76
4+ Basics	29.36% (24.1%)	20.91% (41.5%)	71.5%	41%	+5.26%
5+ Basics	11.93% (9.8%)	25.45% (20%)	50.1%	16%	+2.13%
5+ GCSEs including English and maths (9-4)	28.44%	50.91%		42%	

- This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP, which is information school leaders, including governors, should know.
- The national average column is the same for all schools and shows how your PP data compares against national for nonPP. (Early in the academic year this will have to be NA for the previous year.)
- The (previous year) in brackets shows whether your outcomes are rising or falling.
- The final column RAG rates the rise or decline in PP achievement.
- For summer 2020, the school should calculate this analysis based on Centre Assessed Grades awarded. Although there is no public reporting of headline data for 2020, school leaders should still review and reflect on the achievement of PP-eligible pupils as assessed by subject leaders and on the impact of strategies to support disadvantaged pupils (prior to lockdown).

2. Planned expenditure 2019 – 2021 (including how you will spend the 2020 Catch-Up premium)		
i. Quality teaching for all		
Action	Intended outcome	Cost
Recruitment of subject specialists and experienced teaching staff to improve the quality of instruction experienced by pupils. Lead Practitioners in	All pupils have the opportunity to progress through our curriculum and be successful with the end goals. Improving teaching raises the likelihood of success for all pupils but is disproportionately beneficial for disadvantaged pupils.	£31,720 (% of salary)
Training for early career teachers through the Salford cluster NQT Program and UL united teaching ITT program	Implement a consistent model of teaching and learning strategies with a continuing focus of not allowing any pupils to 'opt out' in the classroom. <ul style="list-style-type: none"> <li>PP pupils' attainment and progress is in line with non-PP pupils.</li> </ul>	£1,169.50
CPD leading to school wide implementation of TLAC strategies and the use of Rosenshine principles	<ul style="list-style-type: none"> <li>Embed a broad and balanced curriculum at both key stages which is ambitious, aspirational for all and designed to give pupils the knowledge and cultural capital they need to succeed in life.</li> <li>Further improve classroom practice throughout the curriculum to ensure pupils are stretched and encourage to strive for better.</li> </ul> <p>Continue to develop staff skill, expertise and understanding of pedagogical techniques using TLAC strategies and Rosen shines principals</p> <p>All faculty areas to consider and plan for underachieving groups of pupils, particularly those eligible for PP. All staff employ deliberate strategies in line with the school's teaching and learning handbook that target closing the gap for PP pupils.</p>	£78,064

Introduction of the instructional coaching program resources	To maintain teaching as the top priority. Weekly CPD will focus on improving the quality of teaching and learning.	£284
Knowledge organisers Paused for term 2 – Restart term 3.	All pupils provided with Knowledge organisers, which provide, in detail, the key knowledge needed for each subject they study.	£3,912 (£1304 unspent)
Revision Guides	KS4 pupils provided with revision guides to help support their GCSE and examination studies.	£7,500 (£2000 unspent)
Teaching and Learning IT infrastructure	Replace and update all teaching and learning IT equipment including Surface Pros and new projectors to maximise the potential of pedagogy in the classroom resulting in better progress for disadvantaged pupils.	£27,770.66
<b>Total budgeted cost</b>		<b>£150,420.16</b>

ii. Targeted support and intervention		
Action	Intended outcome	Cost
Whole school literacy lead.  Whole school literacy taught across both key stages.	Improved literacy levels of all pupils to improve and ensure all pupils can access the full curriculum. The literacy strategy, re-launched in September 2020, has four key strands; <ul style="list-style-type: none"> <li>○ Whole school reading with form tutors.</li> <li>○ Reading age monitoring through NGRT testing. Analysis of this identifies cohorts of pupils who will undertake the Direct Instruction Literacy programme at an appropriate level.</li> <li>○ Closing the vocabulary gap</li> <li>○ Reciprocal reading.</li> </ul>	£33,963.58 (% of salary)
Debate Mate	To improve levels of oracy across the school, increase enjoyment with the curriculum and improve the communication skills of disadvantaged pupils.	£1,850
E Library	Improve the tracking of reading ages and ensure this informs interventions which are regularly reviewed.	£1,345
Develop a structured reading strategy, which includes systematic testing and tracking of data		£6,499
CEIAG programme Connections	To increase the percentage of disadvantaged pupils applying for their post-16 destination. Provide bespoke and personalised CEIAG programme that give disadvantaged pupils and the experience and understanding of aspirational future career opportunities	£13038.75 (% of cost)
Hardship fund	To ensure that no disadvantaged child experiences barriers to their learning due to lack of resources. Improve attendance of disadvantaged pupils and the progress they make across the curriculum.	£60,000
Increase opportunities for bespoke activities/projects to be offered through school to improve accessibility to. (PLEDGE activities)	Authorise funding of bespoke, innovative projects to improve access to and engagement of eg PLEDGE activities or other activities that will help reduce the gap and improve self-esteem and participation in school activities	

<b>Total budgeted cost</b>	<b>£116,696.33</b>
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<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Behaviour team	<ul style="list-style-type: none"> <li>A reduction in the number weekly average of C2's issued to DP half term by half term.</li> <li>The gap between the numbers of C2's issued to DP and non DP narrows half term on half term.</li> <li>The following criteria are proportionate to the number of the % of DP in school.                             <ul style="list-style-type: none"> <li>Number of FTE issued to DP below</li> <li>% of pupils with one FTE below</li> </ul> </li> <li>The ratio of exclusions given to DP compared to non DP pupils narrows significantly-in 2019/20 it was 4:1</li> </ul> <p>Disruption free learning resulting in progress for disadvantaged pupils in line with national average.</p>	£72,948
Track and review the data detailing classroom disruption on a regular basis to identify issues involving DP then plan intervention for individual DP.		
To interrogate behaviour data to identify DP at risk of permanent or multiple fixed term exclusions then plan intervention that supports and mentors pupils at risk of exclusion both individually and in small groups. Alternative Provision		
External behaviour intervention		
Improve the attendance of disadvantaged pupils	<p>To improve the attendance rates of disadvantaged pupils so that they are at least in line with national average. Pupil outcomes improve across both key stages as a direct result of attending more lessons.</p> <ul style="list-style-type: none"> <li>For the number of DP with good attendance (above 95%) to improve half term on half term.</li> <li>In a non-COVID situation for the overall attendance of DP to be above and persistent absence to below the national average for DP.</li> </ul> <p>During the COVID epidemic- for the overall attendance of DP to be above and persistent absence to below the regional average for DP</p>	£31,968
Provide food vouchers		£3000
Behaviour and engagement support (AP)	Improve behaviour, participation and success in lessons with a lasting impact on progress in lessons so that disadvantaged pupils make progress in line with national average.	£78789.89
<b>Total budgeted cost</b>		<b>£204,205.89</b>

iv. Catch-Up strategies (including transition Y6-Y7)		
Action	Intended outcome.	Cost
Direct Instruction	Pupils to 'catch up' closer to chronological reading age. NGRT baseline compared to termly testing to show improvements.	£1,599.58
Improve literacy skills in PP EAL pupils		£14336.04 (% contribution of salary)
<b>Total budgeted cost</b>		<b>£15,935.62</b>

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Intended Outcome	Cost
Review the Identified SEND pupils against roll of each year group using sources such as exclusions, progress data, staff referrals and parental requests to ensure that no needs are not historically identified, and then moving forward that all needs for DP are identified early and intervention planned.	The standards of DP who are SEN is in line with their non DP peers and with school averages: <ul style="list-style-type: none"> <li>○ Attendance</li> <li>○ Progress</li> <li>○ C2's</li> <li>○ Exclusions</li> </ul>	£5,000
Specialist small group interventions are in place to give additional support to individual groups of DP needs pupils' (above their entitlement) including both academic but also crucially SEMH.  Where needed additional external support is sourced from EP so that the waiting time for assessment of DP is reduced.		£32,633  £10,000 in EP costs.
<b>Total budgeted cost</b>		<b>£47,633</b>



3. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)			
i. Quality teaching for all			
Action	Impact	Lessons learned. (and whether you will continue with this approach)	Cost
Training of all teaching staff to deliver high quality online learning.	Staff received training in the effective use of Microsoft teams and how to apply assessment strategies during online lessons. This ensured teaching matched the needs of the pupils.	Further investment is required to provide a consistent VLE that improves access and the experience of both the teacher and pupil.	N/A  Within overall CPD cost.
Purchase of Chromebook computers to allow access to online learning.	A greater number of our pupils had internet access using an appropriate device. Laptops and 4G dongles given to pupils allowed them to access online lessons and continuity of their education.  All families were audited to ascertain their IT access. This allowed us to prioritise KS4 and PP pupils when allocating IT equipment.	This approach was successful and rightfully prioritised. This allowed the most vulnerable pupils to access learning throughout the lockdown period. Continued IT investment will allow us to continue this offer and support learners in future periods of home learning.	£24,192 (% of cost)

Engagement tracking and follow up.	This allowed form tutors to make contact each week to ensure pupils were logging in to online lessons and provided solutions to any home learning issues. Pupil engagement improved consistently throughout the lockdown period. Heads of Faculty were also able to track content coverage and adapt the curriculum appropriately for the pupils return in September.	Curriculum leads have used this process each time there have been periods of home learning. This has resulted in repeated review and adaptation of the curriculum to meet the needs of pupils.	N/A
Investment in online subscription to support online learning.	All pupils have had access to high quality online resources that allow the pupil and teachers to track retention of knowledge.	These resources are being reviewed each year to ensure that they are suitable and meet the needs of pupils.	£1,400
Providing alternative lesson resources.	Paper resources were provided to pupils that requested them. This ensured continuity of learning.	This provision has continued throughout all periods of home learning.	£3,500
School based learning for the most vulnerable	In school lessons provided for the most vulnerable pupils and the keyworker provision.	Pupils were able to access their lessons remotely via Microsoft teams with the support of staff if needed.	N/A
<b>Total Budgeted Cost</b>			<b>£29,092</b>

- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

- During lockdown a suite of live lessons were offered to year 11 pupils as they were identified as most vulnerable due to the time sensitivity of their studies. All other year groups were given access to additional resources in order to continue with some form of study.
- A number of our pupils did not have access to online resources due to lack of equipment. They were given the opportunity to collect paper resources. Due to the lack of online/live responses from these pupils it was difficult to gauge how successful they were in providing a continuation of learning for all pupils.
- We have now been able to provide all year 11 pupils with equipment to enable them to access online resources. This process is currently working down through the year groups, when finished all pupils will have access to online learning.

ii. Targeted support and intervention			
Action	Impact	Lessons learned. (and whether you will continue with this approach)	Cost
Provide access to IT equipment.	All PP pupils in year 11 were given access to IT equipment to ensure continuity of learning.	Yes, we will look to roll this offer out further to more year groups as the investment continues and more equipment becomes available.	Covered in quality teaching for all budget
Food parcels and meal vouchers available for all PP pupils	Meals were provided for pupils whilst not attending school during closure.	Essential for disadvantaged pupils	FSM
<ul style="list-style-type: none"> <li>• How did you target the needs of PP pupils during lockdown?</li> <li>• How successful were you and how do you know?</li> <li>• What lessons did you learn?</li> </ul>			
<p>The initial priority was to ensure that PP pupils had access to the highest quality online resources. This meant the identification of need, procurement and rollout of IT equipment. All year 11 were given access first, and then PP pupils deemed most in need as identified through the parent survey after. The impact observed was an increase in attendance and improved learning for this group. Attendance figures were tracked, and form tutors contacted home to encourage attendance where needed. In future periods of lockdown, we have learnt the most effective techniques to use when delivering live lessons and we are still assigning development time to increase skill levels of all staff so we can continue this offer throughout the academic year.</p>			

<b>iii. Behaviour and Attendance improvement strategies</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned. (and whether you will continue with this approach)</b>	<b>Cost</b>
Provide emergency food parcels.	Emergency food parcels were provided to families of greatest need (pre known and emerging due to covid – awaiting benefit changes/exceptional circumstances)	Essential for disadvantaged pupils. Efficient communication process established to aid consent gathering.	£500
Additional support for identified PP	Following initial identification of increased need, identified pupils received: Daily phone calls (PAYG mobiles) Home visits Purchase of additional resources to support remote learning (eg art materials (Paints, weaving etc) – increase engagement, revision guides (Maths/English) to support home learning.		£200
At least weekly pastoral phone calls to all pupils carried out by: Behaviour team Attendance team Safeguarding team Form tutors	Continued regular communication between school and home. Barriers to remote lesson engagement identified and solutions put in place. Identification of possible safeguarding concerns.		Within behaviour and attendance improvement strategies cost
SEND pupils contacted by SEND team		Helped school to understand the experiences of SEND pupils and their families when access remote lessons.	Within SEND improvement strategies cost
<b>Total Budgeted cost</b>			<b>£700</b>

<b>iv. Catch-Up strategies (including transition Y6-Y7)</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned.</b> (and whether you will continue with this approach)	<b>Cost</b>
Transition days moved to start of term without any pupils in school.	Y7 got to experience school without any concerns regarding older children and form tutors were free to spend the day with them to support settling in	Worked well and should be considered for future.	£2,500
Transition book-The Boy at the Back of the Classroom purchased for Y6 pupils and activity booklet distributed to all new pupils.	New year 7 pupils continued to engage in reading during lockdown to reduce loss of progress in reading.	Worked well consider how this may be used in their first week in secondary.	£1182
Virtual Open evening	Pupils and parents able to meet new Headteacher and key staff. Presentation of materials in readiness for September		N/A
<b>Total Budgeted cost</b>			<b>£3,682</b>

<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>			
<b>Action</b>	<b>Impact</b>	<b>Lessons learned.</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional funding for EHCP SEND (£500 per pupil)	Additional funding used to ensure pupils had access to bespoke resources and digital materials to support learning. During lockdown ongoing contact with identified pupils was also in place.	Additional funding during this unprecedented period was vital in ensuring pupils with SEND received bespoke resources to support during lockdown.	£5000
Bespoke provision for PP pupils with identified SEN: <ul style="list-style-type: none"> <li>• Phased reintroductions</li> <li>• Visits during August to witness Covid bubble arrangements.</li> <li>• Use of social stories to boost understanding of current situation.</li> <li>• Increased contact with parents to enable setting of pre-learning and monitoring of pupil progress.</li> </ul>	SEN pupils coped with re-opening of schools with careful management of anxieties around reopening and understanding of global pandemic.	This approach worked well, and this bespoke arrangement should be considered in the future.	Within SEND improvement strategies cost.
<b>Total Budgeted cost</b>			<b>£5000</b>