Eden Boys' School, Preston

Pupil Premium Strategy 2020-21

1. Introduction

Pupil Premium funding received by Eden Boys' School, Preston this year will focus on promoting equality between disadvantaged pupils and their peers. The premium was first introduced in April 2011 and is allocated on the following basis for 2020/21; £955 per pupil registered for free school meals at any point in the last 6 years, £2,345 per pupil for Looked After Children (LAC) and £310 per pupil for children of service personnel. Nationally, these pupils achieve at a level significantly below their peers on all key indicators.

The number of pupils and the financial allocation to Eden Boys' for the previous three years can be seen in the table below. The initial allocation for 2020/21 is £144,000 for 135 pupils. The annual allocation is not expected to rise significantly than previous years as we are near to full capacity across all year groups.

	2016/17	2017/18	2018/19	2019/20	2020/21
Looked After Children	Nil	Nil	Nil	Nil	Nil
Children of service personnel	Nil	Nil	Nil	Nil	Nil
Total Number of Pupils	48	58	87	135	133
Total Allocation	45,270	£54,230	£81,345	£113,135	£144,000

The school uses this funding to ensure all disadvantaged pupils achieve their full potential and are supported in ensuring no gap exists with their peers. Each school can decide how to spend the premium to raise attainment levels for disadvantaged pupils. New guidance drafted by the Education Endowment Fund and commissioned by the Government has been issued which provides a report on the use of premium (Pupil Premium: Reference 120197: September 2012) outlined how the premium had been used in 262 schools. The report highlights the difficulty in disaggregating pupil premium funding from general school funding.

The following document details specific actions together with costs and impact for each element of our pupil premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve pupils' life chances.

2. Current Attainment 2019/20

	Pupils eligible for PP (School)	**Pupils eligible for PP (National 2018-19)**
Progress 8 score average	1.33	-0.45
Attainment 8 score average	49.0	46.5
% of pupils attaining grades 9-5 in English and mathematics	50	24.7

3. Rationale

Barriers to future attainment for pupils eligible for PP, including those who are more able	
In-school barriers	
A	Low literacy skills on entry across years 7 to 11, especially in year 8 and 9 where disadvantaged pupils are significantly below national averages. In year 11, a significant proportion of disadvantaged pupils scored at the lower end of expected standards (5 pupils at level 4c) therefore only 38.9% are securely meeting expected standard in reading.
B	**Cognitive Ability Test Data indicates:** Year 7 – *Will be included once all tests are complete* Year 8 - below average scores in the verbal (98), non-verbal (96.4) and spatial elements (95.4) Year 9 - below average scores in the verbal (92), quantitative (98), non-verbal (90) and spatial elements (94) Year 10 - below average scores in the verbal (94), non-verbal (94) and spatial elements (95) Year 11 - below average scores in the verbal (95) and spatial elements (98)

C	Cursive writing has been identified as an issue for all year groups by work scrutiny
D	Average scaled score for Reading, mathematics and GPS is below national averages in years 9, 10 and 11
E	Parental engagement, particularly from outreaching geographical areas. Latest parental meeting only 61% of parents of disadvantaged pupils attended whilst 90% of parents of non-disadvantaged pupils attended.
External Barriers	
A	Almost all pupils are classed as coming from an ethnic minority background, with an increase of new arrivals into the country who have no prior English or very little. English as an Additional Language is 65% (NA 17%)
B	Aspirations- Geographically in the bottom 40% nationally for deprivation indicator. 61% of pupils living within the top 30% deprived areas (IDACI).
C	One of the main feeder primary schools has been judged by Ofsted to be Inadequate for some time. The remaining pupils come from a number of different primary schools.
D	Limited access to learning resources such as ICT and books in the home environment.

4. Key Objectives of the Strategy

Quality First Teaching- Outstanding performance comes out of high-quality teaching and learning on a day to day basis, consequently our major focus, is to provide a comprehensive professional development programme which will focus on improving subject knowledge to enable strong subject pedagogy. We will do this by continuing to develop the capacity and skills of all our staff as the staffing complement grows. Recent guidance issued by the Education Endowment Foundation (EEF) promotes a tiered approach to improving the impact of the Pupil Premium Grant, something Eden Boy's Preston has historically aspired to, and along with the new Ofsted recommendations is advocating the prioritisation of quality first teaching, the provision of targeted academic support and the opportunities for pupils to participate in wider experiences.

Our specific objectives are as follows:

- **Outstanding progress:** to ensure disadvantaged pupils make similar progress to their peers in school and all pupils nationally; being 'on track' to achieve their 'STAR' GCSE targets which will lead to a Progress 8 score in the top 1% of providers nationally
- **Full curriculum access:** to ensure disadvantaged pupils are sufficiently literate and numerate to access and succeed in all curriculum areas, we fully adhere to the principles of Cultural Capital and that the class of a person should not be a reason for their disadvantage
- **Breadth of experience:** to raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning and lead to attainment which is similar or better than their peers

5. Specific Aims for Diminishing the Difference in Progress for Disadvantaged Pupils

- Provide a comprehensive continued professional development programme for all staff focusing on subject pedagogy
- Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of DA pupils to provide improved access to the curriculum in all areas
- Focus on the continued improvement of teacher feedback and pupil response
- Develop a focussed numeracy strategy that addresses specific numeracy weaknesses in disadvantaged pupils
- Establish a Team around the Disadvantaged Cohort to effectively remove or minimise barriers to their learning
- Introduce an extended and coordinated Y7 – 11 STAR and Platinum Critical Groups register for consideration of Progress 8 measures for all disadvantaged pupils
- Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils
- Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning so that attainment is similar or better than their peers
- Develop approaches to engage 'hard to reach parents' as partners in their child's learning
- Maximise the participation of disadvantaged pupils in the whole school leadership programme through encouragement and support, using the Rto18 framework

6. Eden Boys' Teaching and Learning of Disadvantaged Pupils - Non-Negotiables

- Enable ease of Identification; disadvantaged pupils, including those who are more able, are clearly identifiable on all SIMS / Classcharts / SISRA data / exercise books and tracking sheets
- Ensure high quality feedback across the whole curriculum
- Improve reading comprehension to enable pupil access to the curriculum in all areas, including those pupils who are more able.
- Teaching staff to incorporate T&L principles to achieve high impact on pupil progress with DA pupils
- Enhance the structure of intervention and provide guidance to MLs and teachers to deliver quality intervention for DA pupils
- Maximise pupil and parental engagement through a variety of strategies including PRMs and mentoring
- Remote Learning- Ensure provision is in place for normal school timetable to be delivered simultaneously via MS Teams for those students isolating at home
- Enhance progress and attainment of pupils in receipt of the pupil premium funding in Year 11 by increasing pupil and parental engagement via the Team Around Disadvantaged (TAD)
- Maximising grades 9-5 in English and mathematics through the Star and Platinum critical groups strategy

7. Pupil Premium Spending Plan 2020-21

Quality of Teaching for All							
Initiative 1	**Improve standards of teaching and learning across the school which will disproportionately advantage those pupils who are disadvantaged**						
Aims	Chosen Approach	Reasons for Approach	Lead[s]	When	Monitoring and Evaluation	Cost	Success Criteria
1.1 Provide a comprehensive continued professional development (CPD) programme for all staff focusing on aligning subject pedagogy with identified pupil need	Develop an Action Research approach to improving subject pedagogy across all areas of the curriculum • Develop meeting and reporting framework to support initiative • Identify teachers' and school leaders' starting points • Research and select appropriate framework for delivering longer term CPD programme • Identify school priorities for action research by individuals and faculties • Commission support from specialists within the STAR Trust and external facilitators to deliver training and review and evaluate impact • Enable sufficient time within the curriculum to ensure appropriate opportunities are available for all staff to learn • Recruit, develop and facilitate time for a coaching and mentoring team • Develop a robust monitoring and evaluation process for all CPD initiatives	*'CPD opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact of student achievement'….* *……'CPD must consider both subject knowledge and subject-specific pedagogy in order to achieve their full potential"* Teacher Development Trust 'Developing Great Teaching' *'CPD for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' subject knowledge and teaching content knowledge over time'* Ofsted Framework 2019 '*To produce profound, lasting change, the most effective CPD should last at least two terms, and preferably more than one year" ……* *…. 'Peer support, in which all participants have an opportunity to work together to try out and refine new approaches, results in effective professional development'* Teacher Development Trust 'Developing Great Teaching'	WMO JGR	Part 1 Oct 20 Part 2 Jan 21 Part 3 Mar 21 Part 4 May 21 Part 5 Jun 21	• Reports to SLT and Governors on the progress of the Action Research approach • Evaluation of action research and impact on outcomes • Lesson observations and staff surveys • Pupil outcomes • Pupil attitudinal survey • External quality assurance visits	£7,608	External professional verification of the quality of Teaching and Learning will show: • Improved subject knowledge and subject-specific pedagogy across all curriculum areas • Clarity around learner progression, starting points and next steps • Content and activities of all CPD dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas • A strong focus on alternative pedagogies essential for the progress of pupils with different needs • A renewed focus on formative assessment, to allow teachers to evidence the impact of their learning and work on their pupils • Pupil attitudes to learning improve along with outcomes in all areas of the curriculum • Indicators of staff confidence show marked improvement • The quality of Teaching and learning continues to be Outstanding
1.2 Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of DA pupils to provide improved access to the curriculum in all areas	• Target Reading Programme/Initiative at DA pupils with low scores in reading comprehension and verbal element of CAT • Provide specific staff training in the most effective delivery of reading programmes • Develop systems to collate and analyse vulnerable group data for the tracking of reading ages • Continue to analyse KS2 QLA data to determine specific vocabulary weaknesses of Y7 DA pupils. Share outcomes with curriculum staff • Dovetail literacy needs of disadvantaged pupils with literacy	'Pupils from disadvantaged backgrounds are not provided with an impoverished curriculum, but instead given the tools, not least reading, to access a broad and rich curriculum'. (Ofsted) 'over four years, research has recorded that an average child in a professional family accumulated experience of almost 45million words; in a working-class family, 26 million words: and in a family receiving welfare, 13million words'. (Finding of the Hart and Riseley Landmark Study 1995) On average reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These	JGR IAD YAR SCO	Part 1 Oct 20 Part 2 Jan 21 Part 3 Mar 21 Part 4 May 21 Part 5 Jun 21	• STAR or equivalent reading tests (termly) • Report to Principal • Pupil reading logs • Listening to pupils read • Provision map data • Report to LGB and Principal	£2,959	• The development of reading, writing and communication across the curriculum is rapidly improving • Systems for the tracking of chronological reading age to actual reading age show that 90% of identified disadvantaged pupils are on track to make gains in literacy, specially reading • Effective support for disadvantaged learners with SEN/D as indicated by quality assurance process

	needs of wider pupils Y7-11 in order to provide bespoke interventions • Library provision extended to before and after school to facilitate improved access and extension of the Library stock and facilities • Improve pupils' access to rich texts rather than bridged versions • Introduction of the Star Readers Programme to encourage DA pupils to read a variety classic and modern texts • Purchase of Bedrock software to develop and monitor pupil reading ages • GL Assessments to monitor reading age norms • Cursive handwriting provision developed by the Inclusion Team • Development of the Read, Write Inc programme	approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (EEF Toolkit) **EEF Rating: High impact 6+ months**					
1.3 Focus on the continued improvement of teacher feedback and pupil response	Continuation of regular targeted CPD in ReACT to ensure all staff provide quality written feedback on pupil work which is specific, accurate and clear • Link to complex or challenging tasks likely to emphasise the importance of effort and perseverance • Bespoke training and development for middle leaders in quality assurance of written feedback • Quality assurance of feedback for DA pupils and targeted coaching for DA pupils in how to construct and develop responses to teacher ReACT feedback in order to improve understanding and secure improved skill development	Studies show very high effects on learning in general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact.' Quality feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. AfL research indicates an impact of half a GCSE grade per subject is achievable **EEF Rating: High impact for low cost +8 months**	WMO JGR IAD	Sept 20 - ongoing	• Work scrutiny Y7-11 (coupled with pupil discussion) • Work scrutiny carousel • Pupil survey (and interview) • Scrutiny of QA documents • Teaching and Learning report to Principal and LGB	£4,976	• Quality assurance of work scrutiny indicates a consistent, accurate and impact focussed approach to written feedback • Pupils are aware through impact focussed feedback of what they are doing right and what they have done wrong • Feedback is linked to more complex and challenging tasks and emphasises the importance of effort and perseverance • Pupil voice indicates their value of quality feedback • QA process shows quality of marking and feedback having a positive impact on pupil progress • Pupil attitudes to learning are consistently positive
1.4 Develop a focussed numeracy strategy that addresses specific numeracy weaknesses in disadvantaged pupils	• Develop systems to collate and analyse vulnerable group data for the tracking of numeracy • Continue to analyse KS2 mathematics QLA data to determine specific weaknesses of Y7 disadvantaged pupils (add to profile of data). Share outcomes with mathematics staff and other key staff • Target numeracy programme at disadvantaged pupils with low scores in quantitative and spatial elements of CAT	'*Too many of our young people do not get a sufficiently high grade in mathematics and as a result, risk social and economic exclusion. These pupils are disproportionately drawn from disadvantaged homes. Last year, over half of those eligible for free school meals had not achieved the expected level in maths by age 16. To break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school. We believe the best way to do this is through*	MHA YPA WMO IAD	Jul 20 - ongoing	• Observation of intervention session and scrutiny of pupil work / assessment results • Report to Principal • Provision map data • Report to LGB	£14,864	• The development of numeracy across the curriculum is rapidly improving • Systems for the tracking of chronological age to actual mathematical age show that 90% of identified disadvantaged pupils are on track to make gains in numeracy • Effective support for disadvantaged learners with SEN/D as indicated by quality assurance process

	• Develop a specific numeracy programme based upon pupil need using a minimum of three evidence-based recommendations from EEF KS2/3 Improving mathematics in KS2 and KS3 • Leaders to refine frequency and analysis of pupil voice data and associated follow up actions • Research the use of Accelerated maths • Distinct numeracy initiative to raise the achievement of DA learners by developing their numeracy skills. *All teachers are teachers of numeracy.*	*better use of evidence: looking at what has—and has not—worked in the past'* (Education Endowment Foundation)						
1.5 Appoint teachers in English and maths so that group sizes are smaller than the average for the school	• Adding additional capacity to further the influence and performance of the mathematics and English Faculties • Where many pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 20	Reducing the number of pupils in a class to 20 or below suggests the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase. **EEF Rating: Moderate impact +3 months**	Principal	Sept 20 – July 2021	• Lesson observation and learning walks (including a sharp focus on literacy) • Data analysis Y7-11 using SISRA for disadvantaged pupils • Report to Principal /LGB • Lesson observation and learning walks	£33,000	• No significant P8 element gap for English and mathematics between disadvantaged pupils and non-disadvantaged pupils and all pupils (and disadvantaged sub-groups) • Progress for disadvantaged pupils is judged as at least good, with all pupils making progress in line with the top 5% of providers nationally • Disadvantaged pupils make similar progress to their peers, reflecting highly effective use of the Pupil Premium Funding	

Targeted Support							
Initiative 2	**Use intelligent data to improve outcomes and the well-being of disadvantaged pupils**						
Aims	Chosen Approach	Reason for Approach	Lead[s]	When	Monitoring and Evaluation	Cost	Success Criteria
2.1 Establish a Team around the Disadvantaged Cohort (TAD) to effectively remove or minimise barriers to their learning	Continued refinement of the use of data systems to monitor and analyse the progress of disadvantaged pupils; sharpen tracking, intervention, review and monitoring systems to forensically analyse and improve pupil progress, attendance, conduct and well-being concerns • Establish a multi-disciplinary team led by IAD to address key initiatives in the Pupil Premium strategy • Advanced CPD in systems for data analysis and effective intervention strategies for key staff in school • Production of data dashboard for disadvantaged pupils to be shared monthly with subject leaders and class teachers • Review and adapt the curriculum as required in response to data analysis • Targeted subject specific and whole school professional development in order to address weaknesses in the performance of disadvantaged pupils Y7-11	Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear. A core element of a schools' success in raising achievement is a robust focus on tracking and monitoring of individual pupil progress and forensic use of assessment data for progress tracking, target setting and support for individual pupils slipping behind with targeted interventions. Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils' progress and to set high expectations.	IAD SLT MLs/SLs SLT	Autumn Term 1 (20)	• Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts • QLA data sheets/matrices • Weekly analysis Y7-11 of attendance of disadvantaged pupils • Staff evaluation of data training • Scrutiny of subject and class tracking sheets • Reports to various stakeholders including Principal and LG	£12,520	• Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils • All subject leaders/departments monitor and report accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified • All subject leaders/departments develop and use QLA analysis to secure targeted progress for all disadvantaged pupils • Curriculum plans successfully adjusted to reflect subject question level analysis • Fixed Term Exclusions for DA pupils remain very low with no permanent exclusions • Records show extracurricular activities, including leadership opportunities are as well attended by DA pupils as that of their peers

	• Development of system to show two/three-year trend data for disadvantaged pupils • Refresher whole school training in the use of SISRA analytics led by Trust Expert • Continued development of QLA (Skills Matrices) in all subjects	**Using Data to Raise Achievement –** Good Practice in Schools (Lambeth 2013) **EEF Rating: no rating available**					
2.2 Introduction of extended and coordinated Y7 – 11 STAR and Platinum Critical Groups) for consideration of Progress 8 measures for all disadvantaged pupils	• Monitor all KPI's for Y7-11 disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Intervention Plans are in place for disadvantaged pupils to address barriers to learning • Develop and implement a strategy to improve communication and involvement with parents of disadvantaged pupils, including parental information sessions and PRMs. • Devise improved analysis tools to assess the impact of intervention and rapid action plans • Devise additional intervention/booster sessions for Star and Platinum critical groups (DA) using the National Tutor Programme.	Identification of all barriers to learning and progress both across faculty areas and within individual subjects. Robust plans devised through forensic analysis of data will ensure any intervention is targeted and effective. Parental involvement is consistently associated with pupil success at school. Supporting parents with their first child may have benefits to siblings **EEF Rating: Moderate impact +3 months**	IAD MMA	5 x assessme nt points Nov 20 Jan 21 Mar 21	• Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts • Data reports to SLT and wider stakeholders • Analysis of parental attendance figures • Parental Questionnaires • SLT review of RAP plans • DP monthly strategy review meeting	£20,144	• Forensic analysis of cohorts and individuals who can make a difference to KPI's such as the Progress 8 score or EBacc outcomes • % of DA pupils achieving 9 to 5 in English and maths is above DA pupils nationally (43%) • Overall Progress 8 is above DA pupils nationally • Increase in parental support and involvement in pupil learning
2.3 Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils	Robust learning plans to be constructed for all disadvantaged pupil's years 7-11 who are underachieving • Continue to procure and deploy provision mapping software • Develop the expertise in preparation of quality, personalised Learning plans and strategies. • Identification of barriers to learning which are subject specific for each disadvantaged pupil • Arrange and implement tutor programmes across all year groups to mitigate lost learning due to the pandemic	Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact **EEF Rating: Moderate +4 months**	IAD IAD IAD IAD IAD SPU	Sept 20 Dec 20 Jul 21	• Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts • Production of QLA analysis reports for Y7-11 disadvantaged pupils • Observation of planned personalised intervention sessions • Reports to Principal / LGB	£29,142	• Improved T&L and curriculum provision within depts. 90% of all lessons are 'good to outstanding' and over 50% of lessons are outstanding • Improved accuracy and quality assurance of teacher assessment • Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. • Intervention plans in place for all disadvantaged pupils who are underachieving • 'In school' Gap in achievement of those pupils who are disadvantaged is smaller than national • Y7-11 schemes of work developed and reflect National Curriculum and changes to GCSE specifications and assessments
2.4 Continued refinement of the use of data systems to monitor and analyse progress of disadvantaged pupils	Continue to refine and sharpen data and tracking systems across the school to forensically analyse pupil progress, attendance, conduct and well-being concerns • Appointment of Data and Exams Officer • Refresher whole school training in the use of SISRA analytics led by Trust Expert • Production of data dashboard for disadvantaged pupils	Clear identification of those pupils who are disadvantaged and robust tracking and monitoring to ensure they do not fall below that of their peers- rapid intervention when/if gaps appear. A core element of a schools' success in raising achievement is a robust focus on tracking and monitoring of individual pupil progress and forensic use of assessment data for progress tracking, target setting and support for individual	IAD MPA	Part 1 Oct 20 Part 2 Jan 21 Part 3 Mar 21 Part 4 May 21 Part 5	• Data analysis Y7-11 using SISRA of disadvantaged pupil forecasts • QLA data sheets/matrices • Weekly analysis Y7-11 of attendance of disadvantaged pupils • Staff evaluation of data training • Scrutiny of subject and class tracking sheets	£5,391	• Forensic tracking enables rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils • All subject leaders/departments monitor and report accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified • All subject leaders/departments develop and use QLA analysis to secure targeted progress for all disadvantaged pupils • Curriculum plans successfully adjusted to reflect subject question level analysis

	• Continued development of QLA (Skills Matrices) in all subjects • Teacher training in developing subject and class specific tracking sheets • Further development of risk registers and attendance tracking sheets • Review and adapt the curriculum as required in response to data analysis • Targeted subject specific and whole school professional development in order to address weaknesses in the performance of disadvantaged pupils Y7-11	pupils slipping behind with targeted interventions. Data is used effectively by senior managers, teachers, teaching assistants and governors to pose and answer questions about current standards, trends over time, progress made by individual pupils, to track pupils' progress and to set high expectations. **Using Data to Raise Achievement –** Good Practice in Schools (Lambeth 2013) **EEF Rating: no rating available**		Jun 21	• Reports to various stakeholders including Principal and LGB		

Other Approaches							
Initiative 3	**Specific Initiatives to raise aspirations of disadvantaged pupils**						
Aims	Chosen Approach	Reason for Approach	Who	When	Monitoring and Evaluation	Cost	Success Criteria
3.1 Raise the aspirations of disadvantaged pupils through a range of experiences which complement their learning so that attainment is similar or better than their peers	• Design a programme of additional activities which provide key social, economic, sporting and creative experiences for all DA Pupils • Design a data base which records, monitors and reviews the range of experience for each pupil • Small group mentoring programme for groups of disadvantaged boys alongside 1:1 mentoring session for those with ingrained low aspirations • Investigate use of PASS survey for all pupils coming from a disadvantaged background • PSHE input around 'What a Good Attitude to Learning Looks Like' • Initiate targeted Pupil Leadership Opportunities • Programme of financial education for all disadvantaged pupils through PSHE • Access to trips and visits to theatres, arts and cultural attractions for DA pupils • Develop links to local sports clubs in order to increase participation of disadvantaged pupils • Coordinated approach to the collation, analysis and targeted action as a result of robust pupil voice • Development of enrichment across the curriculum to enhance pupil experiences and expand cultural capital	'On average Social and Emotional Aspects of Learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. SEAL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils. There is a culture of low educational aspiration within certain groups of disadvantaged pupils evidenced within pupil voice and lack of parental experience of higher or further education. **EEF Rating: Moderate impact for moderate cost +4 months** Outdoor adventure involves collaborative learning experiences with a high level of physical challenge. Practical problem solving, explicit reflection and discussion of thinking and emotion (meta-cognition and self-regulation). Studies show positive effects on academic learning **EEF Rating: Moderate impact for moderate cost +4 months** Social and Emotional Learning Packages appear to benefit disadvantaged or low attaining pupils more than other pupils, though all pupils benefit on average. **EEF Rating: Moderate +4 months** The impact of sports participation on academic achievement tends to be positive. Recent evidence indicates sports participation can have a dramatic effect on for example mathematics **EEF Rating: Moderate impact for moderate cost +2 months**	IAD MMA	Part 1 Feb 21 Part 2 April 21 Part 3 May 21 Part 4 Jul 21	• Provision mapping • Pupil voice • Attitudinal survey • Analysis of KPIs for identified pupils • Rewards and sanctions data • IFTE data • Exclusion Data • Behaviour and rewards data • Attendance and participation logs • Written report to Principal / SLT / LGB	£4,714	• Improvement in the academic outcomes and engagement of pupils who are disadvantaged • Raised self-esteem of pupils as evidenced in pupil voice • Improved social and emotional literacy levels and attitudes to learning as evidenced by pupil voice and attendance at school • Increase in rewards for engagement in learning and associated reduction in sanctions for non-engagement in learning • Reduction in the use of internal fixed term exclusion and removal from class • DA Pupils on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics • 95%+ enjoyment in learning voiced by pupils and their parents/carers • Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers

3.2 Develop approaches to engage 'hard to reach parents' as partners in their child's learning	• Improvement in home/school information systems • Engage hard to reach parents through differentiated approaches to home/school partnerships • Parental sessions targeted at raising aspirations of their child • Parental literacy support sessions to encourage reciprocal reading programmes • Learning together initiative • Refinement of the use of behaviour data systems to monitor and analyse behaviour and rewards of DA pupils • Develop systems to collate and analyse vulnerable group data for homework and reading ages in conjunction with 'Show my homework' reporting, accelerated reader reporting and class charts	Evidence suggests of the impact of family literacy, language and numeracy programmes on children's academic ad learning related outcomes is extensive and robust, particularly in the case of literacy, but also numeracy and can have a positive impact on the most disadvantaged families. Research shows the more parents get involved with school the more likely their child will: • Achieve better grades • Score more highly in tests • Higher attendance rate • Improved social skills • More likely to complete homework • Have a more positive attitude to school • More likely to graduate from Higher education **Parent Partnership Research**	IAD MMA	Jul 20	• Parental questionnaire and interview • Data analysis Y7-11 using SISRA for disadvantaged pupils • Attendance data reports • SMH analysis reports • Attitudinal survey • Report to Principal / SLT	£1,468	• 60% + parental engagement at identified sessions • 90%+ positive feedback from parental sessions • 97%+ pupil attendance • Improved effectiveness of staged responses to negate any negative pupil behaviours with parents • Parent voice indicates improvement in communication and partnership with parents/carers • Accurate and complete records of pupil conduct • Fixed Term Exclusion less than 2%
3.3 Maximise the participation of DA pupils in the whole school leadership Programme using STAR R-18 framework	• Embed the STAR R-18 Leadership Programme and competency matrix across all year groups • Investigate the SSAT Leadership accreditation programme • Evaluate the representation and contribution of DA pupils to the wider school leadership • Create a range of targeted Leadership Opportunities specific to the needs of DA pupils • Provide support through the Nurture Provision to encourage DA pupils to participate • Ensure pupils leadership contributions are suitably rewarded and praised through whole school initiatives • Ensure a complete record of achievement in leadership is presented to all pupils on leaving the school	*'At STAR Academies , we strongly believe that the leaders of tomorrow must be nurtured through positive experiences today, that the greater individuality and self-reflectivity one fosters within a young person through personalised and experiential curriculum in leadership, the more rewards there are in terms of personal development and attainment"* STAR R-18 Leadership Framework *'when student voice and leadership has a real impact, individual students learn more effectively, classroom relationships are strengthened and school wide transformation is made possible.'* *SSAT*	MMA	July 20	• Full pupil survey of aspirations and participation • Regular pupil voice and focus groups • Full analysis of leadership database • Records of support given to DA pupils to engage in Leadership Opportunities • Rewards and Praise records • Promotional materials relating to leadership achievements	£6,901	• STAR R-18 Leadership programme is embedded offering opportunities for participation at all levels and for all age groups • Opportunities for leadership in Civic, Moral and Performance categories • Specific support for DA pupils to access programme is facilitated by Nurture provision resulting in 50%+ engagement in pupil leadership opportunities for DA pupils • Robust system for evaluating pupil leadership through both the STAR R-18 competency matrix is in place • External accreditation researched and in place and is undertaken by pupils in all year groups • Leadership opportunities clearly identified for whole school reward and praise • Evaluation of pupil leadership opportunities is carried out systematically and has been clearly linked to improvements in attendance, behaviours, attainment and pupil attitudes
					Total Spend		

First Review Date	January 2021	Second Review Date	April 2021	Third Review Date	July 2021	**Final Review Statement**	October 2021

Evaluation of Pupil Premium Strategy 2019-20

Review of Expenditure				
Previous Academic Year 2019-20				
Quality of Teaching for All				
Improve standards of teaching and learning across the school which will disproportionately advantage those pupils who are disadvantaged				
Action	**Intended Outcome**	**Estimated Impact:** Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate)	**Lessons Learned** (and whether you will continue with this approach)	**Cost**
1.1 Provide a comprehensive continued staff professional development (SPD) programme for all staff focusing on aligning subject pedagogy with identified pupil need	Develop a multi career stage Teaching and Learning Development Team (TDLT) to provide an Action Research approach to improving subject pedagogy across all areas of the curriculum • Appointment of AVP to lead TLDT • Recruitment of members of the TLDT from staff at all stages of career development • Develop meeting and reporting framework to support initiative • Identify teachers' and school leaders' starting points • Research and select appropriate framework for delivering longer term CPD programme • Identify school priorities for action research by individuals and small focus groups of the TDLT • Commission support from specialists within the STAR Trust and external facilitators to deliver training and review and evaluate impact • Enable sufficient time within the curriculum to ensure appropriate opportunities are available for all staff to learn • Recruit, develop and facilitate time for a coaching and mentoring team • Develop a robust monitoring and evaluation process for all CPD initiatives	External professional verification of the quality of Teaching and Learning was not comprehensive due to the pandemic. The limited external verification showed that there was: • An improvement in subject knowledge and subject specific pedagogy across all curriculum areas • Some teachers had clarity around learner progression, starting points and next steps • A renewed focus on formative assessment, to allow teachers to evidence the impact of their learning and work on their pupils	• Renew focus on 1.1 for 2020/21 based on the following: • Commission support from specialists within the STAR Trust and external facilitators to deliver training and review and evaluate impact • Enable sufficient time within the curriculum to ensure appropriate opportunities are available for all staff to learn • Recruit, develop and facilitate time for a coaching and mentoring team • Develop a robust monitoring and evaluation process for all CPD initiatives	£7,144
1.2 Develop a broad and rich vocabulary curriculum to address current deficiencies in the vocabulary of DA pupils to provide improved access to the curriculum in all areas	• Target Reading Programme/Initiative at DA pupils with low scores in reading comprehension and verbal element of CAT • Provide specific staff training in the most effective delivery of reading programmes • Develop systems to collate and analyse vulnerable group data for the tracking of reading ages • Continue to analyse KS2 QLA data to determine specific vocabulary weaknesses	• Accelerated Reader' (AR) programme is embedded across all year groups with termly STAR reading tests. • All tutors have been trained in the use of AR and curriculum and pastoral time is set aside for the delivery of the programme. • Tracking sheets have been constructed in order that reading ages are entered upon SIMS at three key points during the year. • Analysis from this data gas been used to target intervention specifically at those who have low scores in CATs reading and comprehension. • Consequently, access to the full curriculum has improved as shown in the overall P8 score of 1.32 for the school.	• Renew focus on 1.2 for 2020/21 based on the following: • Target Reading Programme/Initiative at DA pupils with low scores in reading comprehension and verbal element of CAT • Provide specific staff training in the most effective delivery of reading programmes • Develop systems to collate and analyse vulnerable group data for the tracking of reading ages	£2,959

	of Y7 DA pupils. Share outcomes with curriculum staff • Dovetail literacy needs of disadvantaged pupils with literacy needs of wider pupils Y7-11 in order to provide bespoke interventions • Library provision extended to before and after school to facilitate improved access and extension of the Library stock and facilities • Improve pupils' access to rich texts rather than bridged versions		• Continue to analyse KS2 QLA data to determine specific vocabulary weaknesses of Y7 DA pupils. Share outcomes with curriculum staff • Dovetail literacy needs of disadvantaged pupils with literacy needs of wider pupils Y7-11 in order to provide bespoke interventions • Library provision extended to before and after school to facilitate improved access and extension of the Library stock and facilities • Improve pupils' access to rich texts rather than bridged versions	
1.3 Focus on the continued improvement of teacher feedback and pupil response	Continuation of regular targeted CPD in ReACT to ensure all staff provide quality written feedback on pupil work which is specific, accurate and clear • Link to complex or challenging tasks likely to emphasise the importance of effort and perseverance • Bespoke training and development for middle leaders in quality assurance of written feedback • Quality assurance of feedback for DA pupils and targeted coaching for DA pupils in how to construct and develop responses to teacher ReACT feedback in order to improve understanding and secure improved skill development • Development of peer and self-assessment as well as that from adult	• Middle leaders provide thorough quality assurance of teacher written feedback which has been externally verified (through robust termly Trust QA programme). • Feedback which is linked to complex and challenging tasks leads to high levels of awareness amongst pupils of what they are doing right and what needs to be improved, giving them confidence and value in their work. (Pupil survey 2019/20) • Consequently, pupil attitudes to learning are positive and the impact on their progress across the curriculum is high. (See final data table above)	• Ensure a renewed focus on the quality of written feedback (1.3) based on the following: • Continuation of regular targeted CPD in ReACT to ensure all staff provide quality written feedback on pupil work which is specific, accurate and clear	£4,666
1.4 Develop a focussed numeracy strategy that addresses specific numeracy weaknesses in disadvantaged pupils	• Develop systems to collate and analyse vulnerable group data for the tracking of numeracy • Continue to analyse KS2 mathematics QLA data to determine specific weaknesses of Y7 disadvantaged pupils (add to profile of data). Share outcomes with mathematics staff and other key staff • Target numeracy programme at disadvantaged pupils with low scores in quantitative and spatial elements of CAT • Develop a specific numeracy programme based upon pupil need using a minimum of three evidence-based recommendations from EEF KS2/3 Improving mathematics in KS2 and KS3 • Leaders to refine frequency and analysis of pupil voice data and associated follow up actions • Research the use of Accelerated maths	• This has enabled more forensic analysis of weaknesses in numeracy for DA pupils in all year groups. This, along with CAT results, enables targeted support through a bespoke numeracy programme to be delivered across the maths department.	• Renew focus on 1.4 • Develop a specific numeracy programme based upon pupil need using a minimum of three evidence-based recommendations from EEF KS2/3 Improving Mathematics in KS2 and KS3 • Leaders to refine frequency and analysis of pupil voice data and associated follow-up actions • Research the use of Accelerated maths	£14,484
1.5	• Adding additional capacity to further the influence and performance of the mathematics and English Faculties	• Staffing continues to be generous in both English and mathematics in comparison to other subjects across the curriculum. Average Star class sizes are fewer than 25 pupils in all year groups, with fewer than 18	• Continue renewed focus on 1.5	£18,370

Appoint teachers in English and maths so that group sizes are smaller than the average for the school	• Where many pupils are disadvantaged, ensure groups in English and maths have a class size of no more than 18	pupils in those classes with a large proportion of SEN/D and Disadvantaged Pupils (DA). • Consequently, Year 11 P8 values in English for DA pupils are significantly above National at 1.25. (NA 0.11). A similar picture exists in mathematics with P8 values for DA pupils at 1.50 (NA 0.11)	• Evidence is unequivocal to show the success of this initiative over the past three years, therefore, class sizes for English and mathematics will remain smaller than those in other subjects across the curriculum going forward.	
Targeted Support				
Initiative 2 - Use intelligent data to improve outcomes and the well-being of disadvantaged pupils				
Action	**Intended Outcome**	**Estimated Impact:** Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate)	**Lessons Learned** (and whether you will continue with this approach)	**Cost**
2.1 Establish a Team around the Disadvantaged Cohort (TADP) to effectively remove or minimise barriers to their learning	Continued refinement of the use of data systems to monitor and analyse the progress of disadvantaged pupils; sharpen tracking, intervention, review and monitoring systems to forensically analyse and improve pupil progress, attendance, conduct and well-being concerns • Recruitment, induction and development of Keystage Progress and Attainment Leaders (PALs) • Establish a multi-disciplinary team led by PALs to develop comprehensive risk registers and coordinate weekly risk management meetings • Advanced CPD in systems for data analysis and effective intervention strategies for PAL and other key staff in school • Production of data dashboard for disadvantaged pupils to be shared monthly with subject leaders and class teachers • Review and adapt the curriculum as required in response to data analysis • Targeted subject specific and whole school professional development in order to address weaknesses in the performance of disadvantaged pupils Y7-11 • Development of system to show three-year trend data (across all year groups and longitudinally) for disadvantaged pupils • Refresher whole school training in the use of SISRA analytics led by Trust Expert • Continued development of QLA (Skills Matrices) in all subjects	• Forensic tracking enabled rapid analysis and identification of all underachieving disadvantaged pupils, and overall performance of disadvantaged pupils • All subject leaders/departments monitored and reported accurately P8 scores ensuring the progress for all pupils / disadvantaged pupils is clearly identified • All subject leaders/departments developed and used QLA analysis to secure targeted progress for all disadvantaged pupils • Curriculum plans successfully adjusted to reflect subject question level analysis	Renew focus on 2.1 based on the following: • Fixed Term Exclusions for DA pupils remained very low with no permanent exclusions • Records show extracurricular activities, including leadership opportunities are as well attended by DA pupils as that of their peers • Establish a multi-disciplinary team led by SLT for DA to develop comprehensive risk registers and coordinate monthly risk management meetings • Advanced CPD in systems for data analysis and effective intervention strategies for PAL and other key staff in school • Production of data dashboard for disadvantaged pupils to be shared monthly with subject leaders and class teachers • Review and adapt the curriculum as required in response to data analysis • Targeted subject specific and whole school professional development in order to address weaknesses in the performance of disadvantaged pupils Y7-11 • Development of system to show three-year trend data (across all year groups and longitudinally) for disadvantaged pupils • Refresher whole school training in the use of SISRA analytics led by Trust Expert Continued development of QLA (Skills Matrices) in all subjects	£12,052
2.2 Introduction of extended and coordinated Y7 – 11 STAR and Platinum Critical Groups) for consideration of Progress 8 measures for all disadvantaged pupils	• Monitor all KPI's for Y7-11 disadvantaged pupils on a half termly basis, identifying underachievement and ensuring robust Individual Intervention Plans (IIP) are in place for disadvantaged pupils to address barriers to learning • Develop and implement a strategy to improve communication and involvement with parents of disadvantaged pupils, including parental information sessions and PRMs. • Devise improved analysis tools to assess the impact of intervention and rapid action plans	• Forensic analysis of cohorts and individuals who can make a difference to KPI's such as the Progress 8 score or EBacc outcomes • 67% of DA pupils achieving 9 to 5 in English and maths, 42.3 ppts above DA pupils nationally. • Overall Progress 8 (1.32) • Increase in parental support and involvement in pupil learning	Renew focus on 2.2 based on the following: • Identification of all barriers to learning and progress both across faculty areas and within individual subjects • Personalised plans devised through forensic analysis of data will ensure any intervention is targeted and effective • Parental involvement is consistently associated with pupil success at school. Supporting parents with their first child may have benefits to siblings	£19,213

2.3 Ensure middle leaders are confident in using intelligent data sources to accurately and robustly target individual intervention plans for disadvantaged pupils	Individual Learning Plans to be constructed for all disadvantaged pupil's years 7-11 who are underachieving • Continue to procure and deploy provision mapping software • Develop the expertise in preparation of quality, personalised Learning plans and strategies. • Identification of barriers to learning which are subject specific for each disadvantaged pupil • Individual Learning Plans constructed, revised and implemented for all disadvantaged pupil's years 7-11 • Share and train staff in Individual Learning Plans	• Improved accuracy and quality assurance of teacher assessment • Timely identification of those pupils who are underachieving and the specific barriers/factors which contribute. • 'In school' Gap in achievement of those pupils who are disadvantaged is smaller than national • Y7-11 schemes of work developed and reflect National Curriculum and changes to GCSE specifications and assessments	Renew focus on 2.3 based on the following: • Small group tuition is effective which greater feedback from the teacher, more sustained engagement in smaller groups, or work closely matched to learners needs has a positive impact • Improved T&L and curriculum provision within depts. 90% of all lessons are 'good to outstanding' and over 50% of lessons are outstanding • Intervention plans in place for all disadvantaged pupils who are underachieving	£27,936
Other Approaches				
Initiative 3 - Specific Initiatives to raise aspirations of disadvantaged pupils				
Action	**Intended Outcome**	**Estimated Impact:** Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate)	**Lessons Learned** (and whether you will continue with this approach)	**Cost**
3.1 Raise the aspirations of disadvantaged pupils so that their attainment is similar or better than non-disadvantaged pupils	• Improvement in the academic outcomes and engagement of pupils who are disadvantaged • Raised self-esteem of pupils as evidenced in pupil voice • Improved attitudes to learning as evidenced by pupil voice and attendance at school • Increase in rewards for engagement in learning and associated reduction in sanctions for non-engagement in learning • Reduction in the use of internal fixed term exclusion and removal from class • 50%+ engagement in pupil leadership opportunities	• Small group mentoring programme specifically for groups of DA boys and 1:1 mentoring for those with ingrained low aspirations has proved successful in terms of their attitudes to learning and their progress; as can be seen in the impact analysis of Initiatives 1 and 2 above. • This positive attitude to learning can be seen in Incidences of FTE remaining rare and extremely positive levels pupil attendance; with DA pupils achieving 96.10%, broadly in line with whole school attendance which is at 97.1%. This is significantly above all pupils nationally at 95%. • The school has ensured that disadvantaged pupils are represented on all leadership opportunities that the school offers. Pupil panels, school Shuraa (Council) groups, prefects are all represented by disadvantaged pupils. At present nearly 50% of all disadvantaged pupils have participated in at least 1 leadership opportunity in school.	Renew focus on 3.1 for 2020/21	£6,863
3.2 Develop approaches to engage 'hard to reach parents'	• 85% + parental engagement at identified sessions • 90%+ positive feedback from parental sessions • 97%+ pupil attendance • Improved effectiveness of staged responses to negate any negative pupil behaviours with parents • Parent voice indicates improvement in communication and partnership with parents/carers • Accurate and complete records of pupil conduct • Fixed Term Exclusion less than 2% • 90%+ homework completion • 90%+ improvement in reading age scores	• The appointment of additional Heads of Year has improved communication with parents and the staged response to negative pupil behaviours. • Through a range of differentiated approaches to home/school partnerships, parents are extremely supportive of the school regarding incidents of negative behaviour. • Parental engagement at parents evenings show a 12% gap between DA pupils and non-DA pupils, although this remains a concern, it is not significant when compared to national figures.	Renew focus on 3.2 for 2020/21 • Work towards no permanent exclusions of DA pupils this year. • Ensure the rate of Fixed Term Exclusion for DA pupils is significantly below national average. • The ratio of positive to negative incidents for disadvantaged pupils in EBSP is 5:1 or above	£1,316

3.3 Further develop the staffing and resourcing of a Nurture Group for KS3	• Pupils in nurture group on track to secure progress in top 5% of schools nationally and 'catch up' with their peers from KS2 in reading, writing, communication and mathematics • Improved social and emotional literacy levels measured by pupil voice • 95%+ enjoyment in learning voiced by pupils and their parents/carers • Attendance, rewards and disruption data for disadvantaged pupils in the group in line with or below peers • 90%+ homework completion • 95%+ attendance at homework support activities	• Nurture provision has been developed and staff allocated to provide a range of additional provision for vulnerable young people. • Staff provide homework assistance clubs four times a week which are well attended • Access to extra-curricular experiences for vulnerable pupils is supported in the areas of art, sport and homework • IEP's are co-created by parents, pupils and school staff and reviewed on a termly basis • Boxall Profiles are used with identified pupils to assess their social, emotional and behavioural needs and plans put in place to address individual barriers to learning. Pupil voice supported by lunchtime Haven provision.	Renew focus on 3.3 • Assess all pupils' needs and ensure comprehensive Individual Education Plans are compiled to enable ongoing provision mapping for disadvantaged pupils • Expand nurture provision to include those disadvantaged pupils in KS4 • Pupils identified for nurture provision are on track to secure progress better than similar pupils nationally and 'catch up' with their peers as demonstrated in Initiative 1 and 2 above.	£1,573