Pupil Premium Review Autumn 2021

Identified Barrier	Outcome	Impact / Metrics	Evaluative Summary	Costings
P1 – Gap in Key Stage 4 Attainment	SGS and tutor time intervention groups targeting PP students as driving indicator.	Tutor time and SGS groups took place 3 days a week when school was open. Between 76 -79% of students in year 11 were involved with an average grade improvement of 0.38 and a sub level improvement of between 1.48 and 1.50	Curriculum Leaders of core subjects were kept free for all registration periods to enable this to take place. The benefit and progress across the three subjects is consistent. See intervention impact report Autumn 2020 for whole term impact. Spring term not possible due to lockdown 3. PP is the key driver for the intervention and the impact on other subjects has been minimal. Following feedback from staff, moving forwards SGS will be removed to ensure no impact on other subjects post-Covid in order to maximise tutor time opportunities and to ensure curriculum adaptations close gaps in learning.	2260
	Full set of revision guides for all PP year 11 students.	Ordered and received prior to Mocks, barrier to learning removed for those who are disadvantaged. Unable to fully measure impact due to no external exams. However P1 and P2 data from internal assessments to drive TAG's show that our grading was robust and that year 11 achieved P8 of 0.43 (0.58 without non-attenders). PP gap reduced to 0.25 below the national of 0.4	This was key to removing barriers of learning and levelling learning opportunities to enable progress. From feedback with curriculum leaders this was extended to also include provision of scientific calculators and other extrinsic equipment prior to exams.	2168.42
	Mentoring provision of all year 11 identified as not meeting progress targets	74 year 11 students received mentoring for the duration of year 11. Meeting notes from mentors show sessions were well received by students and self esteem quizzes by students show an average	Mentoring is proving to be highly beneficial to the students and is beginning to embed into the culture of the school. Upon completion of the year 11 cycle mentors picked up year 10 prior to the end of year mock exams and to allow focus for summer learning. Students are confident to approach their mentor and request to speak to them as needed.	1360

	Increase support in English and maths	improvement score of 5 on a scale of 4 - 30, with average score at the end of 21. 61 students were signed up for My Tutor programme during lockdown 3. Initial uptake and attendance was 70% however due to factors beyond our control i.e lack of tutors, late cancellation of lessons, limited online support attendance fell to 28% by end of the programme.a total of 456 sessions were completed and students rated the sessions as 4.5/5	Students felt uneasy being taught by tutors they did not personally know with several students requesting removal from the course, especially due to mental health issues during covid. There were numerous issues with the My Tutor relationship with unreliable and poor tutors in operation. Support was limited outside school hours. Feedback from students within school would suggest we do not get value for money from the programme.	2700
	Use of digital platforms	Bedrock, my tutor and Teams all in use Tutor time reading programme Teams was the primary platform used alongside the move to Class Charts from PS connect and bringing in bedrock for KS3.	Costing here is for the staff hours spent setting up the systems for staff and students to use. During lockdown 3 we had 94% engagement in online learning lessons and positive feedback from students and parents on the online learning and communication throughout the year. See parental feedback and parent survey.	1280
	Whole class reading texts to develop literacy	25 sets of whole class texts purchased for tutor time reading sessions to support oracy and language skills of students.	Students did not complete the full rotation of 5 texts in a year due to covid lockdowns however the use of the texts has been embedded into tutor time sessions and forms the foundation of our reading and oracy approach as part of curriculum 2021.	2260
	Texting programme to begin ahead of mock exams	Used for 2 weeks prior to mocks Used in PE Max and PSHE sessions autumn term, Process was repeated after lockdown 3 and prior to P1 and P2 assessments	Programme allowed for continuous communication with families when face to face meetings were not possible. Use of PS connect system was replaced by Class Charts towards the end of the year and the use of school cloud for online parents evenings which was very well received by families (see positive news folder for sample responses)	1075
	Launch your career online platform	Purchased for roll out with year 8 and 10 to support careers programme and	Careers is a KLI for 2021/22 and our students have low aspirations and limited knowledge with regards to further education and careers available to them. This has enabled and supported priority careers guidance to be given to	4809

		alongside the online careers event for all years due to lockdown	disadvantaged students. All students from Y11 are now engaged in either employment, apprenticeship training or further education at college with zero NEET students despite the pandemic.	
	Purchase of Bedrock programme for year 7 and 8 to be rolled out	Trial within SEN in autumn term showed positive results, this was then expanded for year 7 after lockdown 3 with 15% average percentage increase and then to whole KS3 with 18% (y7) 12% (y8) and 23% (y9) average increase. in addition it shows a 15% increase of PP students and a +1% difference between PP and non PP and a 6% gap of SEN / Non SEN	Bedrock is showing high impact in a short space of time. Next steps are to encourage students to complete 2 sessions a week, one in school and one through home learning and to encourage and grow the parental interaction with the platform.	7600
	Stationary pack replacements	656 initial packs given out and then 87 subsequent packs throughout the year. Resource Bus: 86 (13% cohort first week) 56 (8.2% second week) Total families helped: 142 (21%)	All students were provided with a full equipment pack in September 2020 and then during lockdown 3, SLT ran a resource bus taking resources out into the community for those who were most in need. Support continued upon return with the 'provide don't divide' approach to providing equipment to students.	700 pack costs 1362 bus costs
	Rosenshine's principles training for whole staff CPD	On CPD schedule however moved due to lockdown	Not possible to conduct whole school staff training due to covid restrictions, so will be moved to the 2021/22 plan. Is expected to take place in early September 2021.	0
	Provision Maps created to support the teaching of disadvantaged students	Maps created with the student to give their voice and preferences to teachers to best aid their learning in lessons	All maps are created at the beginning of the year and then reviewed later in the year. Giving positive power to students to control aspects of their learning environments and allow them to maximise progress. Plan moving forwards is for these to be more of a live document and to inform planning of in class support.	150
P2 – Intervention and support post Covid -19	Careers guidance through PE MAX sessions	Used in PE Max and PSHE sessions autumn term	Timetabled careers guidance through slot on the timetable. Fully flexible to respond to needs of the students with careers officer having first choice, resulted in no NEETs for the year group.	1809

	Citizenship lessons within timetable	Rolled out from Sept 2020. Full citizenship package now in place as part of curriculum 2021 through form times and PSHE sessions	Fully written and resourced PSHE package alongside tutor sessions to cover all aspects of citizenship. Re- connect days post lockdown 3 and in september to reaffirm key areas after long absence.	2436
	New pastoral system	Rolled out from Sept 2020. Move from 2 colleges to 5 year groups with horizontal forms.	Increased support with students within a year group, created the concept of belonging. Allowed for detailed support and check in's during Covid.	9402
	Laptops supplied to families of isolating students.	87 laptops supplied to families throughout the year and continuing on a rolling programme.5 dongles purchased for bubble closure Completed Sept 2020	94% engagement of online learning during covid lockdowns. total removal of the digital poverty gap within school.	12806
	Technology and learning audit	An online audit of all students and families conducted in the autumn term covered 87% of students and allowed early identification and preparation. response was continuous to requests throughout	Identified all students in need of digital support and allowed us to begin to fulfill the need ahead of lockdown in January. Families were also provided with tech support when needed.	1500
	Homework's to be set through Class charts	Trialled by select departments autumn term alongside the use of teams for setting work. feedback from staff, students and parents was for the use of teams.	All homework is now set via the team package and majority of the homework is complete online, removing the need for resources at home outside the digital which can be supplied by the school.	1300
	Purchase of 10 laptops for longer term loan to students with digital poverty	22 additional laptops purchased and supplied to families across all 5 year groups.	This has proved to be highly successful with families of students who struggle to be able to work from home particularly in year 10 and 11. feedback from families is strong and detentions for non homework only account for 5% of all detentions.	5827

	Emotional wellbeing support	Wellbeing calls made every fortnight, key students looked after by HOY, Priority for mentoring upon return	Wellbeing contact was increased to weekly during lockdown 3 in January and enabled us to keep up high levels of student and family support during the year. Positive feedback from the community.	2436
	Presentations by local business leaders	Not possible due to COVID, looking at virtual options	This now forms part of the careers package for 2021/22 which includes presentations and business breakfasts.	0
P3 – Attendance	Designated tutor time once a week	Assigned to one session a fortnight. Full attendance curriculum written. Responsibility for attendance made a whole school issue involving HOY and tutors	Structured 18 session attendance curriculum in place and giving focus for tutors to address common reasons for absence. designated sessions allows for conversation regarding attendance to be common-place and current students will have ownership of their attendance.	1436
	Tutor support through phone calls home for attendance	End of every half term, updates are given twice per half term from attendance lead. provision moved online during lockdown.	Critical during the year of covid on many fronts to offer support and to keep students on track. going forwards this to become more of a challenge and support to minimise absence.	2827
	Attendance reward system up and running	Twice in autumn term and continuing remotely during lockdown	Used during autumn term and then adapted in spring term to focus on individual targets for all students and reward moves towards meeting the targets.	4078
	Use of Warwickshire attendance service to take legal action on PA students WAS involved with 9 pupils currently	WAS not actively prosecuting since sept 2020 following government guidance and worked with a total of 9 families throughout the year, although no fines were issued.	Push for improved attendance. The impact was limited in that the school was informed by WAS that no action could be taken on non-attendance for a time. We have tightened up our procedures in meantime to allow faster action once resumed fining can take place.	9402
	Attendance officer conducted meeting with families	8 Family meetings, 3 of which showed sustained improvement.	Meetings were only possible in the autumn term due to covid restrictions however showed progressive results in the 8 cases all of which have been written up as case studies for reference and evidence.	405
	Family rewards specifically for disadvantaged families.	First one Autumn term, positive engagement but ultimately limited uptake resulting in it not being cost effective.	Funds from this were diverted to the individual targeted rewards for pupils in the summer term instead. This gave us greater impact of student attendance in the summer term post	1500

			lockdown 3 as well as 94% engagement during lockdown as rewards were able to still take place and be posted home.	
	Expanding work with Key students regarding lates to school	2 severe families worked with by attendance officer to remove barriers to lateness with positive results	Introduction of same day 30 minute detention for lates after the bell, has reduced overall lateness to school by 80%	1200
	Whole school attendance to be at 96%	Holding well under covid pandemic, would have been a positive increase in 'normal' times. 8% more than the national average in autumn term and 4% more than national average in the summer term..	Concerted effort to maintain levels during the covid pandemic on all levels of the school along with making the school a safe place for our students and somewhere they wanted to return to. We only had 2 occasions in the whole year where it was necessary to close bubbles prior to christmas and at the end of the academic year.	1500
	PA to be in line with national average 10%	PA 20% under covid due to fear within families and isolation of students. 57 PP Students currently PA of those 23 have continually improved attendance. All others currently referred to or awaiting referral to WAS	Although still twice the national average, this was during pandemic conditions and fell throughout the year. families were fearful of the spread of infection and did not want to risk christmas so chose to remove and isolate early and then once travel restrictions were lifted took opportunities to go away on holiday. The pandemic may have created a climate among parents that having time off and prioritising family is acceptable which will be the next challenge to overcome.	1500
P4 – No of FTE for disadvantaged students	Inclusion room set up to reintegrate students after FTE	50 students in total in Inclusion during term 1. 50% were PP. Total number of sessions was 76 over the term number of sessions reduced by 75% from september and by 90% overall.	Inclusion is showing to be a valuable resource for positive modelling of behaviours with challenging students from disadvantaged backgrounds. the time to work on an modify behaviour has seen a reduction in their FTEs and also a fast reduction in the number of occasions they spend in inclusion. Full Inclusion report conducted and available.	1252
	FTEs avoided by using the Inclusion room for behaviour support where appropriate.	A total of 43 FTEs for the year 2020/2021 down from 60 the previous year. a drop of 29%.	In 2019/ 2020 the school was in lockdown for 16 weeks whereas in 2020/ 2021 we were in lockdown for 7 weeks so the % decrease would have been greater if the number of weeks was equal.	1252
P5 – Engagement of families	Stationary continually available for all disadvantaged students.	Available from reception and through resource bus during lockdown 3.	This forms a key part of the 'provide don't divide' mantra with regards to removing the barrier of cost versus expectation and	362

			students benefit from this allowing continuous and uninterrupted learning to take place.	
	Humanities after school enrichment club for year 8 disadvantaged students	Ran throughout autumn term for 15 students and was well attended throughout. This now forms part of the cultural experiences.	We were limited with what clubs and activities could take place during covid but this one was a pilot scheme to see how a club targeting disadvantaged students within a curriculum area could benefit and complement in class learning. This model has been expanded for 21/22.	250
	Uniform corrections offered to all disadvantaged families	Uniform provision log kept to measure usage and impact. 72 items supplied to 54 students throughout the year.	This forms another key part of the 'provide don't divide' mantra with regards to removing the barrier of cost versus expectation and students benefit from this allowing continuous and uninterrupted learning to take place.	966
	Use of class charts to engage families and increase communication channels.	Used to log positive behaviour, behaviour incidents and starting for homework	Classcharts offers a real time contact with families to show how their child is doing throughout the school day, it forms part of the behaviour curriculum and shows balance with negatives to enable at home discussion. Feedback from families has been positive, 89% of parents are signed up to the system.	1273
	Breakfast club starting from 16th November	Available in 3 bubble locations since 16th September continuing for pupils in school during lockdown 3 and resumed in summer term until the end of the year.	During covid it was vital that we kept this facility running during bubbles and lockdown periods. running three stations involved volunteer staff and increased costs due to packaging needed to provide the food. during lockdown this continued for key worker students in school and as food parcels to our most at need families weekly.	2400
	Brilliant Scholars club for 12 year 10 HPA students from January.	Started week beginning 25th Jan, 50% of students were living in 40% of the most deprived areas, with 83% having no parent with higher education.	Unfortunately this programme began just as we entered lockdown 3 and therefore students were required to do this online alone at home without in school teacher support. However students still made 2% progress overall (1% below national average) . We will repeat the programme in 2021/22 year after learning more about the scheme as it is vital for raising aspiration.	2100
	Funding for peripatetic music lessons	Unable to take place during covid pandemic.		20

	Contact families to support learning environments at home with foldable desks etc. Improve out of class learning	30 desks purchased, arrived 8th Feb, made available to all families on request for the duration of them being at TQEA.	Unable to take place due to covid restrictions surrounding music lessons not being lifted until the new academic year, however this has been reintroduced for 21/22 to GCSE music and the wider school. This forms another key part of the 'provide don't divide' mantra with regards to removing the barrier of cost versus expectation and students benefit from this allowing continuous and uninterrupted learning to take place.	650
	Community support evenings	Unable to take place during covid pandemic	Unable to take place and removed from the plan to safeguard our staff and students during the pandemic	0
	Preparation of resources to support disadvantaged in accessing cultural experiences for september 2021	Addition to the original plan to form part of the cultural experiences programme. Departments were able to access resources to make all activities free for students to access and remove barriers.	Food equipment, STEM materials, practical equipment all purchased this has enabled 36 clubs to be set up and trips and visits to be planned	4800
Total outlay				104413.42
Staffing costs				72898
Total Spend				177311.42