

Pupil Premium Strategy Statement 2020/21

Pupil Premium/Catch-up Review of Expenditure 2019/20

1. Summary information					
School	Ernulf Academy				
Academic Year	2020/21	Total PP budget	£163783	Date of most recent PP Review	24/06/2019
Total number of pupils	620	Number of pupils eligible for PP	172 (allocated PP funding) 200 (on role October 2020)	Date for next internal review of this strategy	tbc

2. Current attainment: 2020		
	Pupils eligible for PP (Ernulf Academy)	Pupils not eligible for PP (national average)
Progress 8	-0.82	
Percentage EBacc entry	6.9	
Attainment 8	32.97	
Percentage of Grade 5+ in English and Maths	17.2	

3. Priority areas of focus (in response to identified barriers for pupils eligible for PP, including high ability)
<p>School based areas of focus: barriers (prior data)</p> <p>Literacy skills (particularly reading) to improve so pupils can access the curriculum:</p> <ul style="list-style-type: none"> 45.7% of Year 7 Disadvantaged pupils 2020/21 have a Reading Age of at least 11 years compared to 70.5% of non-Disadvantaged pupils. (NGRT(A) Sep 2020.) For pupils entering Ernulf 2019/20, 34.9% of Disadvantaged pupils had a KS2 Reading Scaled Score of less than 100, compared to 31.4% of non-Disadvantaged pupils. (Data not available for 2020/21.) <p>Progress and attainment in English to improve:</p> <ul style="list-style-type: none"> Disadvantaged pupils make less progress than non-Disadvantaged pupils from KS2 to 4 in English. (24.1% of Disadvantaged pupils met/exceeded their target in English Language 2020 compared to 38.6% of non-Disadvantaged pupils. (51.7%/17.2% of Disadvantaged pupils achieved Grade 4+/5+ in English Language 2020 compared to 81.0%/51.7% of non-Disadvantaged.) <p>Progress and attainment in Maths to improve:</p> <ul style="list-style-type: none"> Although Disadvantaged pupils made more progress than non-Disadvantaged pupils from KS2 to 4 in Maths 2020 (31.0% of Disadvantaged pupils met/exceeded their target in Maths compared to 28.6% of non-Disadvantaged pupils), 4+/5+ results revealed a significant attainment gap. (51.7%/24.1% of Disadvantaged pupils achieved Grade 4+/5+ in Maths 2020 compared to 80.7%/54.4% of non-Disadvantaged.)

Desired outcome		Success criteria	Timeframe of priority area
A.	Targeted KS3 pupils, including those Disadvantaged and needing to catch up, accelerate their progress in reading and English.	<p>For targeted KS3 Disadvantaged pupils and those needing to catch up:</p> <ul style="list-style-type: none"> Improved in-year GL NGRT scores from A to C. (See NGRT A to B Y7 and 8 comparisons 2019/20.) 70% of all pupils participating in Accelerated Reader programme to improve their RA by at least 6 months pre to post intervention. KS3 Disadvantaged pupils and those targeted for Catch-up intervention programmes make at least expected progress in English in-year. <p>Evidence:</p> <ul style="list-style-type: none"> NGRT scores from A to C. Reading Age/other assessments pre and post intervention. KS3 English standardised assessments. KS3 GL English Progress Tests. 	3 year strategic priority
B.	Disadvantaged pupils of all abilities accelerate their progress in English.	<p>Disadvantaged pupils of all abilities make at least expected progress in English in-year/Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3. (2019/20 Disadvantaged Progress 8 -0.82, with -1.08 Progress 8 (English Element).)</p> <p>Evidence:</p> <ul style="list-style-type: none"> NGRT scores from A to C. (Year 7 to 9.) Reading Age/other assessments pre and post intervention. KS3 GL English Progress Tests. KS3 English standardised assessments. Y10 English exam outcomes. GCSE English outcomes. 	3 year strategic priority
C.	Disadvantaged pupils of all abilities accelerate their progress in Maths.	<p>Disadvantaged pupils of all abilities make at least expected progress in Maths in-year/Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3. (2019/20 Disadvantaged Progress 8 -0.82, with -0.50 Progress 8 (Maths Element) .)</p> <p>Evidence:</p> <ul style="list-style-type: none"> KS3 GL Maths Progress Tests. KS3 Maths standardised assessments. Y10 Maths exam outcomes. GCSE Maths outcomes. 	3 year strategic priority

External areas of focus: barriers (prior data)

Attendance rates to improve:

- Attendance rate of 88.2% for Disadvantaged pupils 2019/20 up to school closure, compared to 95.2% non-Disadvantaged, 93.7% all and 94.5% national. This represents a decline from 2018/19 (90.2% Disadvantaged, 95.2% non-Disadvantaged and 93.7% all).

Desired outcome		Success criteria	Timeframe of priority area
D.	Disadvantaged pupils improve their attendance rates.	Overall attendance of Disadvantaged pupils improves to between 92 and 95%. (2019/20 Disadvantaged attendance 88.2%) Evidence: <ul style="list-style-type: none">• Final attendance analysis.	1 year strategic priority

• **Planned expenditure**

Academic year | 2020/21

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

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well e.g. monitoring planned?	Staff lead	When will you review implementation?
<p>A. KS3 literacy skills are strengthened so that Disadvantaged pupils/those needing to catch up make at least expected progress in English in-year. Progress demonstrated via:</p> <ul style="list-style-type: none"> • in-year GL NGRT scores from A to C; • KS3 English standardised mid and end of year assessments; • GL English start and end year Progress Tests. 	<ul style="list-style-type: none"> • The whole school agenda of ensuring greater consistency in the quality of planning, teaching and assessment is encompassed in the new Teaching and Learning Handbook to be launched, with training and support, Sep 2020. Approaches to include the use of a common lesson template, using deep subject knowledge to question, planning for access and challenge, raising literacy levels, ensuring feedback moves learning to the next stage and effective peer and independent learning. • Literacy Lead supports the raising of literacy levels through development of quality first teaching. (Including Teaching and Learning briefings). • Policy and practice of marking and feedback, incorporating blended learning, strengthen literacy skills in all subjects. 	<ul style="list-style-type: none"> • Quality first teaching essential to maximising progress and attainment of all pupils: <ul style="list-style-type: none"> ○ In the <i>EEF Attainment Gap 2017</i> report, it states that what happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements. There is particularly good evidence around the potential impact of teacher professional development: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. ○ <i>LA Performance Review Jan 2018</i>: “There is a continued rigorous focus on the quality of teaching and learning to ensure consistency across the academy.” • <i>EEF Toolkit</i> suggests high quality feedback is an effective way to improve attainment. Feedback studies tend to show very high effects on learning: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/. 	<p>Quality of teaching, learning and assessment monitored by:</p> <ul style="list-style-type: none"> • a rolling programme of Department reviews; • a rolling programme of themed SLT/HoD learning walks; • booklooks, including use of SAR tasks to strengthen literacy skills; • pupil/parent voice surveys. 	<ul style="list-style-type: none"> • Assistant Principal, T&L • Literacy Lead 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> • KS3 NGRT termly assessments • KS3 mid-year and end-year English assessments • KS3 GL English start and end-year Progress Tests

<p>B. Disadvantaged pupils of all abilities accelerate their progress in English so that:</p> <ul style="list-style-type: none"> Y7 to 10 Disadvantaged pupils make at least expected progress in English in-year (demonstrated via KS3 GL NGRT scores A to C, KS3 English standardised assessments, KS3 GL English Progress Tests and Y10 end of year exam); Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3. 	<ul style="list-style-type: none"> Quality first teaching of English ensures appropriate in-class intervention for Disadvantaged pupils. Calendared Y11/(Y10) RAG progress meetings facilitate planning and impact review of focused interventions and accelerate progress. Progress data, informed by standardised KIs and including Basics 4+/5+, is analysed/tracked effectively by class teachers, HoD English and Assistant Principal (PP Lead) in order to best inform the provision and impact review of classroom and targeted intervention. 	<ul style="list-style-type: none"> Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of Disadvantaged students: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf. Promotion of Core team collaborative approach to use of data and acceleration of progress. In the research paper, <i>School cultures and practices: supporting the attainment of Disadvantaged pupils: A qualitative comparison of London and non-London schools (DfE May 2018)</i>, using data effectively was found to be one of the five areas in which school culture and practices influence outcomes, in particular for Disadvantaged students, corroborating existing literature that demonstrates the effective use of data can underpin school performance (Sharples, 2011; Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015): https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils. 	<ul style="list-style-type: none"> As for i A. SLT monitor English intervention strategies and impact through calendared RAG progress meetings. Progress of all subgroups analysed after KS3 assessments/ KS4 internal exams and at each Progress Review. 	<ul style="list-style-type: none"> HoD English SLT 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> KS3 English mid-year and end-year assessments KS3 GL English start and end-year Progress Tests Calendared RAG progress meetings Calendared KS4 Internal exams Calendared Progress Reviews <p>Annually, to August 2023:</p> <ul style="list-style-type: none"> GCSE outcomes <p>- £5000 Assistant Principal (PP Lead) - £1200 Library fiction books - £12304.76 English intrn/teaching staff</p>
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<p>C. Disadvantaged pupils of all abilities accelerate their progress in Maths so that:</p> <ul style="list-style-type: none"> Y7 to 10 Disadvantaged pupils make at least expected progress in Maths in-year (demonstrated via KS3 Maths standardised assessments, KS3 GL Maths Progress Tests and Y10 end of year exam); Y11 Disadvantaged pupils achieve Progress 8 of at least -0.3. 	<ul style="list-style-type: none"> Quality first teaching of Maths ensures appropriate in-class intervention for Disadvantaged pupils. Calendared Y11/(Y10) RAG progress meetings facilitate planning and impact review of focused interventions and accelerate progress. Progress data, informed by standardised KIs and including Basics 4+/5+, is analysed/tracked effectively by class teachers, HoD Maths and Assistant Principal (PP Lead) in order to best inform the provision and impact review of classroom and targeted intervention. 	<ul style="list-style-type: none"> Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of Disadvantaged students: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf. Promotion of Core team collaborative approach to use of data and acceleration of progress. In the research paper, <i>School cultures and practices: supporting the attainment of Disadvantaged pupils: A qualitative comparison of London and non-London schools (DfE May 2018)</i>, using data effectively was found to be one of the five areas in which school culture and practices influence outcomes, in particular for Disadvantaged students, corroborating existing literature that demonstrates the effective use of data can underpin school performance (Sharples, 2011; Ofsted, 2013; Macleod et al., 2015; Demie and Maclean, 2015): https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils. 	<ul style="list-style-type: none"> As for i A. SLT monitor Maths intervention strategy and impact through calendared RAG progress meetings. Progress of all subgroups analysed after KS3 assessments/ KS4 internal exams and at each Progress Review. 	<ul style="list-style-type: none"> HoD Maths SLT 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> KS3 Maths mid-year and end-year assessments KS3 GL Maths start and end-year Progress Tests Calendared RAG progress meetings Calendared KS4 Internal exams Calendared Progress Reviews <p>Annually, to August 2023:</p> <ul style="list-style-type: none"> GCSE outcomes <p>- £5000 Assistant Principal (PP Lead) - £15000 Maths intrn/teaching staff</p>
i Total budgeted cost					£38504.76

ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well e.g. monitoring planned?	Staff lead	When will you review implementation?
<p>A. KS3 literacy skills are strengthened so that Disadvantaged pupils/those needing to catch up make at least expected progress in English in-year. Targeted intervention outcomes reflect the acceleration of progress including:</p> <ul style="list-style-type: none"> improved in-year GL NGRT scores from A to C; 70% of all pupils participating in Accelerated Reader programme improve their RA by at least 6 months pre to post intervention; at least expected progress in English in-year (demonstrated via KS3 English standardised assessments and GL English Progress Test outcomes). 	<ul style="list-style-type: none"> PP and SEND interventions to accelerate progress at KS3 in reading/English now fully aligned. TAs timetabled to deliver a variety of programmes including 1:1 reading, Toe by Toe and EAL. Progress tracking centralised to inform further planning. Accelerated Reader programme to be used with all Year 7 and 8 pupils. Potentially Y8 reading buddies with gifted readers supporting weaker readers. 	<ul style="list-style-type: none"> The EEF found that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention at the start of secondary school: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ <i>Ofsted Nov 2016</i>: “Additional Catch-up funding is used effectively. There have been significant improvements in how well students read.” The EEF found that Catch Up Literacy had a statistically significant impact on pupils’ attitudes to school, self-assessed ability in reading, and their confidence in and enjoyment of writing: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy/ This approach (shared reading) has been found to make a positive impact on reading: http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1292&context=reading_horizons For disadvantaged pupils with literacy difficulties, research shows that using the Pupil Premium funding to meet individual pupil needs in order to remove this barrier to learning is effective: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully 	<ul style="list-style-type: none"> Literacy Lead monitors implementation and impact of Accelerated Reader and reading buddy programmes. SENDCo monitors quality and impact of SEND interventions via TAs. Assistant Principal (PP Lead) tracks progress of PP/SEND pupils to inform planning. 	<ul style="list-style-type: none"> Assistant Principal, PP SENDCo Literacy Lead 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> KS3 NGRT termly assessments KS3 mid-year and end-year English assessments KS3 GL English start and end-year Progress Tests Accelerated Reader as testing schedule <p>- £5000 Assistant Principal (PP Lead) - £2000 EAL intervention TA - £8000 English intervention/teaching staff - £2000 Accelerated Reader</p>

<p>B. The outcomes of Y7 to 11 targeted English intervention programmes reflect the acceleration of progress so that Disadvantaged pupils of all abilities make at least expected in-year progress. (See i B.)</p>	<ul style="list-style-type: none"> English teachers timetabled to deliver Y11 small group intervention programmes in curriculum time, additional to English lessons. 1:1 English tutor timetabled to deliver Y11 small group intervention programmes in curriculum time, additional to English lessons. Teachers deliver bespoke Y11 Period 6 intervention programmes: targeted Grade 4 and 5. Participation in Period 6 intervention programmes coordinated, via RAG progress meetings and impact monitored to ensure Basics 4+/5+ match-up. English teachers timetabled to deliver other KS3 intervention programmes in lesson time. 	<ul style="list-style-type: none"> In the <i>EEF Attainment Gap 2017 report</i>, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. Evidence that extending the school times makes a positive impact on academic outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Small group interventions with highly qualified staff have been shown to be effective in supporting the progress of high attainers, as discussed in reliable evidence sources such as <i>Visible Learning</i> by John Hattie and the <i>EEF Toolkit</i>. Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/. The EEF has researched the positive benefits of improving parental engagement on learning: https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/. 	<ul style="list-style-type: none"> HoD English/SLT monitor quality of teaching, learning and assessment (see i. A). Director of KS4 monitors quality of Period 6 intervention teaching, based on identified skills and knowledge gaps. Director of KS4 engages with parents re Period 6 intervention. Impact of Y11 intervention programmes monitored in calendared RAG progress meetings. 	<ul style="list-style-type: none"> HoD English SLT Director of KS4 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> Calendared RAG progress meetings Calendared KS4 Internal exams Calendared Progress Reviews <p>Annually, to August 2023:</p> <ul style="list-style-type: none"> GCSE outcomes - £5000 Assistant Principal (PP Lead) - £4189.15 EAL intervention TA - £4455.60 Cabin TAs - £1928 Accelerated Reader - £600 English KS4 revision resources
<p>C. The outcomes of Y7 to 11 targeted Maths intervention programmes reflect the acceleration of progress so that Disadvantaged pupils of all abilities make at least expected in-year progress. (See i C.)</p>	<ul style="list-style-type: none"> Maths teachers timetabled to deliver Y11 small group intervention programmes in curriculum time, additional to Maths lessons. 1:1 Maths tutor timetabled to deliver Y11 small group intervention programmes in curriculum time, additional to Maths lessons. Teachers deliver bespoke Y11 Period 6 intervention programmes: targeted Grade 4 and 5. Participation in Period 6 intervention programmes coordinated, via RAG progress meetings and impact monitored to ensure Basics 4+/5+ match-up. Maths teachers timetabled to deliver other KS4 intervention programmes in lesson time. 	<ul style="list-style-type: none"> In the <i>EEF Attainment Gap 2017 report</i>, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/. Evidence that extending the school times makes a positive impact on academic outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit Small group interventions with highly qualified staff have been shown to be effective in supporting the progress of high attainers, as discussed in reliable evidence sources such as <i>Visible Learning</i> by John Hattie and the <i>EEF Toolkit</i>. Evidence suggests that TAs can have a positive impact on academic achievement where they support individual pupils or small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/. The EEF has researched the positive benefits of improving parental engagement on learning: https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/. 	<ul style="list-style-type: none"> HoD Maths/SLT monitor quality of teaching, learning and assessment (see i. A). Director of KS4 monitors quality of Period 6 intervention teaching, based on identified skills and knowledge gaps. Director of KS4 engages with parents re Period 6 intervention. Impact of Y11 intervention programmes monitored in calendared RAG progress meetings. 	<ul style="list-style-type: none"> HoD Maths SLT Director of KS4 	<p>As scheduled, to July 2023:</p> <ul style="list-style-type: none"> Calendared RAG progress meetings Calendared KS4 Internal exams Calendared Progress Reviews <p>Annually to August 2023:</p> <ul style="list-style-type: none"> GCSE outcomes - £5000 Assistant Principal (PP Lead) - £4592.80 Cabin TAs - £9028.63 Maths intrn/teaching staff - £5521.23 Science intrn staff - £720 Maths KS4 revision resources
ii Total budgeted cost					£58035.41

iii. Other approaches: Attendance					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well e.g. monitoring planned?	Staff lead	When will you review implementation?
D. Disadvantaged pupils improve their attendance rates to between 92 and 95%.	<ul style="list-style-type: none"> Attendance procedures communicated/rewards systems in place, including half-termly rewards for 100% attendance. Funding contribution to rewards, including for good attendance. Tracking of rewards/sanctions systems (Disadvantaged/non-Disadvantaged) to ensure all pupils have equal access to rewards, including for attendance. Ensure all Disadvantaged pupils are supported to access extra-curricular experiences (including Home Learning Clubs) and positions of responsibility to broaden experience and enhance learning, enrich the curriculum and promote good attendance. (All visits postponed due to Covid.) As above, specifically for the continuing DofE programme. Young Carers Club to continue to support pupils on a bespoke basis, provide enrichment activities and promote good attendance. Bespoke financial support, including uniform. 	<ul style="list-style-type: none"> Good attendance is listed in the top ten approaches for Disadvantaged students in: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf LA Performance Review January 2018: "Continue and sustain the strong programme of actions, mentoring and support, including actions in place to improve attendance figures, in order to narrow the gaps in attainment and progress between Disadvantaged students and non-Disadvantaged students." Evidence for the EEF found positive impact in the provision of breakfast for primary-age pupils and it is felt that given the context and background of Disadvantaged students, particularly in Y7, that this will also be beneficial at secondary: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#closeNav. Providing students with access to a full range of educational experiences can decrease outcome gaps: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Research from the EEF suggests that outdoor adventure learning and outdoor experiences consistently show positive benefits on academic learning. On average students who participate in adventure learning interventions make approximately four additional months' progress over a year: https://educationendowmentfoundation.org.uk/evidence-summary/teaching-learning-toolkit/outdoor-adventure-learning/ Strong careers information, advice and guidance as well as educational experiences are also listed in the top ten approaches for Disadvantaged pupils in: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully 	<ul style="list-style-type: none"> Attendance of individuals/procedures presented by Attendance Officer and discussed at weekly Pastoral Board meetings. Attendance and rewards/sanctions figures monitored by Assistant Principal (PP Lead). Home Learning and other Clubs monitoring of attendance by Assistant Principal (PP Lead). 	<ul style="list-style-type: none"> Attendance Officer Assistant Principal (PP Lead) 	<p>Weekly to July 2023:</p> <ul style="list-style-type: none"> Cumulative attendance figures <p>Half-termly to July 2023:</p> <ul style="list-style-type: none"> Rewards/sanctions figures Home Learning Clubs attendance <p>Annually to August 2023:</p> <ul style="list-style-type: none"> Yearly attendance figures <p>- £3275.39 Assistant Principal (PP Lead)</p> <p>- £19500.75 Attendance Officer</p> <p>- £19241.64 Student Progress Officers</p> <p>- £2445.86 Breakfast Club Coordinator (redeployed)</p> <p>- £1148 Young Carers Leader</p> <p>- £5833.68 Home Learning Club staff</p> <p>- £500 Rewards</p> <p>- £50 DofE</p> <p>- £600 Transport</p> <p>- £4000 Uniform</p>
iii (Attendance) Total budgeted cost					£56595.32

iii. Other approaches: Curriculum/Contingency			
Planned expenditure			Costs
<ul style="list-style-type: none"> GCSE Revision Guides: Business Studies, Computer Science, Drama, Food Technology, Geography, Health & Social Care, History, IT, Media Studies, PE, RE, Science Drama: props, costume Food Technology: ingredients PE: spare kit Science: Kerboodle Contingency: potentially Music tuition, trips, well-being, E-learning, wider participation 			<ul style="list-style-type: none"> - £1200 Revision guides - £50 Drama props - £600 Food ingredients - £250 PE spare kit - £800 Kerboodle - £3000, £2000, £2747.51 Contingency
iii (Curriculum/Contingency) Total budgeted cost			£10647.51
TOTAL PUPIL PREMIUM SPENDING: TIERS BREAKDOWN (Ref: <i>The EEF Guide to the Pupil Premium 2019</i>)			
Tier	Spending allocated	% of PP budget	EEF % recommendation
Teaching	43204.76	26.4	50
Targeted academic support	61235.41	37.4	25
Wider strategies	59342.83	36.2	25

• **Review of Pupil Premium/Catch-up expenditure/impact**

At this school and across schools nationally, the period from mid-March 2020 until the end of the academic year has been dominated by the outbreak of COVID-19. The much reduced opening of mainstream schools in March, followed by the wider opening of schools from 1st June 2020, has had a significant impact on the ability to implement many of the actions and strategies outlined in the Pupil Premium Strategy covering the period 2019-20.

Consequently, it has not been possible to thoroughly evaluate all planned strategies. However, where possible, a review has taken place and provision adapted to support our most disadvantaged pupils and their families.

Previous Academic Year and total amount

2019/20: £146795 (157 pupils eligible for PP funding), **£13853 Catch-up**

i. Quality of teaching for all

Desired outcome	Chosen action/ approach	Impact Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons learned Will you continue with this approach?	Cost																																																																				
<p>A. Year 7/8 literacy skills are strengthened so that Disadvantaged pupils/those targeted for Catch-up intervention programmes make at least expected progress in English in-year.</p>	<ul style="list-style-type: none"> Literacy Lead and Strategy Group (Department reps) have a direct impact on the raising of literacy levels through quality first teaching. The whole school agenda (including planning for access and challenge supported by Learning and Teaching briefings/bespoke training programmes and supported /monitored by a rolling programme of Department reviews) promotes quality first teaching and raises literacy levels. 	<p>Year 7 English:</p> <table border="1" data-bbox="685 799 1137 963"> <thead> <tr> <th colspan="2">Y7 Whole Cohort Mid-Year English Assessment</th> </tr> <tr> <th></th> <th>≥ Median %</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>42.0</td> </tr> <tr> <td>nPP</td> <td>50.5</td> </tr> </tbody> </table> <table border="1" data-bbox="685 979 1554 1129"> <thead> <tr> <th colspan="9">Y7 Whole Cohort Mid-Year Eng Assessment: % score (cumulative)</th> </tr> <tr> <th></th> <th>0+</th> <th>11+</th> <th>21+</th> <th>31+</th> <th>41+</th> <th>51+</th> <th>61+</th> <th>X</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95.6</td> <td>83.7</td> <td>60.6</td> <td>33.1</td> <td>15.0</td> <td>6.2</td> <td>0.6</td> <td>4.4</td> </tr> <tr> <td>PP</td> <td>95.5</td> <td>75.5</td> <td>48.8</td> <td>31.0</td> <td>8.8</td> <td>4.4</td> <td>0.0</td> <td>4.4</td> </tr> <tr> <td>nPP</td> <td>95.6</td> <td>86.9</td> <td>65.2</td> <td>33.8</td> <td>17.4</td> <td>7.0</td> <td>0.9</td> <td>4.3</td> </tr> </tbody> </table> <p>Non-Disadvantaged Year 7 pupils out-performed Disadvantaged in the mid-year English assessment, although not significantly. End of year assessment not done due to school closure.</p> <table border="1" data-bbox="685 1273 1272 1433"> <thead> <tr> <th colspan="3">Year 7 Reading Age % ≥ 11 years</th> </tr> <tr> <th></th> <th>NGRT A</th> <th>NGRT B</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>54.0</td> <td>56.6</td> </tr> <tr> <td>PP</td> <td>53.3</td> <td>46.5</td> </tr> <tr> <td>nPP</td> <td>54.3</td> <td>61.0</td> </tr> </tbody> </table>	Y7 Whole Cohort Mid-Year English Assessment			≥ Median %	PP	42.0	nPP	50.5	Y7 Whole Cohort Mid-Year Eng Assessment: % score (cumulative)										0+	11+	21+	31+	41+	51+	61+	X	All	95.6	83.7	60.6	33.1	15.0	6.2	0.6	4.4	PP	95.5	75.5	48.8	31.0	8.8	4.4	0.0	4.4	nPP	95.6	86.9	65.2	33.8	17.4	7.0	0.9	4.3	Year 7 Reading Age % ≥ 11 years				NGRT A	NGRT B	All	54.0	56.6	PP	53.3	46.5	nPP	54.3	61.0	<ul style="list-style-type: none"> Robustness of mid-year Year 7 and 8 English assessments to be reviewed and end of year assessments planned. Use of Accelerated Reader (Year 7 and 8) planned for 2020/21. Literacy Group activities, including L&T briefing training to continue. Pupil and parent voice survey programme to continue. Disadvantaged pupil voice discussion/booklook (including literacy focus) 	<p>n/a</p>
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- Policy and practice of marking and feedback strengthens literacy skills in all subjects.

Acceleration of Reading Age of PP pupils remains a focus 2020/21. Accelerated Reader testing for the whole Year 7 cohort could not take place due to school closure and so the impact of this programme in English lessons could not be measured.

Year 8 English:

Y8 Whole Cohort Mid-Year English Assessment	
	≥ Median %
PP	44.1
nPP	43.9

Y8 Whole Cohort Mid-Year Eng Assessment: % score (cumulative)							
	0+	11+	21+	31+	41+	51+	X
All	81.4	77	68.2	54	14.6	9.7	18.6
PP	74.4	72.1	53.5	46.5	25.6	7.0	25.6
nPP	85.7	80	77.1	58.5	31.4	11.4	14.3

A slightly higher proportion of Year 8 Disadvantaged pupils, over non-Disadvantaged, achieved at least the median of the mid-year English test. Again, end of year assessment not done.

Y8 Reading Age % ≥ 12 years		
	NGRT A	NGRT B
All	52.6	48.6
PP	36.4	46.3
nPP	60.9	50.0

Significant improvement in RA for PP pupils NGRT A to B, although still below non-PP levels. As for Year 7, Accelerated Reader testing for the whole Year 8 cohort could not take place.

Teaching, learning and assessment:

The quality of planning, teaching and assessment remains intrinsically linked to the raising of literacy levels and the progress of all pupil groups. Autumn team lesson monitoring aspects rated Good or Very Good were:

- Starters (36%)
- Routines (75%)
- Context of lesson explained (83%)
- Classroom folder (including PP annotated on seating plans) (61%)
- Challenge (54%)
- Engagement and pace (61%)

schedules to expand.

		<ul style="list-style-type: none">• Targeted questioning (71%). <p>A Disadvantaged pupil survey concluded (Agree or Strongly Agree):</p> <ul style="list-style-type: none">• I do a variety of interesting things in lessons (53%)• I know how well I am doing in lessons and what to do to improve (55%). <p>A parent survey concluded (Agree or Strongly Agree):</p> <ul style="list-style-type: none">• My child enjoys learning (86%)• My child gets help with their work when needed (87%). <p>Ensuring greater consistency in the quality of planning, teaching and assessment continues to be a key area for improvement 2020/21: aspects to include development and use of common lesson template, using deep subject knowledge to question, planning for access and challenge, raising literacy levels, ensuring feedback moves learning to the next stage and effective peer and independent learning. (New Teaching and Learning Handbook to be launched September 2020.)</p>		
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<p>B. Disadvantaged pupils accelerate their progress in English so that:</p> <ul style="list-style-type: none"> Year 7 to 10 pupils make at least expected progress in English in-year; Year 11 Disadvantaged pupils achieve Progress 8 of at least -0.3. 	<ul style="list-style-type: none"> Quality first teaching of English ensures appropriate in-class intervention for Disadvantaged pupils. Calendared Y11/(Y10) RAG progress meetings facilitate planning and impact review of focused interventions and accelerate progress. Weekly Core HoD/SLT Y11/(Y10) focus meetings support the monitoring and impact review of focused interventions. Progress data, including Basics 5+, is analysed/ tracked effectively by Assistant Principal (PP Lead) and HoD in order to best inform the provision and impact review of targeted intervention. 	<p>Year 7/8 English: See 5 <i>Quality of teaching for all</i> (A).</p> <p>Year 9 English:</p> <p>Performance in English would have been assessed by an end of year exam. (Note that, from Sep 2020, performance in Year 9 English will be measured via mid-year and end of year standardised assessments in line with Trust policy.)</p> <p>Year 10 English:</p> <table border="1" data-bbox="685 475 1592 655"> <thead> <tr> <th colspan="9">Y10 Whole Cohort Progress English Language Review 2 Forecast</th> </tr> <tr> <th rowspan="2"></th> <th colspan="2">Total Progress 8</th> <th colspan="2">% Eng Lang ≥ Tgt</th> <th colspan="2">% 4+</th> <th colspan="2">% 5+</th> </tr> <tr> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> <th>PP</th> <th>nPP</th> </tr> </thead> <tbody> <tr> <td>PR2 Fc</td> <td>-0.39</td> <td>0.11</td> <td>35.3</td> <td>44.2</td> <td>38.2</td> <td>62.3</td> <td>20.6</td> <td>29.9</td> </tr> <tr> <td>Tgt 2021</td> <td></td> <td></td> <td></td> <td></td> <td>68.6</td> <td>89.5</td> <td>45.7</td> <td>64.5</td> </tr> </tbody> </table> <p>Non-Disadvantaged out-performed Disadvantaged in English Language at Progress Review 2. Again, performance would have been robustly assessed by an end of year exam.</p>	Y10 Whole Cohort Progress English Language Review 2 Forecast										Total Progress 8		% Eng Lang ≥ Tgt		% 4+		% 5+		PP	nPP	PP	nPP	PP	nPP	PP	nPP	PR2 Fc	-0.39	0.11	35.3	44.2	38.2	62.3	20.6	29.9	Tgt 2021					68.6	89.5	45.7	64.5	<ul style="list-style-type: none"> Use of SISRA Analytics by all staff to track progress and plan/review interventions to continue 2020/21. Year 11(10) RAG meetings to be calendared. KS4 Director to oversee Year 11 intervention programme. Astrea national leads to support delivery of Core subjects 2020/21. 	<p>£2000 (Assistant Principal (PP Lead) contribution)</p> <p>Subtotal: £2000</p>
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Tgt 2021					68.6	89.5	45.7	64.5																																								

Year 11 English:

Calendared weekly Year 11 RAG meetings enabled intervention, for all subjects, to be targeted and impact reviewed. All staff were trained to use SISRA Analytics to track progress of KS4 groups (including subgroups) at each Progress Review and plan/review in-class interventions accordingly.

2020 Outcomes							
Subject	Year	% 4+		% 5+		SPI	
		PP	nPP	PP	nPP	PP	nPP
Eng Lang	2020	51.7	81.0	17.2	51.7	-0.84	0.01
	Tgt 2020	86.2	93.1	75.9	84.5	0.72	0.86
	2019	33.3	50.6	18.5	28.7	-0.94	-0.71
	2018	43.5	60.3	26.1	37.2	-0.52	-0.15
Eng Lit	2020	44.8	74.1	20.7	53.4	-1.16	-0.38
	Tgt 2020	93.1	93.1	51.7	75.9	0.46	0.64
	2019	51.9	54.0	25.9	28.7	-0.80	-0.90
	2018	47.8	71.4	21.7	45.5	-0.59	-0.09
Maths	2020	51.7	80.7	24.1	54.4	-0.55	-0.12
	Tgt 2020	96.6	93.1	65.5	81.0	1.04	0.81
	2019	59.3	58.6	33.3	31.0	-0.43	-0.59
	2018	40.0	59.0	28.0	43.6	-0.60	-0.27
Basics	2020	48.3	74.1	17.2	43.1		
	Tgt 2020	89.7	91.4	55.2	79.3		
	2019	44.4	48.3	22.2	23.0		
	2018	36.0	55.1	16.0	34.6		

Disadvantaged pupils achieved Progress 8 -0.82, compared to -0.07, for non-Disadvantaged.

24.1% of Disadvantaged pupils achieved/exceeded their English Language target 2020 compared to 38.6% of non-Disadvantaged pupils.

Likewise, as above for English Literature, 34.5% (Disadvantaged) compared to 42.1% (non-Disadvantaged).

Likewise, as above for Maths, 31.0% (Disadvantaged) compared to 28.6% (non-Disadvantaged).

C. Disadvantaged pupils accelerate their progress in Maths so that:

- Year 7 to 10 pupils make at least expected progress in Maths in-year;
- Year 11 Disadvantaged pupils achieve Progress 8 of at least -0.3.

- Quality first teaching of Maths ensures appropriate in-class intervention for Disadvantaged pupils.
- Calendared Y11/(Y10) RAG progress meetings facilitate planning and impact review of focused interventions and accelerate progress.
- Weekly Core HoD/SLT Y11/(Y10) focus meetings support the monitoring and impact review of focused interventions.
- Progress data, including Basics 5+, is analysed/ tracked effectively by Assistant Principal (PP Lead) and HoD in order to best inform the provision and impact review of targeted intervention.

Year 7 Maths:

Y7 Whole Cohort Mid-Year Maths Assessment		
	≥ Median % (Aspire Test)	≥ Median % (Challenge Test)
PP	30.8	48.6
nPP	60.9	56.0

Y7 Whole Cohort Mid-Year Maths Assessment: % score (cumulative)									
	0+	11+	21+	31+	41+	51+	61+	71+	X
All	98.3	95.8	89.5	73.2	46.9	25.6	12.5	3.1	1.9
PP	97.7	97.7	95.5	71.1	42.2	20.0	6.7	0.0	2.2
nPP	98.1	94.6	86.8	73.8	48.6	27.7	14.7	4.3	1.7

Non-Disadvantaged Year 7 pupils out-performed Disadvantaged in the mid-year Maths assessment, significantly for Aspire. End of year assessment not done due to school closure.

Year 8 Maths:

Y8 Whole Cohort Mid-Year Maths Assessment		
	≥ Median % (Aspire Test)	≥ Median % (Challenge Test)
PP	38.9	50.0
nPP	57.1	56.3

Y8 Whole Cohort Mid-Year Maths Assessment: % score (cumulative)										
	0+	11+	21+	31+	41+	51+	61+	71+	81+	X
All	92.9	89.4	81.4	63.7	46.9	27.4	17.7	5.3	3.5	7.1
PP	93.1	88.4	81.4	55.8	27.9	18.6	9.3	0.0	0.0	7.0
nPP	93.0	90.1	81.5	68.6	58.6	32.9	22.9	8.6	5.7	7.1

Non-Disadvantaged Year 8 pupils out-performed Disadvantaged in the mid-year Maths assessment, again more so for Aspire. As above, end of year assessment not done.

See 5 Quality of teaching for all (B).

£2000
(Assistant Principal
(PP Lead)
contribution)

Subtotal: £2000

Year 9 Maths:

Performance in Maths would have been assessed by an end of year exam.
 (Note that, from Sep 2020, performance in Year 9 Maths will be measured via mid-year and end of year standardised assessments in line with Trust policy.)

Year 10 Maths:

Y10 Whole Cohort Progress Maths Review 2 Forecast								
	Progress 8		% Maths ≥ Tgt		% 4+		% 5+	
	PP	nPP	PP	nPP	PP	nPP	PP	nPP
PR2 Fc	-0.39	0.11	33.3	50.6	48.5	83.1	33.3	50.6
Tgt 2021					88.6	96.1	54.3	68.4

Non-Disadvantaged out-performed Disadvantaged in Maths at Progress Review 2. Again, performance would have been robustly assessed by an end of year exam.

Year 11 Maths: See 5 *Quality of teaching for all* (B).

Total Pupil Premium (i): £4000

ii. Targeted support				
Desired outcome	Chosen action/ approach	Impact Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons learned Will you continue with this approach?	Cost
<p>A. Year 7/8 literacy skills are strengthened so that Disadvantaged pupils/those targeted for Catch-up intervention programmes make at least expected progress in English in-year. (70% of all pupils participating in Accelerated Reader programme to improve their RA by at least 6 months pre to post intervention. Likewise, for the Reading Challenge, 70% to increase their RA by 12 months.)</p>	<p>Approaches to accelerate progress in reading/English include:</p> <ul style="list-style-type: none"> programmes using Accelerated Reader (use with all Y7/8 pupils (4 pupils to access only Star Reader assessments); bespoke Catch-up intervention by the Pupil Premium English Intervention Lead and external tutor; Reading Challenge programmes (use with pupils who are not in i2l and whose RA is below 10); contribution to purchase of library fiction books to encourage reading for pleasure and develop literacy skills. 	<p>22 Year 7 pupils (including 4 Disadvantaged and 6 SEND), eligible for Catch-up funding, participated in an intensive small group literacy tuition programme delivered by external tutors:</p> <ul style="list-style-type: none"> 5/21 achieved at least the median score in the Mid-Year English Assessment; 14/22 improved their Reading Age by at least 6 months pre to post intervention (NGRTA to NGRTB), 11/22 by at least 9 months and 10/22 by at least 12 months. <p>A further 11 Year 7 pupils (including 2 Disadvantaged, 2 SEND), eligible for Catch-up funding, were participating in a literacy tuition intervention programme at the time of school closure.</p> <p>14 Year 7 pupils (including 1 SEND), eligible for Catch-up funding, were taught as the English i2L group 2019/20. 5/14 improved their Reading Age by at least 12 months (NGRTA to NGRTB).</p> <p>7 Disadvantaged Year 8 pupils (including 3 PP/SEND) were taught as members of the English i2L group 2019/20:</p> <ul style="list-style-type: none"> 1/6 achieved at least the median score in the Mid-Year English Assessment; 4/7 improved their Reading Age by at least 9 months pre to post intervention (NGRTA to NGRTB) and 2/7 by at least 12 months. <p>15 Year 7/8 pupils (including 7 Year 7 eligible for Catch-up funding, 4 Disadvantaged, 3 SEND, 1 PP/SEND), participated in the Reading Challenge intervention programme:</p> <ul style="list-style-type: none"> 11/14 improved their Comprehension Score (7 pupils by at least 20%); 6/12 improved their Reading Age by at least 6 months pre to post intervention (NGRTA to NGRTB) and 4/12 by at least 12 months. <p>Further Reading Challenge intervention cohorts were cancelled due to school closure.</p> <p>Number of library books borrowed from 01/09/2018 to 20/03/2019 was 2250 which is an average of 11.19 per day. For the same period 2019/20 this number was 6997 which is an average of 34.64 per day. Pupils have a wider choice of reading material at their level.</p>	<ul style="list-style-type: none"> All Literacy PP and SEND intervention programmes have been aligned for 2020/21. To include tracking of progress and impact measure. Accelerated Reader/Reading Challenge intervention groups planned for 2020/21. 	<p>£4676.50 (PP English Intervention Lead)</p> <p>£4000 (Assistant Principal (PP Lead) contribution)</p> <p>£858.75 (Y7 Catch-up external literacy tutor)</p> <p>£2428.20 (Accelerated Reader)</p> <p>£1500 (Accelerated Reader)</p> <p>£433.83 (Library fiction books)</p> <p>£74.95 (Library fiction books)</p> <p>£224.20 (Y7 literacy intervention resources)</p> <p>Subtotal: £6862.03</p> <p>Subtotal: £7334.40</p>

<p>B. Disadvantaged pupils accelerate their progress in English so that:</p> <ul style="list-style-type: none"> Year 7 to 10 pupils make at least expected progress in English in-year; Year 11 Disadvantaged pupils achieve Progress 8 of at least -0.3. 	<ul style="list-style-type: none"> Pupil Premium English Intervention Lead (new role 2019-20) delivers rolling English/literacy intervention programmes including i2L (Y7/8), Study Support (Y9/10), bespoke support for Disadvantaged pupils (Y8, 9, 11). External tutors/teachers deliver bespoke Y11 Period 6 intervention programmes (including those targeted Grade 4 and 5). Other intervention packages (Core subjects) by external companies are explored. Participation in intervention programmes through parental engagement supported by PP Lead/HOYs. GCSE revision guides are provided for Disadvantaged pupils so independent learning is fostered at home. 	<p>6 Disadvantaged Year 9 pupils (including 2 PP/SEND) received intensive in-class/withdrawal support from the English PP Intervention Lead:</p> <ul style="list-style-type: none"> all pupils were forecast to meet their English Language target at Progress Review 2; 2/5 improved their Reading Age by at least 9 months pre to post intervention (NGRTA to NGRTB). <p>10 Disadvantaged Year 10 pupils (including 3 PP/SEND) received intensive in-class/withdrawal support from the English PP Intervention Lead. 4/10 were forecast to meet their English Language target at Progress Review 2.</p> <p>11 Disadvantaged Year 11 pupils (including 1 PP/SEND) received intensive in-class support from the English PP Intervention Lead. 1/11 met their English Language target 2020.</p> <p>Year 11 revision resources were delivered during school closure. Promotion/monitoring of use and impact to continue 2020/21.</p>	<ul style="list-style-type: none"> All PP and SEND English/Maths intervention programmes have been aligned for 2020/21. To include tracking of progress and impact measure. Year 11 after school Core intervention programme, informed by mock exam and RAG meeting outcomes, to continue. (Director of KS4 to oversee parental engagement.) 	<p>£4000 (Assistant Principal (PP Lead) contribution)</p> <p>£16077.22 (PP English Intervention Lead)</p> <p>£2500 (Cabin TA contribution)</p> <p>£43.98 (KS3/4 English intervention resources)</p> <p>£614.18 (English GCSE Revision guides)</p> <p>£500 (KS4 English exam repro contribution)</p> <p>Subtotal: £23735.38</p>
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<p>C. Disadvantaged pupils accelerate their progress in Maths so that:</p> <ul style="list-style-type: none"> Year 7 to 10 pupils make at least expected progress in Maths in-year; Year 11 Disadvantaged pupils achieve Progress 8 of at least -0.3. 	<ul style="list-style-type: none"> Pupil Premium Maths Intervention Lead (new role 2019-20) delivers rolling Maths intervention programmes including i2L (Y7/8), Study Support (Y9/10), bespoke support for Disadvantaged pupils (Y9, 10, 11). Bespoke Catch-up intervention by the Pupil Premium Maths Intervention Lead and external tutors; External tutors/teachers deliver bespoke Y11 Period 6 intervention programmes (including those targeted Grade 4 and 5). Other intervention packages (Core subjects) by external companies are explored. Participation in intervention programmes through parental engagement supported by PP Lead/HOYs. 	<p>15 Year 7 pupils (including 5 Disadvantaged, 5 SEND, 1 PP/SEND), eligible for Catch-up funding, participated in an intensive small group Maths tuition programme delivered by external tutors:</p> <ul style="list-style-type: none"> 6/11 achieved at least the median score in the Mid-Year Maths Aspire Assessment although none of the 4 Challenge Assessment pupils achieved the median score; 5/6 pupils (9 tbc) improved their Numeracy Score pre to post intervention. <p>A further 19 Year 7 pupils (including 7 Disadvantaged, 4 SEND), eligible for Catch-up funding, were participating in a Maths tuition intervention programme at the time of school closure.</p> <p>14 Year 7 pupils (including 1 SEND), eligible for Catch-up funding, were taught as a Maths intervention group 2019/20:</p> <ul style="list-style-type: none"> 6/14 achieved at least the median score in the Mid-Year Maths Aspire Assessment; 3 of these pupils participated in additional intensive tuition and all improved their Numeracy Score pre to post intervention. <p>7 Disadvantaged Year 8 pupils (including 3 PP/SEND) were taught as members of a Maths intervention group 2019/20. 3/7 achieved at least the median score in the Mid-Year Maths Aspire Assessment.</p> <p>7 Disadvantaged Year 9 pupils (including 2 PP/SEND) received intensive in-class/withdrawal support from the Maths PP Intervention Lead. 5/7 were forecast to meet their target at Progress Review 2.</p> <p>11 Disadvantaged Year 10 pupils received intensive in-class/withdrawal support from the Maths PP Intervention Lead. 2/11 were forecast to meet their target at Progress Review 2.</p> <p>13 Disadvantaged Year 11 pupils (including 1 PP/SEND) received intensive in-class support from the Maths PP Intervention Lead. 2/13 met their target 2020.</p>	<p>See 5 Targeted support (B).</p>	<p>£4676.50 (PP Maths Intervention Lead)</p> <p>£11077.22 (PP Maths Intervention Lead)</p> <p>£14543.23 (Assistant Principal (PP Lead) contribution)</p> <p>£1006.38 (Y7 Catch-up external Maths tutors)</p> <p>£66.60 (Y8-11 external Maths tutors)</p> <p>£2500 (Cabin TA contribution)</p> <p>£185.02 (KS3/4 Maths intervention resources)</p> <p>£227.41 (Y7 Maths intervention resources)</p> <p>£102.09 (KS4 top-up Maths intervention resources)</p> <p>£500 (KS4 Maths exam repro contribution)</p> <p>Subtotal: £28974.16</p> <p>Subtotal: £5910.29</p>
				<p>Total Pupil Premium (ii): £59571.57</p> <p>Total Catch-up (ii): £13244.69</p>

iii. Other approaches: Attendance

Desired outcome	Chosen action/ approach	Impact Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate.)	Lessons learned Will you continue with this approach?	Cost																									
<p>Disadvantaged pupils at Ernulf improve their attendance to between 92 and 95%.</p>	<ul style="list-style-type: none"> Attendance procedures communicated/rewards systems in place. Further strategies to accelerate improvements in attendance for Disadvantaged pupils to be explored with Attendance Lead. Tracking of new rewards/sanctions systems to be done (Disadvantaged/non-Disadvantaged) to ensure all pupils have equal access to rewards, including for attendance. Continuation of Breakfast Club to promote good attendance/positive AtL (promotion particularly to Y7). Exploration of appointment of Ed Psych to meet mental health needs of targeted pupils. Funding contribution to rewards, including for good attendance. Ensure all Disadvantaged pupils are supported to access extra-curricular experiences and visits (costs considered on an individual basis, with some curriculum visits fully funded) to broaden experience and enhance learning, enrich the curriculum 	<p>Overall attendance 2019/20:</p> <table border="1" data-bbox="685 376 1583 580"> <thead> <tr> <th colspan="5">Attendance (all years)</th> </tr> <tr> <th>% Attendance</th> <th>2019/20 (up to school closure)</th> <th>2018/19</th> <th>2017/18</th> <th>National 2019/20</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>88.2</td> <td>90.2</td> <td>94.3</td> <td></td> </tr> <tr> <td>nPP</td> <td>95.2</td> <td>95.2</td> <td>95.9</td> <td></td> </tr> <tr> <td>All</td> <td>93.7</td> <td>93.7</td> <td>95.4</td> <td>94.5</td> </tr> </tbody> </table> <p>The declining trend of attendance of Disadvantaged pupils is highlighted above. The PA figures, up to week 24 of 2019/20 were: 27.2% (PP) and 10.9% (nPP). Improving attendance of Disadvantaged pupils remains a priority for 2020/21.</p> <p>Rewards/sanctions autumn term 2019/20</p> <p>Total merits awarded for excellent effort: 5013 (PP) = 27.9 per pupil 10796 (nPP) = 29.7 per pupil 15809 (total)</p> <p>C1: 1362 (PP) = 7.6 per pupil 2156 (nPP) = 5.9 per pupil 3518 (total)</p> <p>C2: 246 (PP) = 1.4 per pupil 210 (nPP) = 0.6 per pupil 456 (total)</p> <p>On average, PP pupils were awarded fewer merits than nPP and more C1/C2s in the autumn term. Rewarding of PP pupils to remain a focus for 2020/21.</p> <p>The exclusion figures, up to week 24 of 2019/20 were: 0.7% (PP) and 0.1% (nPP).</p>	Attendance (all years)					% Attendance	2019/20 (up to school closure)	2018/19	2017/18	National 2019/20	PP	88.2	90.2	94.3		nPP	95.2	95.2	95.9		All	93.7	93.7	95.4	94.5	<ul style="list-style-type: none"> Majority of strategies to improve attendance to continue 2020/21. Breakfast, Young Carers and Home Learning Clubs systems, in context of Covid-19, to be adjusted. Feasibility of DofE activities/educational visits to be reviewed. 	<p>£6231.40 (Attendance Officer contribution)</p> <p>£13896.46 (Pupil Progress Officers contribution)</p> <p>£5000 (Assistant Principal (PP Lead) contribution)</p> <p>£1148 (Young Carers Leader)</p> <p>£2445.86 (Breakfast Club Supervisor)</p> <p>£4528.05 (Breakfast Club goods)</p> <p>£5833.68 (Home Learning Club Supervisors)</p> <p>£178.96 (Home Learning Club goods)</p> <p>£258.84 (Rewards contribution)</p> <p>£554 (Educational visits)</p> <p>£88 (DofE)</p> <p>£500 (Admin contribution)</p> <p>£511 (transport)</p>
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- and promote good attendance.
- As above, specifically for the continuing DofE programme.
 - Funding contribution to Y10 Work Experience programme to allow all Disadvantaged pupils to participate.
 - Young Carers Club to continue to support pupils on a bespoke basis, provide enrichment activities and promote good attendance.

Breakfast Club:

Breakfast Club attendance 2019/20				
Mean Attendance per day	Term 1 (1)	Term 1 (2)	Term 2 (1)	Term 2 (2) to 20 Mar
PP	28.8	33.5	28.6	31.8
nPP	55.6	51.4	45.0	43.8
All	84.5	84.9	73.5	75.6

Of the significant number of Disadvantaged pupils attending Breakfast Club up to school closure 2019/20, 24 (10 Y7, 5 Y8, 1 Y9, 7 Y10, 1 Y11) were regular attenders. 10 of these pupils had at least 99% attendance and a further 4 had between 96 and 98% inclusive.

Extra-curricular activities/educational visits:

In school club/activity attendance:

- Art Club: 5 Disadvantaged pupils out of 15
- Christmas Variety Show: 8 of 25
- Choir: 7 of 15
- Italian pupils' visit Y7 ambassadors: 6 of 20
- Y7/10 Girls Sports Clubs/fixtures: 7 of 30
- Science Club: 6 of 24
- Technology Club: 4 of 25
- Coffee Bar Social Club: 9 of 19
- Library Assistants: 3 of 11
- Young Carers' Club: 2 of 4
- Safari Stu visit: 5 of 60.

A Disadvantaged pupil won a major prize for 100% attendance in the *12 Days of Christmas* attendance rewards initiative.

Out of school activity/educational visit attendance included:

- Cambs Area Young Artists Competition: 2 of 4
- Rotary Young Photographers Competition: 5 of 13
- DofE Bronze: 5 of 17 (expeditions cancelled due to Covid-19)
- Technology Rotary Club Tournament: 1 of 12
- IT AWS Y8 App Challenge: 1 of 7
- Bosch Rexroth Engineering visit: 15 of 47.

A number of educational visits/experiences were cancelled due to Covid-19, including Y10 work experience and 3 residential overseas visits. Likewise, reward trips for good attendance could not go ahead as planned.

£4303.10 (Uniform)

Subtotal: £45477.35

		<p>Other strategies:</p> <p>Funding was allocated on a bespoke basis to promote good attendance including for uniform and transport (specifically including taxis to meet medical needs).</p>		
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iii. Other approaches: Curriculum

Subject/area	Chosen action/approach	Impact/future approach	Cost
Art	KS3 and 4 equipment packs to enable independent learning at home.	Engagement of KS3 and 4 Disadvantaged pupils with home learning tasks increased. GCSE Disadvantaged pupils used materials of necessary quality and variety to complete GCSE standard artwork at home. Art 2020 SPI PP and nPP figures both positive: 0.27 (PP) and 0.56 (nPP).	£1592.74
Business/ Enterprise	BTEC revision guides.	Disadvantaged pupils made expected levels of progress in line with departmental targets. 4 of the 6 Disadvantaged pupils met their target grades and 2 exceeded their target grade. Business 2020 SPI PP and nPP figures both positive: 1.18 (PP) and 2.75 (nPP).	£118.72
Computer Science	GCSE revision guides.	Disadvantaged pupils completed further independent learning at home. Computer Science 2020 SPI PP and nPP figures both positive with PP pupils outperforming nPP: 0.60 (PP) and 0.37 (nPP).	£93.90
D&T/ Engineering	BTEC revision guides.	Disadvantaged pupils completed further independent learning at home. Engineering 2020 SPI PP positive with PP pupils outperforming nPP: 0.09 (PP) and -0.08 (nPP).	£79.43

Drama	HD projector and tripod. Projector to: facilitate film club, enabling Disadvantaged pupils to watch films in a community setting; be used as a performance backdrop, giving Disadvantaged pupils opportunities for extracurricular acting and technology roles; allow film review skills to be developed. Tripod to allow pupils to film their performances for evaluation, improvement, assessment and newsletter purposes. Aim for pupils to develop as reflective practitioners as they review their work, leading to enhanced performance at both	Due to unforeseen circumstances, the projector was not fitted before school closure. To proceed 2020/21.	£515.70
Food & Nutrition	Cooking ingredients.	All Disadvantaged pupils were enabled to participate fully in practical lessons; Disadvantaged pupils performed well in their practical examination.	1136.52
Food & Nutrition	GCSE revision guides.	Disadvantaged pupils completed further independent learning at home and had additional opportunities to answer exam-style questions. Food and Nutrition PP pupils outperformed nPP 2020 with SPI figures: -0.22 (PP) and -0.34 (nPP).	£71.50
Health & Social Care	GCSE revision guides to enable independent study at home and provide access to exam board examples for Component 3.	Revision guides include key information and exemplars of how to answer questions in Component 3 exam tasks. This was expected to help improve understanding of how to achieve marks and structure answers. All pupils passed Component 3 at first attempt. Health and Social Care 2020 SPI PP and nPP figures both positive with PP pupils outperforming nPP: 0.62 (PP) and 0.37 (nPP).	£23.12
History	GCSE revision guides.	Resources provided for Disadvantaged pupils to practise additional exam style questions. History PP pupils underperformed compared to nPP 2020 with SPI figures: -1.79 (PP) and 0.10 (nPP).	£97.50
IT	BTEC revision guides.	Disadvantaged pupils completed further independent learning at home and had additional opportunities to answer exam-style questions. IT PP pupils 2020 SPI PP and nPP figures both positive: 0.98 (PP) and 1.75 (nPP).	£113.82

Music	Instrumental lessons: keyboard, vocals, guitar, drums. Priority Disadvantaged pupils taking BTEC Music.	Of the 8 Disadvantaged KS 4 BTEC Music pupils receiving peripatetic instrumental tuition, 6 were forecast to exceed their target at Progress Review 2 with the remaining 2 forecast to meet their target. These pupils required additional assistance with their instruments to reach the required level for BTEC performance. All pupils receiving tuition, including those not pursuing BTEC Music, gained in confidence and practical skills. Increased engagement was observed with extra-curricular events/activities, including Choir and Christmas production. KS4 Music uptake has also improved (over 10x previous year).	£7830
PE	BTEC revision guides.	Disadvantaged pupils were enabled to complete further study at home. 27% (14) of pupils in the cohort were Disadvantaged: 14% were forecast to achieve Distinction and 57% L2 Merit. Only 1 pupil was forecast a L2 Pass and 1 a L1 Pass. All pupils found the revision book useful. This year, 2 PP pupils achieved L2 Distinction in the exam compared to none last academic year. PE PP pupils, overall, underperformed compared to nPP 2020 with SPI figures: -1.54 (PP) and -0.55 (nPP).	£94.50
E-learning Service		Bespoke.	£1750
Other	Repro contribution.	Allocated to Science and non-Core subjects to support Period 6 and in-class intervention.	£2500
Other	Transport to staff training		£73.35
			Subtotal: 16090.80
			Total Pupil Premium (iii): £61568.15
Total expenditure			
<p><u>Pupil Premium:</u> £4000 ((i): Quality of teaching for all) £59571.57 ((ii): Targeted support) £61568.15 ((iii): Attendance/Curriculum) £125139.72 (Total)</p> <p><u>Catch-up:</u> £13244.69 ((ii): Targeted support) £13244.69 (Total)</p>			