

Pupil Premium Strategy & Covid-19 Catch-Up Premium and Curriculum Expectations 2020/21

Covid-19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst headteachers will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

Remote education

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Looking Ahead: Pupil Premium Strategy 2020/21

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

Barriers Analysis

Identifying key barriers to learning for our Pupil Premium pupils since returning from an extended period away from school has been critical to informing our Pupil Premium Strategy 2020/21.

A 'Tiered Approach' (EEF-2020) to The King's CE School Pupil Premium Strategy

The King's CE School implements a tiered approach to its PP strategy in line with current EEF (2020) guidance.

Quality First Inclusive Teaching

All of our staff will adhere to the following 'quality first' principles to support our pupils:

- Know the disadvantaged pupils in their classes
- Set appropriate seating plans
- Plan effective behaviour management strategies
- Target underachievement for intervention
- Remove barriers to learning

Academic Strategies and Targeted Support

- Highly qualified academic mentors working with small groups of KS3/4 pupils.
- 1:1 and targeted small group support for Year 11 pupils.
- Significant support with digital technology.
- Further development of our metacognition and self-regulation strategies.
- Small classes for lower ability groups who require this most.
- Free provision of exam revision materials and other equipment for learning.
- Reading strategies, increased testing and development

Pastoral Strategies

- Further support with transport and uniform costs where required.
- Greater focus on our mental health support and Citizenship PSHE provision.
- Structured support courses that could include counselling and mentoring.
- Outdoor learning and support
- Further strengthening our parental support and guidance.
- Development of pupils' social and emotional learning.

National Tutoring Programme

The school has started working with the 2020/21 National Tutoring Programme and are in the process of identifying key pupil groups in need of further targeted support.

The National Tutoring Programme will support our three waves of PP intervention: Wave 1- Quality First Inclusive Teaching, Wave 2- Small Group Intervention and Wave 3- Individualised 1-2-1 PP support.

Parental Engagement

Significant progress has been made during last academic year with regard to strengthening relationships with our PP parents and carers. This academic year we aim to continue to build upon this work and encourage and empower our parents/carers to work with the school to further support their children's learning through providing targeted parent sessions and online resources.

Pupil premium strategy statement- The Kings CE School, Wolverhampton

1. Summary information					
School	The Kings CE School, Wolverhampton				
Academic Year	2020/21	PP budget	£289,060 (2020/21)	Date of most recent PP Review	Sep 20
Total number of pupils (Yr 7-11)	Sept 20- 557 Sept 19- 553 Sept 18 – 573	Number of pupils eligible for PP Sept- 20- 301 (54%) Sept 19- 265 (48%) Sept 18 - 269 (47%)		Date for next internal review of this strategy	April 21

2. Current attainment		
*2019/20 figures still require validation	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school average)</i>
Progress 8 score average (from 2015/16)	-1.05	-0.82
Attainment 8 score average (from 2015/16)	40.3	42.27
Progress 8 score average (from 2016/17)	-0.42	+0.1
Attainment 8 score average (from 2016/17)	41.26	48.76
Progress 8 score average (from 2017/18)	-0.47	-0.16
Attainment 8 score average (from 2017/18)	36.1	49.8
Progress 8 score average (from 2018/19)	-0.48	+0.047
Attainment 8 score average (from 2018/19)	41.78	45.91
Progress 8 score average (from 2019/20)	TBC	TBC
Attainment 8 score average (from 2019/20)	TBC	TBC

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<p>Issues identified from September 2020 as barriers to learning (e.g: curriculum gaps/ wellbeing) and grouped in key areas:</p> <p>Institutional: <i>Arising from the unresponsiveness of our institution or lack of flexibility in the provision on offer, such as content of provision and scheduling of information evenings.</i></p> <p>Dispositional: <i>relating to the attitudes, perceptions and expectations of the pupils, such as lacking confidence, interest and engagement.</i></p> <p>Situational: <i>Arising from a pupil's personal and family situation, such as additional responsibilities like caring for siblings etc.</i></p>	
A.	<p>Re-engagement, Re-connect, Re-establish</p> <p>Behaviour for Learning issues from a small number of PP pupils in each year group had a detrimental effect on the progress of themselves and others during 2019/20. As we return to school for 2020/21, ensuring full engagement from all pupils as they return to school is critical.</p> <p>A1: Maintaining a high attendance % for all students is a priority.</p> <p>A2: Wellbeing: Students adjusting to the new school routines and structures.</p> <p>A3: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period.</p>
B.	<p>Raising Achievement and Ensuring Pupils Catch-up</p> <p>2019/20 national data suggests that pupils who are eligible for PP have been adversely affected by school closures, particularly with regard to their levels of attainment. A key part of our reopening strategy is to ensure that all pupils, particularly PP pupils, are provided with the tools and support to catch-up and make significant attainment progress, in line with their with NPP peers.</p> <p>B1: Literacy skills- Reading tests to be completed with all year groups to assess knowledge gaps. Due to lockdown tutor reading programme (DEAR) has not been taking place to full extent.</p> <p>B2: Gaps in curriculum as identified by each CTL/ HOF.</p> <p>B3: Understanding T&L strategies within the 'new normal' way of teaching.</p> <p>B4: Gaps in 'careers and further education' advice and guidance.</p> <p>B5: Gaps in knowledge that have appeared between March and July 2020 (as identified through internal assessment in Term1).</p> <p>B6: Understanding the ability of our new Y7 intake without SATS scores.</p> <p>B7: Ensuring our key groups: SEND, EAL and new arrival pupils are making social, emotional and academic progress following the lockdown period.</p>
C.	<p>Digital Technology and Extended Learning</p> <p>Completion and monitoring of Extended Learning is inconsistent, particularly for PP pupils; this means pupils in KS4 are unprepared for the quantity and depth of independent work required for success at GCSE level. School survey data indicates that many PP pupils have limited access to effective learning environment at home. Ensuring that pupils are provided with the digital tools to access EL is a priority for the school.</p> <p>C1: Ensuring all pupils can access online learning at home.</p>

D.	<p>Meta-Cognition and Self-Regulation</p> <p>As per EEF (2020) guidelines, promoting meta-cognition and providing pupils self-regulation strategies can support them to make significant progress with their learning. Currently, some pupils lack the skills needed to overcome challenges with their learning build resilience.</p>
E.	<p>Social and Emotional Learning</p> <p>Ensuring all pupils, particularly PP, are provided with opportunities for reflection, to recognise previous trauma, and develop effective strategies to deal with social and emotional challenges is important to ensuring pupils are engaged and reconnected with their learning. As we return to school following our school closure, these skills will be key to ensuring our pupils are able to support themselves and each other.</p> <p>E1: Wellbeing: Concerns around anxiety and safeguarding issues following the lockdown period.</p>
F.	<p>Parental Involvement</p> <p>Strengthening our relationships with parents/ carers will help to support the school's work to improve PP pupils' attainment. There has, at times, been a lack of engagement from parents/ carers with their child's learning which does result in pupils making less progress than others.</p> <p>F1: Ensuring parental engagement levels are maintained during the 'virtual meeting' era.</p>

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Behaviour Interventions Improve behaviour for learning and engagement of all pupils in all lessons and reduce number of behaviour incidents for pupils; particularly PP pupils.	Proportion of behaviour incidents involving PP students is equal to or lower than proportion of NPP students in the school Total number of behaviour incidents is reduced and the number of PP pupils involved in behaviour incidents is reduced SSR and pupil voice all evidence improved behaviour for learning in all year groups
B.	Raising Achievement Continue to Improve the attainment and progress for all pupils, particularly PP, and ensure any barriers resulting from the lockdown period have been addressed and overcome through detailed analysis, evaluation and action.	KS3 progress of PP pupils in line with those of NPP pupils and in line with their targets. Progress scores of PP pupils in line with NPP pupils and national averages. Where PP pupils are falling behind, interventions are put in place, recorded and measured, overseen by CTLs, HOY and SLT
C.	Digital Technology and Extended Learning Ensure that PP pupils are confident and safe using digital technology at school and at home. Support pupils with accessing online lessons, particularly via Microsoft Teams, and work with PP pupils and parents/ carers to access their Extended Learning via Class Charts so it is completed more consistently and its completion is viewed as an integral and necessary part of the learning progress. Class Charts' EL is monitored by all, particularly HOFs. "Extended Learning" measures on reports indicate completion and quality of extended learning is improved.	"Extended Learning" measures for PP pupils show an increased proportion of "greens" to indicate completion is good and deadlines are met. Extended Learning is set, recorded and completed in all subjects using Class Charts. Learning walk, SSR, book monitoring and pupil voice all evidence improved completion of Extended Learning in all year groups
D.	Metacognition and Self-Regulation Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" ratio scores improve over time. Proportion of PP pupils retaining their SDfL behaviour points and achieving positive ATL scores increases across the academic year. Proportion of school leadership positions filled by PP pupils increases. PP pupils are fully re-engaged with their learning.	Average ATL ratios of PP pupils improve and are in line with non-PP pupils. Average ATL ratios improve for all pupils Proportion of PP pupils continuing into Post 16 education increases. (3yr trend) Proportion of PP students moving on to universities/Russell Group universities increase (3yr trend) Proportion of PP pupils in the 20:20 SDfL Club increases each term. 50% PP aim for all pupil leadership positions.

E.	Social and Emotional Learning Pupils are more confident in expressing themselves and responding/reflecting on issues in and outside of the school. Pupils will be able to react and adapt to learning challenges more effectively and their resilience to overcome any learning barriers will increase. Improved attendance and punctuality records for PP pupils	Trends show that attendance and punctuality rates of PP pupils are improving and are in line with NPP pupils in the school and national averages for all pupils The percentage of PP pupils who are persistent absentees is reduced Improved attendance and engagement of PP pupils at extra-curricular activities monitored through Class Charts. Rewards to be used to promote engagement. Improved ATL rates across all year groups. Improved pupil voice responses.
F.	Parental Involvement Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils. Focused subject interventions to start earlier in the academic year with attendance compulsory for selected PP pupils.	Improved rates of attendance at virtual parents' evenings and other events. Increased parental engagement with school learning systems- Class Charts, VLE etc. All parents to feel supported with regard to speaking with the school to discuss the progress of their child, either at a parents' evening or at a virtual alternative. Parents feel more involved in their child's education as evidenced in parental surveys

5.	Academic year 2020/21	Planned expenditure		
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve quality of teaching for all, provide targeted support and wider whole school strategies.				
i: Quality of teaching for all				
Year Group	Desired outcome	Chosen action/approach	Staff lead	When will you review?

Y7-11	D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" ratios are in line with other pupils.	Consistent use of protocol allow pupils to develop their own understanding and include elements of self-regulation (SDfL), metacognition and collaborative learning (as detailed in SIP).	LUD/SUT	Jan 21
Y7-11	Improved attainment and progress of PP pupils in internal and external assessments in order to continue to reduce attainment gap between PP and other pupils.	Heads of Year to focus on the tracking and monitoring of academic progress identifying links between poor attendance, punctuality, behaviour and achievement.	SUT/LIN/HOY	Jan 21

Y7-11	C1: Extended Learning completed more consistently and completion viewed as an integral and necessary part of learning. Leaders to monitor Class Charts regularly.	Extended learning is used consistently and effectively to support learning in class and promote independent learning (as detailed in SIP).	GRE	after each data trawl
Y7	B6: To identify the ability of all students so as they can be set in CORE subjects from October 2020.	CATS testing for all Y7 pupils	JON/ GRE	Nov 20
Y7-11	B1: To track reading ages and highlight the positive impact our literacy strategy is having through implementation of reading tests for all pupils.	Purchase and implement reading tests for all pupils Y7-11	GRE	Nov 20
Y7-9	B1: The book sets purchased will include BAME authors to ensure a diverse menu for pupils (B Zephaniah/ Limbo Poem). Students will be exposed to a greater number of words and challenging texts. The teacher ensures correct pronunciation during lessons and tutors lead on the 15 minute weekly DEAR programme. Students are developing a wider and more appropriate vocabulary range for subsequent use across the curriculum.	Purchase additional reading book materials (Wonder) and create additional library space to broaden menu of books available.	JON	Dec 20
		Using the Frayer model, subject specific vocabulary lists have been created for all areas of the school. Vocabulary tests have been completed in all lessons to assess knowledge gaps.	JON	Nov 20
Y7-11	B5: Transition internal assessments for all pupils in all subjects. Assessments will concentrate on knowledge and skills that should have been grasped between March and July 2020.	Identify gaps in knowledge that have developed during lockdown. Use this information to inform intervention both in and out of the classroom.	LAN/ GRE	Sep 20

Y7-11	A3: Staff to record all pupils' ATL since returning back to school following lockdown to inform additional targeted intervention.	Staff to assess pupils' ATL since returning following lockdown. Data from which will inform intervention in and out of classroom.	GRE/LIN	Oct 20
Y7-11	A2: PP pupils identified as lacking engagement to receive additional in-class support from staff.	Staff on intervention timetables to support identified 1-2-1 pupils in maths lessons. Additional focus on identified pupils lacking engagement at virtual parents' evenings- additional phone calls/ meetings held with these parents.	LIN	Oct 20
Y7-11	B3: There is no substitute for being in front of the teacher as school closure has so clearly demonstrated.	No pupils to miss learning time; 'protect every lesson like it was their last' to avoid any further gaps in knowledge.	LAN	Oct 20
Y11	B2: Planning a lesson-by-lesson approach will ensure content is delivered in time while being able to assess along the way	Pace planning in all subject areas to ensure the lesson time remaining is sufficient to cover all syllabus content to be examined.	LAN	Oct 20
Y11	B2: Period 7 'Making the Grade' sessions should plug gaps in subject knowledge and prepare students for their examinations (PPEs and summer exams) .	Making the Grade sessions to be bespoke and open to all where there is a need. Ensure that intervention is at least as effective as pupils' classroom teaching	LIN	Nov 20
Y7-11	C1: Ensure all students in all years have some computer and access to the internet at home. This will allow students to access all online learning resources at home whether for homework, periods of self-isolation, or local lockdown events	Purchase 20 more laptop computers to create an additional computer room to support pupils where needed.	GRE/ SUT	Nov 20
Y10-11	C1: We will track home learning engagement stats in Years 10 and 11 to highlight the successful use of revision guides at home. Improved attainment and progress scores between internal assessments and February PPEs in Year 11.	Purchase revision guides for all pupils who request additional financial support in all subjects to ensure independent work can be completed at home.	KAU/ TAY/LIN	Nov 20

Y7-11	B3: These will support high quality T&L as they will enable staff to model from the front (staff cannot freely move around the classroom).	Purchase classroom webcams and other tools for classrooms to support the fact staff can no longer walk the classroom freely.	GRE	Sep 20
Y7-11	B2: Ensure that the SENECA platform is rolled out successfully and monitor the usage across year groups.	SENECA will allow for strong independent learning at home and thus improve pupil progress when it comes to key assessment points (PPEs). Students have access to smart assignments, bespoke revision materials based on a work completion algorithm, and wrong answer analysis for all subject based exam revision. Staff and students will be able to identify learning gaps and set bespoke homework and revision that covers these gaps. Analysis of students' work then builds over time and interleaved practice and revision is created.	GRE/ MIT	Sep 20
Y7-11	C1: Home learning will improve the independence of our students as well as support progress when it comes to key assessment points (internal assessments/ PPEs)	Continue the tracking of home learning engagement to keep up the positive momentum that was created during lockdown	HOY/ SUT	Oct 20
Y7-11	B3: Evidence-based strategies are supporting students' learning potential in knowing more and remembering more. Embed strategies that allow students' to maximise learning and retain key subject knowledge.	Focus on Rosenshine strategies leading to all students knowing more and remembering more of the common curriculum being taught.	LAN	Oct 20
Y7-11	B3: School KPD webinars/resources will give teachers access to the very best of what exists across our school. This will lead to the most effective classroom practice being shared and pupil learning optimised.	Sharing of best practice through KPD resources which include a focus on curriculum, T&L, behaviour and pupil premium	LAN	Oct 20
Y7-11	B3: Quality first teaching remains the single most effective strategy for closing learning gaps. A focus on curriculum sequencing will help leaders target specific subject domain knowledge students are not yet secure in. A cycle of plan – do – review will also support leaders' understanding of effective catch up in the classroom.	Leaders to track and monitor catch up strategies closely looking at low effort – high impact successes and continually refining practice to ensure learning gaps are closed in the most effective and timely manner.	LAN	Oct 20

<i>Total Cost Allocated from Catch-Up Grant</i> £36,800	<i>Appointment of heads of year</i>	£12000
	<i>PP CPD INSET</i>	£1000
	<i>*Purchase of 20 laptop computers</i>	£15,000
	<i>*CATS testing for all Y7 pupils</i>	£1500
	<i>*Purchase and implement reading tests for all pupils Y7-11</i>	£2500
	<i>*Purchase revision guides Y10/11</i>	£800
	<i>*Purchase classroom webcams and other tools for classrooms</i>	£1000
	<i>*SENECA Subscription</i>	£3000

ii: Targeted support				
Year Group	Desired outcome	Chosen action/approach	Staff lead	When will you review?
Y7-11	B. Improved attainment and achievement of PP pupils, <i>measured across all year groups through teacher assessment (moderated within and across departments, faculties and through school partnerships) and internal and external assessments.</i> D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" scores improve over time C1: All PP pupils to be able to access revision material. B7: Additional support for identified pupils in lessons. B4: Raising aspirations and achievements of pupils in years 10 and 11 through:	Small group sessions for Year 11 PP pupils with PLC support staff.	HUR/ COX	Dec 20
		Small group intensive programme for PP pupils with low attainment in years 7 and 8 – Numeracy and literacy. <i>Catch-up</i> literacy programme to provide intervention through PLC. Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up	JON	Dec 20
Y7-11			JON/ COX/ KEL	Dec 20
Y10-11		Revision guides supplemented (and/or printed) for PP pupils.	KAU	Dec 20
		Additional support provided in lessons by intervention colleagues leading to smaller group tuition.	KEL/ COX	Oct 20
Y7-11				
		Mentoring and guidance for targeted PP pupils in year 11, including how to manage pressure, expectation and work load in the lead up to exams Underachieving PP pupils in year 11 to have an allocated staff mentor	SUT/ LIN	Nov 20
Y10-11		8/9 Club to support and raise aspirations for most able Y11 pupils targeted 8/9 in Maths/ Eng/ Sci	LIN/ KAU LIN	Nov 20 Dec 20

Y10-11	B2: Develop pupils' confidence through delivery of full programme of revision techniques during PSHE sessions.	Teaching revision techniques is a helpful way of preparing students for internal assessments and PPEs. Using experienced APs to deliver revision strategy sessions.	LIN/ GRE	Dec 20
Y7-11	B4: Provide virtual alternative events to inspire and increase cultural capital for pupils.	Virtual university events to motivate, inspire, raise aspirations and increase cultural capital for PP pupils. Including involvement in 'mock trial' events.	LIN	Dec 20
Y9-11	Assistant Principal to have whole school responsibility to co-ordinate PP interventions and support. This will include:	A provision map of interventions, implemented to monitor the effectiveness and value for money of all interventions.	LIN	Apr 21
Y7-11	A2: Provide alternative provision for those pupils who need ongoing, specific support.	Use of school PLC to support with small group interventions. Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.	SUT/ LIN	Dec 20
Y7-11	C1: Close and systematic tracking of Hegarty maths student completion rates. Focus on number of questions answered correctly and time spent completing the tasks / videos. Monthly report produced tracking individual student success at class and school level.	Hegarty maths subscription (homework catch up)	GRE	Dec 20
Y7-11	B5: The students who benefit from the NTP will have their progress tracked at key assessment points such as PPEs.	Access the National Tutoring Program to ensure additional targeted support is put in place for all students	LIN	Jan 21

Total Cost Allocated from Catch-Up Grant £129,675	Workshops to reduce exam pressure/anxiety	£1000
	Allocated mentor for all PP pupils in Yr 10 and 11	£4300
	Workshops for PP/More Able pupils in English/Maths and Science	£2000
	Assistant Principal to co-ordinate PP interventions and support	£17,500
	Vice Principal for management	£22,000
	Additional support in lessons resulting in smaller group tuition	£21,000
	Provide alternative provision for those pupils who need ongoing, specific support.	£20,000
	Additional private tuition	£8000
	Provide the services of an Educational Psychologist and specialist teacher for those pupils who need specific support.	£12,000
	Provide SEMH resource base (PLC) for pupils who require targeted support	£11,875
	*Direct leadership time from the SENCO to coordinate the intervention program for Y7s who require catch up	£7,000
	*Hegarty maths subscription	£3000

iii: Wider Strategies				
Year Group	Desired outcome	Chosen action / approach	Staff lead	When will you review?
Y7-11	D.Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that “Approach to Learning” scores improve over time	Full access to enrichment activities for PP pupils improves confidence, sense of belonging, staff/pupil relationships, motivation and outcomes.	LIN/ PUG	Oct 20
Y7-11	E1: Having additional counsellors or provision will allow for more children to have access to specialist advice and guidance over their worries centred around post lock down routines and anxieties. This will have an overall impact on well-being which will lead to a more positive outlook in lessons and around school.	Pay for additional hours of counselling time	SUT	Dec 20
Y7-11	B. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	Subsidise peripatetic music lessons to increase PP cultural capital.	PUG/ MCA	Oct 20
		Weekly quiz on current affairs to promote PP pupils understanding of the world around them and increase cultural literacy.	KAU	
		Encouragement of more PP pupils to take part in extra-curricular sports, including weekly inter-house sports competitions improve cultural capital.	PUG/ LIN	Oct 20
		Use of class charts and provision map allowing teachers to create strategic seating plans and know their students better.	KAU	Oct 20
		Continue to subsidise school meals and provide all pupils with access to breakfast as per our school partnership with The Magic Breakfast Club.	LUD/ LAN	
		Commission a Pupil Premium review	LIN	April 21

Y7-11	A. Improved behaviour for learning in all lessons and reduced number of behaviour incidents for all pupils and PP pupils	Whole school approach to improving behaviour for learning through provision of KPD, behaviour policy (SDfL) and behaviour interventions (as detailed in the SIP), IE. Led by Vice Principal, Assistant Principal HOY 11.	SUT/LIN/KAU	Dec 20
Y7-11	D. Improved aspiration, confidence and engagement levels for PP pupils and other pupils, so that "Approach to Learning" scores improve over time (at least 2.5 and in line with other students.)	Ensure that staff know PP pupils in lessons and understand the barriers to learning pupils face and use quality first teaching strategies that work for each PP pupil. KPD/ INSET training to focus on this area. Develop strategy to record in class intervention using SIMS shared with colleagues. (identified after each data trawl)	LIN	Dec 20
Y7-11	A1: Improved attendance and punctuality records for PP pupils	Rewards, sanctions and follow-ups put in place to improve attendance and punctuality (as detailed in the SIP) Improve attendance through improved engagement Employment of educational welfare officers to liaise and support parents to encourage good attendance.	SUT/BAR	Dec 20
Y7-11	F1: Improved parental engagement so that attendance at Parents' Evenings and other events increases. Improved standard of written reports to parents and increased support for initiatives and interventions put in place to support pupils.	Whole school approach to improving parental engagement and reporting to parents (as detailed in SIP) Ensure that the home learning offer is updated and made available to all parents in the event of a student absence for self-isolation and/or local lockdown Parent/carer of each PP pupil in a year group to be contacted, by phone, by a member of SLT to ensure attendance at parents'	GRE/ LIN	After each parents evening

Y7-11	<p>C1: The process of accessing online learning resources is easy to do and is bespoke for each subject in all years. The use of Oak Academy, Hegarty Maths is key here.</p> <p>Purchasing of Class Charts provision which is allowing parents and students to track set homework more effectively to lead to higher completion and engagement rates. This is key to ensuring that pupils are engaging and completing bespoke catch up homework being set as part of the planned curriculum recovery.</p>	<p>evening and, where they cannot attend, an alternative meeting arranged. Minibus will be provided for parents evening to encourage attendance.</p> <p>Set up a support helpline for parents to call/ email if in need of help/ support. This will support learning conversations at home which is proven to impact outcomes both academic and personal.</p>		
Y7-11	<p>B. Improved attainment and achievement of PP pupils, measured across all year groups through teacher assessment (moderated within and across departments) and internal and external assessments.</p>	<p>Improved reading ages for pupils in years 7 and 8 through use of targeted intervention.</p> <p>Book Bus funding to provide a reading book of choice for all PP pupils in years 7 and 8</p> <p>Staff to use data analysis system SISRA to inform planning and future interventions.</p> <p>Ongoing training/CPD to ensure all staff can use SISRA effectively</p>	<p>JON</p> <p>JON</p> <p>GRE</p> <p>GRE</p>	<p>Dec 20</p> <p>Dec 20</p> <p>Oct 20</p> <p>Nov 20</p>
Y7-11	<p>B4: Ensure that Y11 pupils receive essential advice and guidance to think about what they will be doing next academic year and beyond.</p>	<p>Ensure all Year 11s benefit from a 1:1 careers interview.</p>	<p>ARD</p>	<p>Nov 20</p>
Y7-11	<p>F1: To maintain communication between the school and parents regarding academic performance.</p>	<p>A new virtual system in place for parents' evenings in 2020/21 to ensure regular dialect between home and school regarding academic performance.</p>	<p>LIN/ GRE</p>	<p>Oct 20</p>

Y7-11	A2: To identify students who would benefit from a re-engagement programme for their learning.	Attitudinal ATL survey to look at pupil attitudes to school to enable early intervention.	LIN	Oct 20
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<i>Total Cost Allocated from Catch-Up Grant</i>	<i>After school and holiday sessions</i>	£2000
£122,585	<i>Subsidise peripatetic music lessons</i>	£20000
	<i>Subsidise visits and trips</i>	£4000
	<i>Weekly quiz</i>	£400
	<i>Commission an external pupil premium review</i>	£800
	<i>Vice Principal to lead on behaviour</i>	£30,000
	<i>Restorative Practice co-ordinator</i>	£25,000
	<i>Attendance officer</i>	£14,000
	<i>Educational Welfare Officer</i>	£4000
	<i>Parents of PP pupils to be contacted at parent evenings</i>	£6000
	<i>Minibus service to deliver FSM support</i>	£2000
	<i>School meals subsidy</i>	£4400
	<i>SISRA data analysis programme and ongoing related CPD</i>	£3000
	<i>Additional Counselling and Support Sessions</i>	£6985

Summary Catch-Up Grant Allocation	
Strategy	Cost
Teaching & Whole School	£36,800
Targeted Support	£129,675
Wider Strategies	£122,585
Total	£289,060