

Pupil premium strategy statement (secondary)

1. Summary information					
School	Bishop David Brown				
Academic Year	2020-2021	Total PP budget	£148,025	Date of most recent PP Review	Sept 2020
Total number of pupils	612	Number of pupils eligible for PP	179	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2018)
% Achieving 4 – 9 English and Maths	34.38%	71.5%
Progress 8 score average	-0.05	0.13
Attainment 8 score	38.36	50.1
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Quality of Teaching, Learning and assessment	
B.	The number of students entering the School significantly below the National Average	
C.	Poor literacy rates of students on entry; on average, our Pupil Premium students are, on average, 18 months behind their chronological age	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance of PP students is lower than Non PP students and lower than National Average	
E.	Lack of parental engagement of PP students to key school events	

F.	Lack of school equipment and adequate provision for homework and/or revision	
G.	Lack of aspiration and resilience of students; surveys show that confidence in learning and attitudes towards attendance are lower than non-Pupil Premium students.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Coaching programme to be completed by all members of staff to promote quality teaching & learning throughout the school. ILL policy to be implemented in all departments. Cross fertilisation mentoring programme to be introduced and reviewed through the Performance Management cycle. To improve teaching and learning strategies across the school. To be monitored through Learning Walk Cycle/Work Scrutiny and Department SEF meetings. (Termly.)	There is no inadequate teaching in any subject area.
B.	Students to accelerate in their literacy and numeracy skills to fully access the curriculum by receiving 1:1, or small group interventions to enhance their learning experience to levels close to non PP students. Literacy policy to be implemented across the school with reading to feature highly within tutor time. Literacy to be built in to all departments SOW Accelerated reading programme and use of the study centre to be built in to English lessons. To be measured by the end of interventions reports, tracking assessment points and school KPIs.	100% PP students with below chronological reading age to make over 12 months progress in a year. 100% of PP students with below Nat Ave in maths from ks2 will achieve ave standardised score by the end of KS3.
C.	Improvement in behaviour of Pupil Premium students. To be monitored through school KPIs and sims reports.	0% Fixed Term Exclusions of Pupil Premium students in Year 11 and a 50% reduction of Fixed Term Exclusions of Pupil Premium students in years 7 – 10. Reduction in behaviour incidents of Pupil Premium students.
D.	Increase in attendance figures of PP students in all year groups compared to non-PP students. To be measured by termly attendance tracking figures.	PP attendance to be at least national average along with the reduction in number of persistent absentees to national average.
E.	Increase from 70% to 90% of PP parents/carers to attend key school events such as parents	PP parent's attendance will show a minimum of 70% at key events.

5. Planned expenditure					
Academic year		2020-2021			
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?	Staff lead	When will you review implementation?
An increase in expected progress in English and Maths along with other subjects across all year groups, from 66% meeting or exceeding targets to 80%	Teaching and Learning Coaching programme Staff to use Teaching and Learning library. Ill policy and literacy policy to be embedded throughout the year Visualizers' in all classrooms Action research projects	Quality First Teaching to all pupils to drive up results both for PP and Non PP. NFER/EEF toolkit clear that QFT is the most effective way to support PP students' achievement.	Clear parameters for monitoring quality of teaching overview, to be triangulated with evidence from Work Scrutinies, Data Validation meetings and data analysis using 4Matrix. Coaching Programme	Associate Ass Head of School T&L, Ass Head of School T&L Head of School	Termly
An increase in expected progress in English and Maths along with other subjects from 66% meeting or exceeding targets to 80%	Include a greater emphasis on explicit teaching strategies (Meta-cognition and Self-regulation, Challenge, Questioning, explanation and feedback) through Action Research	EEF Toolkit states that these approaches can add up to eight months progress to pupils' learning.	Clear parameters for monitoring quality of teaching overview, to be triangulated with evidence from Work Scrutinies, Pupil Voice, Data Validation meetings and data analysis using 4Matrix.	Ass Head of School T&L HODs Head of School	Termly

An increase in expected progress in English and Maths along with other subjects from 66% meeting or exceeding targets to 80%	All staff to keep data folders' that contain pertinent data, seating plans, SEND information and teaching schemes of work and PP information. This will enable all teachers to be aware of each individual student and to have ready access to data and information. Reformatting Raising achievement plans All staff to log interventions on Provision maps	EEF Toolkit states that individualised instruction can add up to three months of progress to a pupil's learning.	Clear parameters for monitoring quality of teaching using quality of teaching overview. RAP Plans Department and HOYs SEFs Line management meetings Provision maps	HODs HOYs Associate Ass Heads of school, Ass Heads of School, Head of School	Termly
Total budgeted cost					£21,860.09
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?	Staff lead	When will you review implementation?
Mental Health and emotional support to therefore improve attendance from 93% to 95% Positive mind-set shift	1:1 Wellbeing support with the Children Wellbeing Practitioners Educational Psychologist ELSA support worker Wellbeing room for break time support. School nurse In-house alternative provisions Referrals to external alternative provisions Metal health displays and advices in corridors. Self-referral platform on VLE	Provision for students with mental health/ emotional/ social difficulties is vital in a setting where cuts have been made to external agencies. All in house data suggests this problem is widening and therefore provision for these students is essential.	Referrals to be monitored by the Assistant Head of School (Character and Culture) and a structure of support system to be implemented to ensure the most vulnerable students are prioritised whilst others are not left out. Boxall profile Reports	Assistant Head of School, Associate Ass Head of School, SENCO, (Character & Culture) HOY Ass HOY DSL team	Termly

<p>Reduce behavioural issues in PP students from 38% to 15%. Improved attainment from 66% to 80% and attendance from 93 to 95%.</p>	<p>House competitions Student Voice Extra-curricular clubs Catering activities Languages leaders Restorative intervention Level Best Programme Nudge End of year Trip House points (Click Reward reward system) Celebration assemblies</p>	<p>The identification of and nurturing of talent is essential in developing students. Students receive additional training as well as a focus on leadership.</p>	<p>Termly tracking of attendance/behaviour data and performance data.</p>	<p>Heads of Year, Associate & Assistant Heads of School, IEC manager</p>	<p>Termly</p>
<p>Reduce behavioural issues in PP students from 38% to 15%. Improved attainment from 66% to 80% and attendance from 93 to 95%.</p>	<p>Peer Mentoring programme Rewards House competitions Assemblies PSHE programme Pastoral Support Assistant and Year Team Support. Wellbeing Practitioner support ELSA intervention - Emotional literacy IEC manager Alternative provisions.</p>	<p>The education endowment fund states that: -'Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress' Strong social and emotional support is recognised as a very effective way to support disadvantaged students, especially when linked to close work with carers/parents. This consistency of approach will also benefit the wider school community Small positive group sessions designed to engage vulnerable students improving their self-confidence and engagement in school</p>	<p>Students monitored pre and post intervention boxall profile. Collaborative approaches to PP students ensuring all relevant bodies work together with one core goal. Regular data analysis on behaviour logs. Regular house points awarded and rewards distributed.</p>	<p>Assistant Head of School (Attainment)/ Heads of Year Assistant Head of School (Pastoral) SENDCO</p>	<p>Termly Annually</p>

<p>Increased attendance of disadvantaged students from 93% to 95%. Reduce behavioural issues in PP students from 38% to 15%. Improved attainment from 66% to 80%</p>	<p>Education Welfare Service buy in University/college visits and taster days. Restorative Programme Tutor follow up phone calls Attendance trackers Work Experience buy-in and staff liaison Attendance Officer and IEC Manager Including Ed Psychologist. Nudge Programme Click reward system End of year trip. On line learning (exceptional cases only)</p>	<p>Clear responsive leadership recognised as vital in raising aspirations for all and effecting change for disadvantaged and non-disadvantaged alike. Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research. Organising Work Experience placements assists with raising aspirations.</p>	<p>Termly reports to be presented to SLT along with Governors. Updating on current provision and next steps. Call logs kept and updated by form tutors –monitored by HOY’s Restorative booklets and programme to be monitored by IEC manager. Nudge texts to be sent by administrative staff. University/careers to be organised and attendance mapped</p>	<p>Assistant Head of School (Character and Culture), Heads of Year, Careers advisor, IEC manager Attendance Officer SEL</p>	<p>Termly</p>
<p>Improved progress and attainment from 66% to 80%.</p>	<p>English and Maths intervention classes (small) T&L initiatives being delivered in lessons. Staff mentoring of identified students. Catch up session held on Saturdays and during inset days Targeted intervention year 11 tutor - Science and Maths. P6 sessions all subjects year 11 Holiday revision sessions</p>	<p>EEF toolkit suggests that small group work should be used where possible as it is a cost effective use of funding. Hattie effect sizes demonstrate that high quality feedback is one of the most effective strategies in improving rates of progress for all students. Individualising a student’s provision allows for more personalised and immediate feedback</p>	<p>Pre and post assessments to be presented after every intervention and assessment point. T&L initiatives seen to be delivered in lessons through learning walks, lesson observations and book scrutinises. Assistant Head of school will run Saturday catch up sessions</p>	<p>Heads of English. Head of Mathematics. Head of Science SLT line managers. Heads of Year</p>	<p>Termly</p>

Improved literacy rates reading age of all PP students by 12 months.	Accelerated Reader programme license PiXL microwave materials Catch up programme Peer tutoring English and Maths intervention classes (small) Literacy opportunities built into curriculum maps for all departments. Focus on reading skills in English lessons. Literacy twice a week in tutor time (literacy policy)	EEF Toolkit states that reading comprehension interventions and phonics interventions can add between 4 and 5 months' progress to a pupil's learning.	Reading Age assessments to be presented after every intervention. Increase in English assessment reporting grades. Improvement in attainment mean at each data drop.	Associate Assistant Head of School character and culture, Assistant Head of School Attainment, SENDCo, Head of English, Library Manager, Ann Smith HODs	Termly
Increased engagement with parents at parents evening from 70% to 85% attendance	Translator and liaison officer Previous non- attending parents called by HOY/Tutor or office staff. Parents forum Crèche Involve more parents in school life Termly meetings with targeted parents Parents forum	Follow up interviews showed that a large percentage do not attend due to childcare and language barriers.	Regular reporting of interventions, increased attendance at Parents' Evenings, to be monitored through registers.	Associate & Assistant Head of School Character and Culture. Heads of Year	Termly
To ensure that NEET figure is less than 2%	Careers Information and Advice from year 7-11	Careers Information, Advice and Guidance essential in ensuring students have next steps planned and accessible.	Careers advisor to present termly data to SLT in regards to number of students seen and expected destinations.	Associate Assistant Head of School (Attainment) SEL	Termly
Total budgeted cost					£141,518.01

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance of disadvantaged students From 93.3% to 95%	Attendance Group Pick Ups, including casual driver and petrol costs Home visits Well-being support workers Eikon	Quick response to poor attendance recognised as effective strategy to help disadvantaged. NFER research.	Tracking of attendance data.	Assistant Head of School Character and Culture AAHOS HOYs	Termly
Increase in Attainment at GCSE with gap narrowing from 35 to at least 40	Drop-Down Revision/ Study Skills days Period 6 sessions Holiday sessions – (coursework and revision) Parent sessions for core subjects. Equipment kits and revision resources English, Maths and Science parental support sessions III policy to be embedded in all subjects Year 11 study area. Staff training teams/ICT	Demands of new curriculum mean that developing a school-wide approach to revision is essential. EEF Toolkit states that explicit teaching of meta-cognition and self-regulation adds up to eight months progress.	Surveying range of providers and visiting work done in other schools. To calendar follow-up days and staff CPD to ensure methods are implemented. Keeping registers of attendance.	Assistant Head of School (Attainment) HODs of Core	Annually
Improve attendance and wellbeing of students from 93.3% to 95%	Breakfast provided (where needed) Reward Trip at end of year Recording of weekly attendance in planners PixL apps Food Vouchers Attendance rewards termly	The results from EEF trail suggest that for pupils from relatively disadvantaged backgrounds it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or	Cross referencing of attendance of breakfast and lunch to ensure the students are eating a healthy and balanced diet. Tracking of attendance.	Catering Manager Attendance Officer HOY Associate and Assistant Head of School.	Termly

	Attendance ladders in form rooms	educational benefits of the breakfast club environment.		Attendance Officer	
Engage parents in school activities and their child's education	Parent forum/Parent voice Home visits HOY/attendance manager AHOS Home links developed with student well-being practitioner House competitions Newsletter Postings on school website Parent mail Student certificates Positive phone calls home Reports Calls homes	Attendance of PP students is not in line with non pp students. Improve parental engagement. To increase attendance at parents evening from 70% to 85%	Attendance registers of parent's evenings.	HOY Tutors Associate and Assistant Head of School Character & Culture).	Annually
Provide equipment and resources to ensure effective learning	Uniform purchase Purchasing stationery/ revision Resources and Guides/ingredients any other essential lesson/exam equipment. Memory sticks, desks, internet access, laptops we may provide this following interviews/surveys.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)	Tracking of progress/attitude to learning data over the academic year.	Heads of Year and Assistant Head of School (Attainment) HODs Associate Assistant Head of School Character and Culture	Termly
Extra-curricular provision for disadvantaged students To improve attendance from 93.3% to 95% and attainment of PP students meeting targets from 66% to 80%	Music Lessons – all have access to peripatetic music lessons. After School Homework Club. School show participation. Subsidised Trips/ Visits After School/ break Homework Club	EEF Toolkit states that Arts Participation can add up to five months of progress to a pupils' learning EEF Toolkit states that Homework at Secondary School age can add up to five months of progress to a pupils' learning	Tracking of progress/attendance/attitude to learning data over the academic year.	Head of Performing Arts Heads of Department. Study centre Manager. HODs.	Termly

	<p>Extra-curricular clubs and events. Brilliant club PixL unlock Vocabulary app. Holiday revision sessions</p>	<p>UCAS found that pupils who completed The Scholars Programme of the brilliant club were significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils in control groups matched for prior attainment and socio-economic factors.</p>			
<p>Improved progress and attainment. More focussed interventions based on individuals</p>	<p>Testing software RS (Rising stars 4Matrix programme licence, FFT Aspire Boxall profiling Internal student surveys Edukey Provision mapping</p>	<p>Data from internal survey, CAT4 and PoP tests enable us to better understand our pupils' needs and therefore ensure teaching and interventions are better planned and more individualised. Advice from UCL states that reviewing of ability-based sets must be regular and based on achievement.</p>	<p>Tracking of progress/attendance/attitude to learning data over the academic year.</p>	<p>Assistant Head of School (Attainment)/ Head of Year/ Heads of Department</p>	<p>Termly</p>
	<p>4Matrix programme licence, FFT Aspire Boxall profiling Edukey provision mapping</p>	<p>Data must be up to date and efficient, to ensure that interventions and teaching are best suited to the needs of all pupils.</p>	<p>Tracking of progress/attendance/attitude to learning data over the academic year.</p>	<p>Head of School/ Assistant Head of School (Attainment)/ Data Manager</p>	<p>Annually</p>
<p>Increase attainment from 66% to 80% and attendance from 93.3% to 95% along with an increase in positive mind-set grades.</p>	<p>Rewards –badges, certificates, prom tickets, ties for prefects, leavers hoodies, breakfast, Home visits to targeted parents.</p>	<p>Increase rewards for Pupil Premium students.</p>	<p>Tracking of progress/attendance/attitude to learning data over the academic year.</p>	<p>Head of School/ Assistant Head of School (Attainment)/ Data Manager</p>	<p>Annually</p>
Total budgeted cost					£73,545.54

TOTAL	£236,921.64
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6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
An increase in expected progress in English and Maths along with other subjects across all year groups, from 66% meeting or exceeding targets to 80%	Re-drafting of school CPD policy. Teaching and Learning Action Research projects and visits to schools. Staff to use Teaching and Learning library. Re-drafting of format for Quality of Teaching and Learning walks.	% Students achieved 4-9 English and Maths PP 34.38% None PP 62.65% % Students achieved 5-9 English and Maths PP 18.75% None PP 38.55% Progress 8 PP -0.05 None PP +0.4 Attainment 8 PP 38.36 None PP 44.44 Covid- 19 affected data analysis only have AP2 not a true reflection. Year 7 – in all subjects 74% on or above target, PP 75% on or above. Year 8 = 71%, PP 65 % on or above.	Teaching and Learning will continue to be developed at BDB; continuing good work with our partner schools, we will begin a process of external cross-partnership reviews of curriculum intent and implementation, and how this best supports disadvantaged students. There will be more opportunities for there to be a specific focus on this group of students when conducting school-wide Learning Walks and Work Sampling to identify best practice and challenge under-performance.	£21,251.30

<p>An increase in expected progress in English and Maths along with other subjects across all year groups, from 66% meeting or exceeding targets to 80%</p>	<p>Include a greater emphasis on explicit teaching strategies (Meta-cognition and Self-regulation, Challenge, Questioning, explanation and feedback) through Action Research All staff to be issued with 'blue folders' that contain pertinent data, seating plans, SEND information and teaching schemes of work and PP information. This will enable all teachers to be aware of each individual student and to have ready access to data and information. Reformatting Raising achievement plans</p>	<p>Year 9 50% and 39%pp Year 10 41 and 38%</p> <p>English & Maths: Year 7: 76% pp students on or above target Maths 73% narrow gap. Year 8: 70% English PP on target compared to 57% in maths. Year 9: Eng Lang and Lit 58% pp students on or above target with 38% in maths Year 10 50% Eng Lang & Lit pp students on or above compared to 17% in maths.</p> <p>Overall Data: last year 67% lessons meeting expected standard 23% lessons exceeding expected standard This year 85% lesson meeting at least expected standard vast increase from previous year with 12% Exceeding – data prior to lockdown.</p> <p>Action research projects could not be fully completed due to Covid-19 lock down.</p> <p>KI, GI, TI embedded across the school to support students to extend their thinking. Students need to think carefully about where they are and where they want to be. Challenge questions to support the learning and understanding of all students.</p> <p>All staff were issued with Blue Folders, within which all relevant data would be kept for that class, including notes on specific</p>	<p>Metacognition and its ways of thinking will continue to be embedded over time. Asking colleagues to develop Metacognition-styled questions for their departments in their curriculum maps and to have a greater emphasis on teaching key vocabulary and reading along with interleaving of topics.</p> <p>We will continue with using the folders in 2020-21</p> <p>Sims will be used to record and quality assure specific subject strategies.</p> <p>Edukeys will be used to map and track individual strategies for disadvantaged students and linked to class charts for all teaching staff to inform planning.</p> <p>Spotlight checks for each department.</p> <p>Intervention for English and Maths from year 7-11 will continue.</p>	
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		<p>interventions and strategies for teaching individual students. PP column added for specific PP strategies on reporting – data for in teachers blue folders. This would mean a clear line is created between estimates of student performance and under-performance, and Wave 1, in –class strategies for helping to 'close the gap' are in evidence.</p>		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Mental Health and emotional support to therefore improve attendance from 93.3% to 95% Positive mind - set shift</p>	<p>1:1 Wellbeing support with the Children Wellbeing Practitioners Educational Psychologist ELSA support worker Wellbeing room for break time support.</p>	<p>Due to Covid-19 data was limited ELSA support work provides check in service before school and every break time. 100% of ELSA Students feel supported and safe.</p>	<p>The school will continue to work closely with the Children wellbeing practitioners, the Educational Psychologist, Ekion the school nurse and Elsa support worker. Mental health advice displays to be implemented around the school. PSHE tutor time programme and drop down days to be implemented. Assemblies to include mental health topics during the year.</p>	
<p>Reduce behavioural issues in PP students from 38% to 15%. Improve attainment from 66% to 80% and attendance from 93.3% to 95%</p>	<p>House competitions Student Voice Extra-curricular clubs Catering activities Languages leaders Restorative intervention Level Best Programme Nudge Exceptional Cards End of year Trip House points (Click Reward system)</p>	<p>Whole school attendance currently 95.15% PP at 93% gap 1.7% last year now 2.15%. PP attendance has remained at 93% (0.3% drop) PP behaviour increase from 38% to 42% (4% increase) more low level incidents being recorded on sims (uniform, equipment HW). 16% fewer PP incidents than non pp. Data up to month of Feb only. 100% of all ELSA students continue to see an improvement in self-confidence/self-esteem. All stars has meant a reduction in the reliance and frequency of the students attending student support during lessons and break times and an improvement in self-confidence. Students confident to participant in Boccia competition.</p>	<p>The school will continue to work closely with the Children wellbeing practitioners, the Educational Psychologist and Elsa support worker. Range of strategies to be introduced from September: Restorative Pack – building connections to change behaviour, repair relationships and improve results. Click and Connect rewards system – improve communication between school and parents. PixL Level Best programme – Self - improvement programme</p>	<p>£138,087.77</p>

<p>Increased attendance of disadvantaged students from 93.3% to 95%</p> <p>Reduce behavioural issues in PP students from 38% to 15%.</p>	<p>Education Welfare Service buy in</p> <p>Work Experience buy-in and staff liaison</p> <p>University/college visits and taster days.</p> <p>Attendance Officer and IEC Manager</p> <p>Tutor follow up phone calls</p> <p>Attendance trackers</p> <p>Work Experience buy-in and staff liaison</p> <p>Attendance Officer and IEC Manager Including Ed Psychologist</p> <p>Restorative programme</p> <p>Nudge programme</p> <p>Exceptional card</p> <p>Click Reward system</p> <p>End of year trip</p> <p>On line learning (exceptional cases only).</p> <p>Peer Mentoring programme and incentives/ rewards</p> <p>Pastoral Support Assistant and Year Team Support.</p> <p>Wellbeing Practitioner support</p> <p>Kids Day Out - A fun activity day out (normally in June)</p> <p>All Stars - Inclusive sport.</p> <p>Weekly timetabled session</p> <p>Boccia competitions</p>	<p>Whole school attendance currently 95.15% PP at 93% gap 1.7% last year now 2.15%. PP attendance has remained at 93% (0.3% drop)</p> <p>YEARS 7-11 - 100% PP students participated in the school careers fair.</p> <p>YEAR 10 - 17% of year 10 PP attended the National Apprenticeship Fair. Priority was given to PP, only 17% of students were considering an apprenticeship.</p> <p>YEARS 7 & 8 - 100% took part in the fast tomato workshop.</p> <p>YEAR 8 - 100% PP received a 1:1 GCSE options careers interview as well as a group discussion and presentation.</p> <p>YEAR 10 - 28% received a 1:1 careers interview for post 16 options. This was halted due to COVID 19 and will continue to cover 100% of students in Sept 2020.</p> <p>YEAR 7 – 67% of PP students attended a day at University of Surrey as a subject taster day.</p> <p>Careers insight talks were held with 39% year 7, 42% year 8, 18% year 9, 10% year 10 and 25% year 11.</p> <p>YEAR 10 - 34% of PP students received 1:1 support in securing a work experience placement. Unfortunately no students attended a work placement due to COVID 19.</p> <p>YEARS 9, 10 and 11 - 100% received exam/revision technique support provided by University of Surrey.</p> <p>YEAR 11 - 100% attended all college assemblies. 100% attended apprenticeships/university assembly.</p> <p>Year 11 – 12% PP participated in optional apprenticeship workshop.</p>	<p>Continue with work being done by Pastoral Support and IEC Room Manager. Wellbeing room will continue to be promoted to students and students will continue to be referred to WCP. Increase in in-house alternative provisions.</p> <p>EWO will continue to be used when thresholds require statutory enforcement.</p> <p>Nudge programme to be used for selected students.</p> <p>Online learning to be provided for exceptional circumstances.</p> <p>Monitoring of attendance by tutors/HOY and attendance officer will continue with phone calls home.</p> <p>Letters and meetings to be held where there are concerns attendance and behaviour.</p> <p>New behaviour policy to be implement including line ups and silent transitions.</p>	
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	<p>ELSA intervention - Emotional literacy</p>	<p>YEAR 11 - 25% PP 1:1 support in completing college applications. YEAR 11 – 92% of PP students have confirmed places at colleges or apprenticeships. YEARS 10 & 11 - 100% received exam/revision technique support.</p> <p>Whole school exclusions 5%</p> <p>students were referred to the EWO with marginal impact made in a slight raise in attendance</p> <p>Covid- 19 affected data analysis only have AP2 not a true reflection. Year 7 – in all subjects 74% on or above target, PP 75% on or above. Year 8 = 71%, PP 65 % on or above. Year 9 50% and 39%pp Year 10 41 and 38%</p> <p>English & Maths: Year 7: 76% pp students on or above target Maths 73% narrow gap. Year 8: 70% English PP on target compared to 57% in maths. Year 9: Eng Lang and Lit 58% pp students on or above target with 38% in maths Year 10 50% Eng Lang & Lit pp students on or above compared to 17% in maths.</p> <p>Work experience did not take place due to COVID – 19 school closure.</p>		
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		PP percentage increase seen in the number of languages leaders has improved from 21% last year to 25% this year.	
Improved progress and attainment from 66% to 80%.	English and Maths intervention classes (small) T&L initiatives being delivered in lessons. Mentors from local 6 th form college for students in danger of not achieving. Staff mentoring of identified students. Catch up session held on Saturdays and during inset days Targeted intervention Science and Maths.	Targeted maths group in year 8 73% of PP students made progress from their starting points. Due to Covid only one wave of intervention was completed. % Students achieved 4-9 English and Maths PP 34.38% None PP 62.65% % Students achieved 5-9 English and Maths PP 18.75% None PP 38.55% Progress 8 PP -0.05 None PP +0.4 Attainment 8 PP 38.36 None PP 44.44	To continue to run Catch-Up for Progress sessions, which will be delivered during INSET days and Saturdays. Small group work in English and Maths to continue. Funding for overstaffing in Maths and Science to support Pupil Premium intervention to raise attainment. EWO will continue to be used. To introduce the teaching of the Princes Trust Qualification where 45% of participants will be PP.
Improved literacy rates reading age of all PP students by more than 12 months.	Accelerated Reader programme license PiXL microwave materials Catch up programme Peer tutoring English and Maths intervention classes (small) KS3 HW club Literacy opportunities built into curriculum maps for all departments. Focus on reading skills in English lessons.	Peer tutoring literacy programme 63% have shown an improvement in their reading from Sept – Feb (No further data could be collected due to lock down) last year 78% have shown improvement in their base reading ages from Sept -July. 38% made 12 months or more progress from Sept – Feb compared to 43% last year. SOW/curriculum maps – in subjects have identified literacy opportunities along with tier 2 & 3 language opportunities.	Continue to run small group interventions using Catch Up Literacy programme in 2019-2020. Peer tutoring to be continued with identified students that are falling behind in their reading ages. Students that are DV/PP/EAL should be a priority to ensure that any barriers to learning via literacy, across the school, are removed. Pixl microwave materials, designed to support areas of weakness identified by statistics. Continue to provide extra Maths and English sessions

		<p>Extra English: Unable to compare data as only one AP and RA due to Covid-19</p> <p>Unable to collect full accurate data due to COVID-19</p> <p>Unable to compare RA due to Covid-19</p>	<p>Embed literacy skills in all subjects' evidence in the curriculum map.</p> <p>Increase in reading skills focus in English.</p> <p>Introduce 2 days of literacy (reading) during tutor times.</p>	
<p>Increased engagement with parents at parents evening from 70% to 85% attendance</p>	<p>Translator and liaison officer</p> <p>Previous non- attending parents called by HOY/Tutor or office staff.</p> <p>Parents forum</p> <p>Crèche</p> <p>Involve more parents in school life</p> <p>Termly meetings with targeted parents</p>	<p>DUE to COVID not all actions could be implemented – Not all parents evening took place (7, 9, 10).</p> <p>Year 11 44% attendance</p> <p>Year 8 70% attendance</p> <p>All year 11 PP students whose parents did not make appoints for parents evening were contacted by the SLT.</p> <p>During lock down 100% of all students/parents were contacted by telephone/email. Vulnerable students received door step visits.</p>	<p>Tutors, Hoy's and administration staff to continue to contact specific PP parents to invite and remind of key dates and parents evening.</p> <p>Translator/EAI staff to continue to engage with parents.</p> <p>Use of nudge text to remain.</p>	
<p>To ensure that NEET figure is less than 2%</p>	<p>Careers Information and Advice</p>	<p>0.04% of students have not provided destination data. 96% of students remain in education or have apprenticeships.</p> <p>14% of pp students have not provided destination data.</p> <p>YEARS 7-11 - 100% PP students participated in the school careers fair.</p> <p>YEAR 10 - 17% of year 10 PP attended the National Apprenticeship Fair. Priority was given to PP, only 17% of students were considering an apprenticeship.</p>	<p>The school will continue to develop further its use of targeted Careers Information and Advice, focusing primarily on those PP students who are at risk of becoming NEET.</p>	

		<p>YEARS 7 & 8 - 100% took part in the fast tomato workshop.</p> <p>YEAR 8 - 100% PP received a 1:1 GCSE options careers interview as well as a group discussion and presentation.</p> <p>YEAR 10 - 28% received a 1:1 careers interview for post 16 options. This was halted due to COVID 19 and will continue to cover 100% of students in Sept 2020.</p> <p>YEAR 7 – 67% of PP students attended a day at University of Surrey as a subject taster day.</p> <p>Careers insight talks were held with 39% year 7, 42% year 8, 18% year 9, 10% year 10 and 25% year 11.</p> <p>YEAR 10 - 34% of PP students received 1:1 support in securing a work experience placement. Unfortunately no students attended a work placement due to COVID 19.</p> <p>YEARS 9, 10 and 11 - 100% received exam/revision technique support provided by University of Surrey.</p> <p>YEAR 11 - 100% attended all college assemblies. 100% attended apprenticeships/university assembly.</p> <p>Year 11 – 12% PP participated in optional apprenticeship workshop.</p> <p>YEAR 11 - 25% PP 1:1 support in completing college applications.</p> <p>YEAR 11 – 92% of PP students have confirmed places at colleges or apprenticeships.</p>		
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iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned	Cost

		pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
<p>Increased attendance of disadvantaged students From 93.3% to 95%</p> <p>Increase in Attainment at GCSE the gap narrowing from 35 to at least 40</p>	<p>Attendance Group Pick Ups, including casual driver and petrol costs Drop-Down Revision/ Study Skills days Period 6 sessions Holiday sessions – (coursework and revision) Parent sessions for core subjects Equipment kits and revision resources Action research programme English, maths and Science parental support sessions.</p>	<p>PP attendance has remained around 93% mark.</p> <p>% Students achieved 4-9 English and Maths PP 34.38% None PP 62.65% % Students achieved 5-9 English and Maths PP 18.75% None PP 38.55% Progress 8 PP -0.05 None PP +0.4 Attainment 8 PP 38.36 None PP 44.44</p> <p>Revision sessions held in all half terms up until lockdown</p> <p>P6 sessions held fortnightly for all subjects were held up until lockdown</p>	<p>Attendance awards/trip to be offered at the end of the year.</p> <p>Introduction of exceptional card for students to track attendance and gain rewards.</p> <p>To continue to track weekly and overall attendance percentage in the planners for parents and students to monitor.</p> <p>To continue to collect and support PP vulnerable students for examinations.</p> <p>We will continue to provide stationery, revision materials and uniform to the students who require it most.</p> <p>We will continue to run holiday sessions, after school preparation sessions, P6 homework clubs and Pixl apps. These are seen as key strategies in supporting PP students.</p> <p>The school will continue to continue to look for a casual driver.</p>	
<p>Improve attendance and wellbeing of students from 93.3% to 95%</p>	<p>Breakfast provided (where needed) Food vouchers Reward trip at the end of the year Exceptional card Recording of weekly attendance in the planners PixL apps</p>	<p>PP students were provided with various support throughout the year when needed in the form of snacks, lunch and breakfast.</p> <p>All year 11 pp students were due to receive breakfast before am core subject examinations and extra revision sessions. Due to Covid this did not happen.</p>	<p>The school will continue to provide breakfast/lunch/snacks, bus fare etc. to vulnerable and disadvantage students</p> <p>To continue to promote Head of School breakfast reward.</p> <p>Food vouchers to continue to be provided..</p> <p>Attendance will be recorded weekly by students in their planners.</p> <p>Attendance reward trip at the end of the academic year</p>	

		<p>18% of all students awarded a breakfast with the Head of School were PP. (data only to march 2020)</p> <p>Whole school attendance currently 95.15% PP at 93% gap 1.7% last year now 2.15%. PP attendance has remained at 93% (0.3% drop)</p>	<p>Attendance of tutor groups will be promoted and awarded in assemblies HOY and displayed on attendance board by attendance officer.</p> <p>Increasing the rewards and types on offer</p>	
Engage parents in school activities and their child's education	<p>Crèche for younger siblings on parent's evenings.</p> <p>Parent workshops maths/science.</p> <p>Coffee morning.</p>	<p>Parent support (former teacher) with Portuguese GCSE.</p> <p>0% of parents attending parent forum were PP this year.</p> <p>Decrease from 70% to 44% PP parents in year 11. 70% PP parents attended year 8 no other year groups had a parents evening due to lockdown.</p>	<p>The school will continue to make use of 4Matrix, FFT Aspire and SIMS Discover with greater oversight from the Assistant Head of School and Head of School. Middle Leader training and Line Management meetings will include a greater emphasis on how to use these systems to ensure that under-performance is recognised at an early stage.</p> <p>Purchasing stationery/ revision Resources and Guides/ingredients any other essential lesson/exam equipment. Memory sticks, desks, internet access, laptops we may provide this following interviews/surveys.</p>	
Provide equipment and resources to ensure effective learning	<p>Uniform purchase</p> <p>Purchasing of stationary/revision resources/guides and ingredients along with any other essential lesson/exam equipment. Memory sticks,</p>	<p>Attendance has remained at 93% for PP students.</p> <p>All pp students are in full school uniform.</p> <p>Uniform/equipment/resources purchased and supplied for students across both key stages. All PP year 11 students were fully</p>	<p>To continue to purchase uniform/resources/equipment for vulnerable and disadvantage students</p>	

	desks, internet access, laptops.	resources in preparation for their examinations although these did not go ahead due to COVID 19		
<p>Extra-curricular provision for disadvantaged students</p> <p>To improve attendance from 93.3% to 95% and attainment of PP students meeting targets from 66% to 80%</p>	<p>Music Lessons – all have access to peripatetic music lessons</p> <p>After School Homework Club.</p> <p>School show participation.</p> <p>Subsidised Trips/ Visits</p> <p>After School/ break Homework Club</p> <p>Extra-curricular clubs and events.</p> <p>Brilliant club</p> <p>Pixl unlock Vocabulary app.</p> <p>Holiday revision sessions.</p>	<p>Whole school attendance currently 95.15% PP at 93% gap 1.7% last year now 2.15%. PP attendance has remained at 93% (0.3% drop)</p> <p>From 2019/20, Y11 Drama 3+ made gains of +8% (100% versus 92% the previous year). Level 4+ made gains of +15% (77% versus 62% the previous year).</p> <p>From 2019/20, Y11 Music 3+ made gains of +29% (86% versus 57% the previous year). Level 4+ made gains of 7% (57% versus 50% the previous year). For academic year 2019-20, 6 x students received funding for music lessons, for which 5 (83%) were Year 11 students, which helped contribute to student GCSE Music outcomes.</p> <p>13 Music and 13 Drama students, totalling 26 (100%), were given Period 6 additional instructional support to help achieve Year 11 GCSE outcomes. With 100% attendance for both.</p> <p><u>Whole-school Musical</u></p> <p>3 pp students from 28 were involved in the cast of Aladdin, equating to 11%</p> <p>2 pp students from 12 were involved in aspects of design of Aladdin, equating to 17%</p>	<p>Continue to offer support and encourage parents/students access music lessons.</p> <p>To continue with two cohorts of Brilliant club 2020-2021 KS3 & KS4</p> <p>Students to be provided with access to PixL unlock vocabulary app to provide targeted literacy support</p> <p>To continue to promote and engage students with extra-curricular clubs to invest in cultural capital – when permitted by gov guidelines</p> <p>The school will continue to offer support with after school Homework, Period 6 and Holiday revision sessions. These are seen as key strategies in supporting PP students.</p> <p>To continue to ensure all KS4 students are fully resourced for learning and examinations.</p>	

		<p>A combined 5 pp students from 40 were involved in some aspects of our whole-school musical, equating to 13%.</p> <p><u>BDB's Got Talent</u> 5 pp students from 19 participated in BDB's Got Talent performances, equating to 26%.</p> <p>School shows, sporting events and extracurricular clubs are popular with PP students across both key stages.</p> <p>Cookery masterclasses offered to and attended 100% for KS4 PP Catering students developed cultural capital and Improved grades in this subject.</p> <p>100% year 7 PP students participated in a fully funded Chinese cookery workshop. Brilliant Club – only one cohort this year due to covid. 40% on programme were PP students with 100% attendance. 50% attained a 2:1 with 50% attaining a 2:2. Ave marks gained for pp was 8.3 from baseline this was in line with non pp. Ave progress for BDB students for metacognition and self-efficiency was higher than the national average.</p>		
Improved progress and attainment. More focussed interventions based on individuals	Testing software (CAT4) and Proof of Progress Tests (PoP Tests) 4Matrix programme licence, FFT Aspire	<p>Progress 8 PP -0.05 None PP +0.4 Attainment 8 PP 38.36 None PP 44.44</p> <p>% Students achieved 4-9 English and Maths PP 34.38% None PP 62.65% % Students achieved 5-9 English and Maths PP 18.75% None PP 38.55%</p>	The school will continue to make use of 4Matrix, FFT Aspire and SIMS Discover with greater oversight from the Assistant Head of School and Head of School. Middle Leader training and Line Management meetings will continue to include an emphasis on how to	

	Internal student surveys Edukeys provision mapping	P6 sessions held fortnightly for all subjects showed a positive 0.11 impact for provision outcomes	use these systems to ensure that under-performance is recognised at an early stage. New software, Edukeys will also be used to map and track PP interventions.	
Increase attainment from 66% to 80% and attendance from 93.3% to 95% along with an increase in positive mind set grades.	Rewards –badges, certificates, prom tickets, ties for prefects, leavers hoodies, breakfast, Home visits to targeted parents.	Increase in attendance for PP prom and PP students applying to be prefects is still popular. Unfortunately Prom cancelled due to COVID-19 16% of prefects are PP 2019-2020 18% were PP attending heads breakfast (up to March 2020) Student voice PP representatives continues to increase. 33% last year to 38% PP percentage increase seen in the number of languages leaders continues to improve from 21%, to last year's 25% with this year at 27% Study Centre has increased its PP librarians from 21% to 24%.	Continue to encourage and support PP students to become role models and apply for student role positions.	£56,202.29
TOTAL:				£215,541.36

NB: As March 2020 Covid 19 – forced school lockdown.