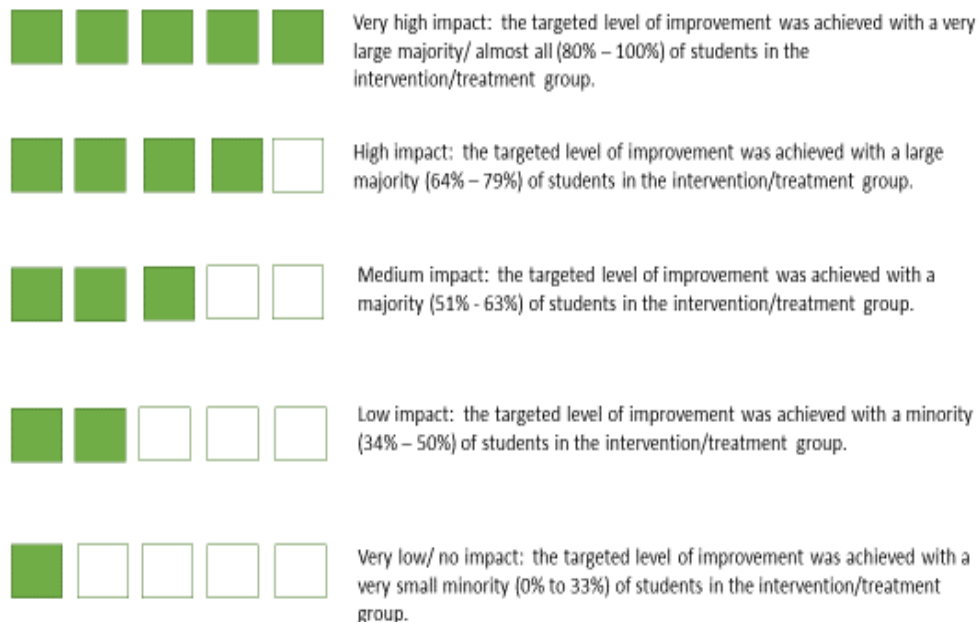


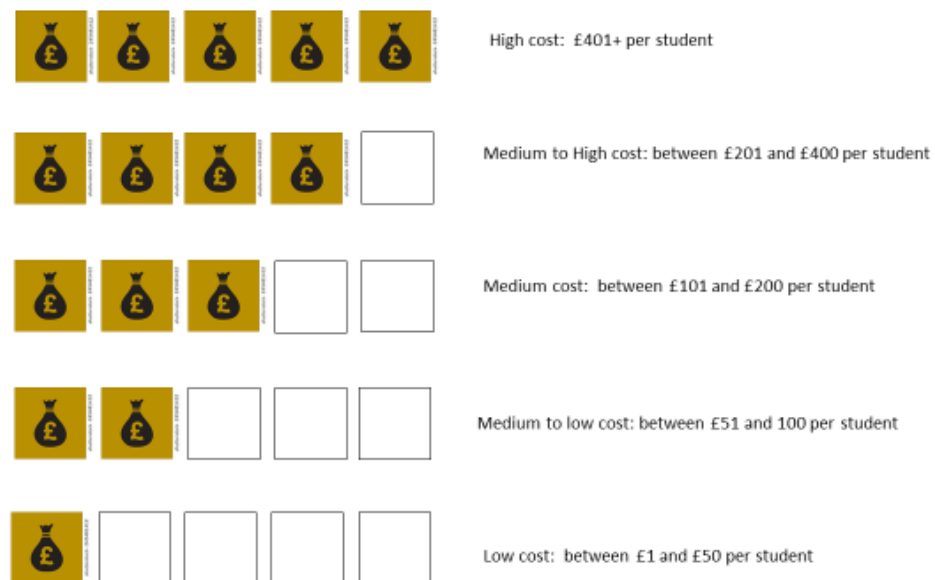
Pupil Premium Final Impact Summary

2019-2020

Impact measurement:








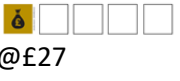



Cost of Intervention:















Evaluation

Intervention	Description	Measure	Mid-year impact vs cost per student	Evaluation	Recommendation
Library reading lesson	Students in Years 7 and 8 have one focused library lesson based on reading and vocabulary	All PP students read at least 1 book a term over the year.		Year 7: All students have borrowed minimum of 1 book since Sept 19	Continue to have one lesson a fortnight with the librarian to promote reading. Develop lessons which enhance reading

<p>Post Lockdown support</p>	<p>development and led by the Librarian. Focus on PP students reading books regularly. Reading Passport being used.</p>			<ul style="list-style-type: none"> • Top 10 borrowers have borrowed between 5-11 books each (incl 2 PP and 2 SEN students: 20%) <p>Out of all PP students</p> <ul style="list-style-type: none"> • 3 students borrowed.....4 books • 13 students borrowed 3 books • 16 students borrowed.....2 books • All other PP students borrowed 1 book each <p>Year 8: All students have borrowed at least 1 book since Sept 19</p> <ul style="list-style-type: none"> • Top 12 borrowers have borrowed between 4-8 books (incl 6 PP students: 50%) <p>Out of all PP students:</p> <ul style="list-style-type: none"> • 2 students borrowed.....5 books • 2 students borrowed.....4 books • 5 students borrowed.....3 books • 6 students borrowed.....2 books • All other PP students borrowed...1 book each <p>Virtual library established with regular alerts and prompts sent to students. Most popular books shared with students during literacy sessions.</p> <p>Let's Create newsletter established to promote reading</p>	<p>strategies and which can be transferable (link to whole school push on Everybody Reads and key strategies: Predict, question, clarify, summarise.)</p> <p>With the change to bubbles, all KS3 students have book boxes in their classrooms to support independent reading. This is harder to track, however the librarian will monitor the Reading Passports to check reading patterns once students return to school.</p> <p>Virtual library to continue and be added to. Tracking of this provision to be put in place.</p> <p>Newsletter to be published regularly. Include more PP students as contributors.</p>
<p>Bus passes</p>	<p>Bus passes issued to students who have difficult journeys or for whom the cost would be a barrier.</p>	<p>All students' attendance improves.</p>		<p>Due to lockdown, these were not needed during the late Spring/Summer term.</p>	<p>Continue this provision for those students in need.</p>
<p>Achievement points HT Award</p>	<p>These rewards help motivate students to keep them on track and help reduce behaviour points</p>	<p>ATL and behaviour improvements</p>	 <p>@ £140</p>	<p>Year 7: All but 5 students have achieved their bronze HT award and 4 have achieved their Silver awards. (Of the 5, 3 are PP) Year 8: All but 10 students have achieved over 100 achievement points. (Of the 10, 5 were PP)</p>	<p>Continue and develop the scheme into Year 9.</p>

				(N.B.: Of the top 10 students for each year group, only 1 for each were PP)	
Revision guides, materials and resources (DT; Science; Photography; History; other)	Revision guides and materials were provided to all PP students free of charge to remove barriers to learning.	Students are equipped and ATL grades improve. Final results show improvement for Year 11 students compared to Autumn grades.	 @£12.31	There are no barriers to participating in revision sessions for any subjects and has removed barriers for Photography and Art. As there were no final exams this is not possible to track against externally assessed data. However, CAGs showed that PP student VA was -0.3 and non-PP students was -0.2; for English PP students scored -0.3 and non-PP students scored -0.2; for maths PP students VA was 0.3 and for non-PP 0.4.	
Attendance tracking – Attendance Officer	Attendance Officer tracks PP students, contacts home and supports students as necessary. Attendance awards are also given for students with 98% and above attendance.	PP overall attendance is generally in line with attendance for non-PP students.	 @£53	Attendance for 2019-20 up to March 2020 was 94.3% for all students (National 94.5%). Persistent Absence is 13.9% (National 13.7%) and Pupil Premium Persistent Absence is 22.4% (National 24.6%)	Continue to support PP students with attendance. Continue to follow all processes and procedures as per school policy.
Extra-Curricular clubs and teams	A range of activities offered across the school to engage students.	All PP students are engaged in an extra-curricular activity	  @£27	Co-curricular activities were curtailed by the National Lockdown and as such data is unavailable for review.	Continue to push PP engagement and involvement with co-curricular activities once Covid-19 restrictions are withdrawn.
Trips and visits	All PP students are paid for any curriculum based trip/visit and are subsidised up to 50% (or more in exceptional circumstances) for none essential trips/visits to remove any financial barriers.	All PP students go on at least one trip a year and have the opportunity to go on a residential visit at least once in their school career.	 	All Year 7 and 8 students attended the Carol Concert at Haileybury. Summer trips were stopped due to the National Lockdown and Covid restrictions.	Once travel restrictions have been lifted, continue to support this provision.
Year 11 Support groups	Students removed from subjects were given support sessions to	Students are better engaged and improve		Overall, over 70% of students saw a reduction in the number of red cards they received. ATL grades were improved in most subject areas for these students.	Continue this provision, however instead of studying for an alternative qualification,

	develop their English and Maths skills and to focus on coursework.	their grades in all remaining subjects.	 @£98	Student engagement in the classes where students had been removed was improved and focus was better.	utilise this time for students to catch up with missed learning and complete coursework as necessary.
Student support: DT	Financial support has been given across all DT subjects to enable all students to access the courses	Students engage fully and are able to complete practical work without financial constraints	  @£20.60	ATL grades show positive attitudes for the majority of PP students in these subjects.	Continue as this ensures 100% participation and engagement in practical lessons.
Music Tuition	Support students in Years 7 and 8 who want to take up/improve their piano, guitar, singing or drums.	Engagement from PP students to develop their musical cultural capital. Potentially greater uptake of Music at GCSE.	  @£21.50	40 students receive Music Tuition, 19 of whom are PP students (49%). The majority of sessions continued virtually during lockdown, however there were some issues for PP students who did not have access to instruments at home (e.g. drum kits). These students were, when indicated it was safe to do so, allowed to come into school to use the facilities.	To continue and consider how to accommodate students without instruments to practice with at home.
Behaviour and Inclusion work	YACs, AYACs, SLT and the Inclusion team target support, sanctions and parental engagement in order to improve behaviour	Reduction in internal, external and permanent exclusions for PP students.	 	No students have had more than 1 FTE last year, including PP students. Due to the National Lockdown it is not possible to compare years on a like by like basis.	Continue to support PP students and ensure there is a reduction in the differential of sanctions received.
Weds P 5 targeted support (English, Maths)	Targeted interventions: English: PP boys Maths: HA PP	Students' grades and engagement improve over the term's intervention.	 	Ongoing. With the removal of externally verified exams, this is more difficult to track. Engagement in the sessions was good and attendance strong.	Continue with this and extend support to registration as well as other subjects where staff are under timetable and available.
Counselling	Students with mental health issues are referred to the counsellor for support (short, respite and long-term)	Students remain in school and are able to attend lessons.	 	Ongoing. This year, there has been targeting of PP students, however there are still fewer PP students than others, but funding has been reduced.	Continue to support. Develop a wider range of mental health support strategies to support all students, and particularly PP students, post lockdown.
Scholar's Programme	The sessions are supported by a PHD students and students	Students raise their aspirations and apply to		100% of students completed the programme and the end of course essay. 1 PP student achieved a First (Roughly	Continue with the programme but target at Year 9, to ensure

	complete a dissertation at degree standard.	Sixth Form and ultimately university.	👍👍👍👍👍	equivalent to an A/A* at A level), 2 PP student achieved 2.1s (roughly equivalent to a B grade at A level) All students improved on the core competencies assessed (written communication and critical thinking)	option choices support access to top universities. Develop this group further through links with the Sixth Form e.g. master classes; subject shadowing etc
Achievement for All	Focusing on school/student/parental dialogue and using Structured Conversations to set goals and targets	Improvement in ATL, behaviour and grades. Closer home/school liaison	👍👍👍👍👍	The first conversations had been held and these have provided greater links between home and school and allowed tutors to get to know their students better. Two of three specific sessions to support student needs, which had been identified from the Structured Conversations held. These focused on self-esteem; behaviour; confidence building. These sessions had to be stopped due to the National Lockdown.	The programme will continue once A for A coaches are off furlough and allowed back in schools.