

Lordswood Girls' School pupil premium strategy statement 2020-21

We believe that the high expectations we have of all our students, the great importance placed on standards of behaviour, and the quality of teaching and learning, together with a strong partnership with parents and carers, are key contributors to our success. Similarly, a differentiated and varied curriculum which takes account of the needs and interests of learners enables all students to progress onto meaningful pathways. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our students are given every chance to realise their full potential.

In this document, you will find information outlined to show:

1. A brief explanation outlining the Pupil Premium
2. The LGS pupil premium allocation for the current academic year
3. A rationale behind why we allocate money to help overcome specific barriers
4. Details of how LGS spent the previous academic year's allocation
5. How it has impacted the attainment, progress, attendance and well-being of disadvantaged pupils
6. Review of impact from previous spending and how this will be used to guide future spending
7. Details of how LGS intend to spend the Pupil Premium allocation this year
8. Information on how the effectiveness of this academic year's funding will be tracked and monitored

1. What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. In 2012–13 schools were allocated a total of £1.25 billion funding for children from low-income families who were eligible for free school meals, looked after children and those from families with parents in the Armed Forces. From 2018 the Pupil premium will also include funding for post looked after children, for example children who have left care subject to an Adoption Order, a Special Guardianship Order or a Child Arrangement Order. The aim of the funding is to provide disadvantaged students with opportunities to develop their confidence, social skills and ultimately to improve their attainment. Pupil premium funding is ring fenced and you will find a comprehensive review of funding (2019-20) and intended actions for funding (2020-21) below.

2. Pupil Premium allocation for Lordswood Girls' School

Academic year	Total number of pupils Yr7-11	Total PP budget (number of pupils eligible)	Year 7 literacy and numeracy catch up budget	Date of most recent PP review	Dates for internal review of strategy
2019-2020	732	£182,325 (195 students)	£8,528	September 2019	Interim: Termly Final: September 2020
2020-21	747	£208,190 (222 students)	No budget given this year, replaced by catch up funding for all year groups school closures	September 2020	Interim: Termly Final: September 2021

3. Rationale and research

When planning the pupil premium strategy, a number of key pieces of research are considered by LGS to help establish the most successful use of the funding for our students. The EEF guide to the pupil premium and the corresponding toolkit help us establish how other schools have used the funding and findings to support each suggestion. Alongside this, The Sutton Trust have produced a number of useful documents to help guide our decision making process. If you would like any information regarding these documents, please visit:

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

<https://www.suttontrust.com/research-paper/school-funding-and-pupil-premium-2019/>

Even though this research proves helpful, the most important part of deciding on how the Pupil Premium is allocated is to review the effectiveness of spending from the previous academic year (2020-21). This enables us to understand how successfully we have allocated funding to enable our disadvantaged students to make at least expected progress, be fully supported in all aspects of school life and be given the same opportunities as non-disadvantaged students. It also allows us to establish the specific barriers in learning that our pupil premium students face here at LGS and how best to provide them with support to overcome these barriers.

4-6. Review of academic year 2019-20

The progress shown by pupil premium students at Lordswood Girls' School continues to be significantly above the average for all students nationally. In 2018-19 the gap was -0.12 and the gap for the academic year 2019-20 the gap is -0.36. However, due to the national school closures on March 20th 2020 and the external GCSE examinations being cancelled, any comparison made against last year's data cannot be accurately analysed. The widening of this gap is still concerning despite the mitigating factors and so through robust tracking and intervention we will aim to close the gap once again.

When analysing the progress made by PP students compared to Non-PP by subject area, English Literature (+0.1) History (+0.03) Music (+0.09) and French (+0.5) achieved excellent results. Despite the majority of whole school subject data producing positive residuals the under-performance by pupil premium students in Spanish, Geography and Computer Science has negatively impacted this data.

It is pleasing to see that our Yr7 and Yr9 PP students who are also high band have outperformed their Non-PP high band peers when using the measure of being on track in 5+ subject areas. In contrast, our KS4 PP high band students performed significantly worse than their Non-PP high band peers. Therefore, this must be a focus for improvement for 2020-21 through tracking and intervention led by the raising achievement coordinator.

The attendance of pupil premium students remains high particularly in the cases of Yr7 and Yr9. A number of PP students were placed on attendance monitoring at the start of the academic year 2019-20 and there was a significant improvement in attendance for 56% of these PP students. There are still gaps in attendance between PP and Non-PP in all year groups. However, due to the overall figures based on data up to and including March 2020, it does not account for students being able to improve their overall attendance in the summer term.

The percentage of pupil premium students receiving 5 or more praise points in KS3 has increased this year which is pleasing as we are aware that there is a direct link between consistent praise and progress. We now need to focus on ensuring that KS4 PP students are equitably praised in line with their Non-PP peers. The percentage of students receiving 5 or more alert points has increased by 1% this year which even though is not significant, still needs close monitoring to ensure that PP student behaviour is not becoming concerning.

Even though the data suggests that there is a gap between our PP and Non- PP students who attended at least one extracurricular club, It is encouraging that the gap was narrowed from last year's figure of -16% compared to this year of -11%.

100% of the PP students who were nominated to take part in the University of Birmingham's forward thinking project were successful in completing their respective sessions last year and this is a project that will continue this year albeit with some online parts of the course replacing the face to face sessions.

Click the link below to download the Lordswood Girls' School pupil premium strategy

Table of acronyms used in this document:

SLT	Senior leadership team
ELT	Extended leadership team
LPs	Lead professionals
RA	Raising achievement
DEAR	Drop everything and read programme

ESW	Educational social worker
CP	Child protection
HB	High band

Review of academic year 2019-20

Due to the school closure from March 2020- September 2020, the information used to assess if barriers were addressed successfully will be different to those specified in the previous funding document. Attendance, behaviour and extracurricular data will be taken from March 2020 and the attainment data will be from the summer results that were awarded to Yr11 pupils using teacher predictions.

When itemised letters are referred to in the ‘review of impact’ column, it relates to the corresponding data tables and evidence below each section.

Barrier 1	PP students making less progress in their attainment than Non-PP students					
Target i	To ensure PP students are supported to make at least expected progress					
Actions	Lead	Funding allocation	Resources/ How monitored	Review of impact	Will the action be used in 2020-2021?	

<p>1. To contribute to 50% of one teacher's salary in Maths and English in order to direct time towards individualised intervention of PP students in Yr11</p>	<p>SLT and LPs</p>	<p>£28,000 (salary contributions)</p>	<p>Student data analysis every data capture</p> <p>Department data analysis in every dept meeting</p> <p>Dept QA</p> <p>Dept Reviews</p> <p>PP termly updates</p>	<p>The English and Maths teachers who had responsibility for providing intervention for Yr11 students worked on areas of concern following the Yr11 mock examinations.</p> <p>The figures below are the overall progress 8 data 2020 for PP compared to Non-PP students.</p> <table border="1" data-bbox="1151 531 1756 815"> <thead> <tr> <th>Group</th> <th>English Language</th> <th>English literature</th> <th>Mathematics</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>0.6</td> <td>0.8</td> <td>0.2</td> </tr> <tr> <td>Non PP</td> <td>0.7</td> <td>0.7</td> <td>0.6</td> </tr> <tr> <td>Gap</td> <td>-0.1</td> <td>+0.1</td> <td>-0.4</td> </tr> </tbody> </table>	Group	English Language	English literature	Mathematics	PP	0.6	0.8	0.2	Non PP	0.7	0.7	0.6	Gap	-0.1	+0.1	-0.4	<p>Yes- The bespoke learning package that the teachers provided for the students had a clear impact on PP students' progress. A greater focus will be placed on closing the gap between our PP and Non PP in Mathematics.</p>
Group	English Language	English literature	Mathematics																		
PP	0.6	0.8	0.2																		
Non PP	0.7	0.7	0.6																		
Gap	-0.1	+0.1	-0.4																		

2. To provide good quality first teaching in all subject areas	SLT and ELT	£2,000(contribution to CPD programme and ongoing external CPD attendance)	<p>CPD sessions</p> <p>Dept QA</p> <p>Dept reviews</p>	A-B	Yes
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<p>3. Contribution towards 50% of raising achievement coordinator salary to lead and implement strategies to raise attainment of PP students</p>	<p>FSt</p>	<p>£4,500</p>	<p>ELT meetings</p> <p>LM meetings</p> <p>Student data analysis every data capture</p> <p>Attendance at RADY meetings</p> <p>Tracking of underachieving PP students in Yr7-11</p> <p>Meetings with Yr10-11 students out of lessons to discuss barriers and support</p>	<p>A-B</p>	<p>Yes- With a greater focus on providing support to KS4 students who require help in catching up on work learnt remotely during closure.</p>
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<p>4. Revision guides and materials provided for PP students to access in all subject areas</p>	<p>FSt and LPs</p>	<p>approx £200 per core department area (£800 in total)</p> <p>approx £100 per other dept areas (£1000)</p>	<p>LM meetings</p> <p>Department data analysis in every dept meeting</p> <p>PP termly updates</p>	<p>A-B</p> <p>Additional text books in core subjects were also purchased to aid home learning at a cost of £278.</p>	<p>Yes- Individualised catch up plans to be drawn up by each department and monitored by the raising achievement-coordinator who will direct spending for PP student resources.</p>
<p>5. Admin support with analysing PP data</p>	<p>FSt and admin team</p>	<p>£500</p>	<p>ELT meetings</p> <p>SIMS package</p> <p>Whole school data analysis at each data point</p>	<p>A-C</p>	<p>Yes- The specialist support that the data and assessment manager provides ensures tracking is robust and accurate.</p>

Total spend for this barrier	<p>Projected: £36,800</p> <p>Actual spend: 37,078</p> <p>Overspend: £278</p>
Aim / Success criteria	<p>A. No gap between PP and Non PP in all subject areas in Yr7-10 internal data</p> <p>B. No gap between PP and Non PP in all subject areas in external Yr11 examination results (progress 8 scores)</p> <p>C. Spreadsheets produced for each data capture with clear PP Vs Non PP data present</p>

A) The data below relates to the internal data collected centrally for each year group in the Summer term. The criteria of being on track in 5+ subject areas was used as a threshold. This is based on online teacher assessments and teacher judgement (interim reports)

Year group	PP	Non PP	Gap
7	96%	92%	+4%
8	68%	73%	-5%
9	86%	90%	-4%
10	71%	75%	-4%

B) The table below outlines the gap between progress 8 scores of PP and Non- PP students in the summer results (teacher predicted). The numbers that feature in brackets indicate the number of students in each group.

	2020	2019	2018	2017
PP	0.65 (34)	0.67 (40)	0.48 (45)	0.95 (41)
Non PP	1.01 (101)	0.79 (77)	1.13 (79)	0.81 (80)
PP Gap	-0.36	-0.12	-0.65	+0.13

C) All spreadsheets present on our internal system and used to inform differing levels of intervention.

Barrier 2	PP students attendance % is below Non PP students				
Target i	To ensure that PP students are supported in improving their attendance % with a particular reference to Yr8 and Yr11				
Actions	Lead	Funding allocation	Review of impact	Will the action be used in 2020-2021?	

1. Continue funding of 50% of attendance officer's salary	Head teacher and attendance officer	£12,600	A-B	Yes
2. Contribution to the ESW's salary	Head teacher and attendance officer	£10,000	A-B	Yes- with a greater focus on supporting students and their families with transitioning back after school closure.
3. Contribution towards director of behaviour's salary	SLT	£9,500	A, B and C	Yes- closer liaison between the raising achievement coordinator and the director of behaviour in order to ensure that students with persistent attendance and punctuation issues are

				being mentored in Autumn 1.
4. Contribution towards behaviour mentor salary	SLT	£5,000	A, B and C	Yes- with a particular focus on helping PP students with their resilience- a mentor programme is to be rolled out for 2020-21.
5. Contribution towards admin support of monitoring PP students placed on attendance tracking	RA coordinator	£4,800	A, B and C	Yes- colour coded system for medical, mental health, school-refusing reasons.
6. Contribution to Intervention and Inclusion assistant wage	Intervention and inclusion manager	£3,000	A-C	No- due to staffing restructure.
8. Financial contribution to breakfast club	Behaviour mentor	£1,000	C- Only £600 spent on breakfast club 2019-20 due to lockdown.	Yes- when the breakfast club is able to resume when bubbles of students are able to mix again.
9. To purchase bus passes for 4 students in order to improve their attendance	RA coordinator	£1,432	D	Yes- this will be offered to any PP student with persistent poor attendance or punctuality. Two students will automatically get theirs rolled over from last year.

Total spend for this barrier	<p>Projected: £47,332</p> <p>Actual spend: 46,832</p> <p>Underspend of: £400</p>
Aim / Success criteria	<p>A) No gap between PP and non PP for attendance in each year group (with particular focus on Yr8 and Yr11)</p> <p>B) Attendance of a targeted group of PP students in each year group to have attendance of at least 95%</p> <p>C) Improved attendance of disadvantaged students attending breakfast club</p> <p>D) Improved attendance of 4 disadvantaged students receiving bus passes</p>

A)

Year group	Av % PP attendance	Av % Non PP attendance	% Gap 2020
Year 7	96.28	96.95	-0.67
Year 8	95.44	96.65	-1.21
Year 9	94.95	95.47	-0.52
Year 10	95.40	96.64	-1.24
Year 11	93.53	95.31	-1.78

B) Students in these groups were identified as having a history of poor attendance at primary and/or secondary school. They were flagged up as being at risk of not achieving 95%+ attendance in the academic year 2019-20 and were given support from a range of people in school including the attendance officer, achievement co-ordinators, raising achievement coordinator and the ESW. The attendance figures were affected by the school closure so make the final figures appear lower than they would have been had we finished in July.

Year group	How many in target group?	Number achieving 95%+ attendance
Year 7	8	5
Year 8	7	4
Year 9	9	5
Year 10	8	4
Year 11	7	4

C) 8 PP students were invited to a breakfast club where breakfast items were available and 88% of student had over 95% attendance up until school closure.

D) All of the four students who received bus passes had improved attendance from previous year's data with three of them having over 95% attendance up until school closure.

Barrier 3	PP students behaviour and emotional welfare hinders their school experience	
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Target i	To ensure PP students are able to manage their behaviour and be praised for their successes				
Actions	Lead	Funding allocation	Review of impact	Will the action be used in 2020-2021?	
1. To provide extended learning and enrichment activities for PP students	All staff	£15,000	A-D	Yes	
2. To provide a 50% financial contribution to the LGS emotional support package (place2be, in school processes/ procedures and use of external agencies)	SLT and all staff	£40,000	A-D	Yes- students who have previously been identified as needing support will continue to receive help 2020-21 and students who require it during the year will be signposted to appropriate agencies.	

3. To train a group of students who are PP and HB to peer mentor other PP students with a focus on self esteem	RA coordinator and Achievement coordinators	£1,000	Did not take place due to school closure	Yes- This will take place this year with Yr10 students being trained as mentors.
4. To purchase rewards	Achievement coordinators	£2,000	A-D	Yes
5. To contribute towards behaviour mentors salary	SLT	£5,500	A-D	Yes
6. Contribution towards extra pages in planners outlining importance of emotional health	Achievement coordinators	£7,000	A-D	Yes

7. To work with PSHEE coordinator to help plan/ book PSHEE lessons that will help PP students with managing their emotional welfare	RA coordinator and PSHEE coordinator	£2,000	A-D	Yes
8. To put procedures in place to encourage staff to praise Yr10 and Yr11 students more frequently	RA coordinator	£200	A-B	Yes- with a particular focus on praising students who have made a significant improvement since school has reopened in order to improve self-esteem of our Ks4 students.
9. To implement behaviour strategies with a targeted group of Yr10 PP students to ensure they do not get placed on behaviour report	RA coordinator and achievement coordinators	£300	C	Yes- these students will also be monitored in Yr11.

Total spend for this barrier	<p>Projected: £73,000</p> <p>Actual spend: £72,000</p> <p>Underspend of: £1,000</p>
Aim / Success criteria	<p>A) Increase in % of PP students receiving praise slips compared to 2018-19 figures.</p> <p>B) Decrease in % of students receiving alert slips compared to 2018-19 figures.</p> <p>C) Decrease in alert slips given to a targeted group of Yr10 PP students</p> <p>D) Number of PP students placed in isolation shows a reduction compared to 2018-19 figures (particularly 3+ repeated instances with individual students)</p> <p>E) An increase in self-esteem for targeted group of PP students mentored by HB who are also PP (questionnaires)</p>

A-B)

Measure	2019-20	2018-19	% Difference
Percentage of PP receiving 5+ praise points	83%	82%	+1%

Percentage of PP students receiving 5+ alert points	17%	16%	+1%
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Praise by year group

Year group	% of PP receiving 5+ praise
Year 7	92%
Year 8	95%
Year 9	90%
Year 10	79%
Year 11	50%

Alert by year group

Year group	% of PP receiving 5+ Alert
Year 7	10%
Year 8	21%
Year 9	23%
Year 10	9%

Year 11	16%
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C) Seven students in the Yr10 target group. Two students moved schools and the remaining five all received less alert points than they did in Yr9.

D)

No PP students placed in isolation-behaviour	2019- 20	2018-19	Difference
1 day	13	17	-4
2 days	0	3	-3
3 days	0	3	-3
4 days	0	0	0

No PP students placed in isolation for late marks	2019- 20	2018-19	Difference
10+ (1 day)	7	8	-1
20+ (2 days)	1	0	+1

E) This could not take place due to school closure.

Barrier 4	PP students are disproportionately represented in extracurricular clubs activities, sports clubs and student voice				
Target i	To ensure that PP students are encouraged to join extracurricular clubs and sporting activities				
Target ii	To ensure that PP students are fairly represented in all areas of student voice				
Actions	Lead	Funding allocation	Review of impact	Will the action be used in 2020-2021?	
1. To make contributions towards PP students attending enrichment trips	RA coordinator	£6,000	A	Yes- when trips can take place, money will be allocated to ensure PP students are able to attend.	

2. To implement a new tracking system to monitor PP student's uptake of enrichment and curriculum trips	RA coordinator, trips coordinator and lead professionals	£500	A- Internal google spreadsheet managed by raising achievement coordinator and populated by Curriculum, Work Placement & Employer Engagement Coordinator.	Yes- this system will continue to be used.

3. To create personal invites to target PP students to attend extracurricular activities and school productions	RA coordinator and lead professionals	£100	Did not take place due to school closure.	No
4. To implement a new tracking system to monitor PP student's involvement in extracurricular activities	RA coordinator and review tutors	£500	B	Yes- when clubs can start again, attendance will be tracked and analysed by achievement co-ordinators.
5. To fund cover costs for teacher supervision of Forward thinking trips	RA coordinator	£1,200	A	Yes
6. Cover for two teachers to supervise the PP residential trip	SLT	£1,200	Did not take place- rescheduled for May 2021	Yes
7. Financial contribution towards the school minibus and booking coaches for escorting PP students on trips	RA coordinator	£3,000	A	Yes- when trips and sporting fixtures commence.

8. To liaise with new CIAG and PSHEE coordinator to implement ideas/ sessions that will help encourage our PP students to raise their aspirations	RA coordinator and PSHEE coordinator	£6,000	A- masterclasses were advertised and run by local universities. All eligible PP students were invited.	Yes
9. To work with leader of student voice to ensure PP students are fairly represented in school council decisions	RA coordinator and review tutors	£300	C	Yes- This will also be a focus for the head girl selection process.
10. To ensure that PP students are included in every student forum and head teacher's question time	RA coordinator, review tutors and SLT	£100	C- At least 30% of students attending teacher's question time were PP	Yes

Total spend for this barrier	<p>Projected: £18,900</p> <p>Actual: £17,600</p> <p>Underspend of: £1,300</p>
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Aim / Success criteria	<p>A) % of PP students involved in enrichment trips to increase by at least 5% from 2018-19 figures</p> <p>B) % of PP students involved in extracurricular trips to increase by at least 6% from 2018-19 figures</p> <p>C) % of PP students involved in student voice (student forums and school council) to have no gap against non PP</p>

A) 48% of our PP students attended at least one enrichment trip in 2019-20. This is an 8% increase on 2018-19 figures. This figure is very pleasing considering that this was based on trips attended up until March 2020 as the other trips had to be cancelled.

B)

Student group	Percentage of students attending at least one extracurricular club 2019-20	Percentage of students attending at least one extracurricular club 2019-20
PP	23% (46/195)	34% (74/214)
Non PP	34% (186/537)	50% (241/487)

C) All student forums included students classed as PP. Alongside this 25% of students on the school council were PP meaning there was fair representation in student voice at LGS

Barrier 5	PP students future aspirations are lower than those of their non PP peers				
Target i	To ensure that HB students who are also PP make at least expected progress				
Target ii	To ensure students receive support and guidance to help them make future choices				
Actions	Lead	Funding allocation	Review of impact	Will the action be used in 2020-2021?	
To provide targeted support and sessions to PP students who are also HB students to ensure they make at least expected progress	RA coordinator and lead professionals	£1,200	A	Yes- with a particular focus on closing the gap for KS4 students.	

2. To continue to support the forward thinking cohort in their course with The University of Birmingham	RA coordinator	£300	A-B	Yes- this will continue with all year groups next year.
3. To create promotional materials to point PP students to events that are happening in the local area	RA coordinator	£200	A and C and newsletter articles available on the school website.	Yes
4. To work with the coordinator of CIAG to provide PP students with help researching future careers through career appointments	RA coordinator, CIAG coordinator and Careers advisor	£500	C	Yes

5. To coordinate uptake to and transport for masterclasses for PP students	RA coordinator and lead professionals	£200	A and B	Yes
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Total spend for this barrier	<p>Projected: £2,400</p> <p>Actual: £2,643</p> <p>Overspend: £243</p>
Aim / Success criteria	<p>A) No gap in progress between PP and Non PP HB students (Yr7-11)</p> <p>B) Successful completion of the forward thinking for the Yr11 cohort</p> <p>C) All yr11 PP students to go on to higher education, employment or apprenticeships</p>

A)

Year group	% HB who are also PP on track (5+ subjects)	% HB who are Non PP on track (5+ subjects)	% Gap
Year 7	90%	89%	+1

Year 8	90%	92%	-2
Year 9	100%	89%	+11
Year 10	73%	92%	-19
Year 11	45%	94%	-49

B) All seven students successfully completed the Forward Thinking Birmingham University programme and graduated in November 2019.

C) Only one student out of 34 of our PP students in Yr11 did not go on to higher education, employment or an apprenticeship. She was offered additional support from a range of external agencies and the achievement and inclusion coordinator sourced a programme of study for her to start September 2020 but she failed to attend.

Barrier 5	Some PP students have a limited vocabulary and find examination language hard to understand	
Target i	To ensure all PP students have support in accessing the language and skills needed to successfully answer examination questions	

Actions	Lead	Funding allocation	Review of impact	
To provide all staff with a document called 'the anatomy of writing of extended writing' that establishes a common approach to assisting students with extended writing	Head teacher	£200	All staff were given the document at the staff meeting in September 2019. They were also given guidance in how to plan assessments using language decoders.	No- due to assessments and departments policies already being changed.
To ensure all department areas provide a list of key terminology for all PP students	RA coordinator and lead professionals	£500	A and B	Yes- this will be regularly updated and made available on individual departments google classrooms.
To implement a common approach to supporting PP students in preparing for assessments	RA coordinator	£200	A-C	No- due to assessments and departments policies already being changed.

To support department areas in developing revision materials to support PP students understanding of examination language	RA coordinator	£300	A-C	No- due to revision material and departments policies already being changed.

Total spend for this barrier	<p>Projected: £1,200</p> <p>Actual spend: £1,200</p>
Aim / Success criteria	<p>A) No gap between PP and Non PP in all subject areas in Yr7-10 internal data</p> <p>B) No gap between PP and Non PP in all subject areas in external Yr11 examination results</p> <p>C) Spreadsheets produced for each data capture with clear PP Vs Non PP data present</p>

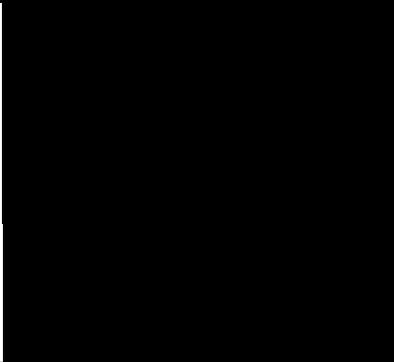
A) The data below relates to the internal data collected centrally for each year group in the Summer term. The criteria of being on track in 5+ subject areas was used as a threshold. This is based on online teacher assessments and teacher judgement (interim reports)

Year group	PP	Non PP	Gap
7	96%	92%	+4%
8	68%	73%	-5%
9	86%	90%	-4%
10	71%	75%	-4%

B) The table below outlines the gap between progress 8 scores of PP and Non- PP students in the summer results (teacher predicted). The numbers that feature in brackets indicate the number of students in each group.

	2020	2019	2018	2017
PP	0.65 (34)	0.67 (40)	0.48 (45)	0.95 (41)
Non PP	1.01 (101)	0.79 (77)	1.13 (79)	0.81 (80)
PP Gap	-0.36	-0.12	-0.65	+0.13

C) All spreadsheets present on our internal system and used to inform differing levels of intervention.

Contingency funding 2019-20	PP students require assistance with a range of issues that occur throughout the academic year		
Actions	Lead	Funding allocation	Will the action be implemented 2020-21 now it has been raised as a priority?
1. 12X four-week bus passes	RA coordinator	£414	Yes- a fund of £1,500 will be allocated as part of a new barrier due to two additional students being identified as requiring regular bus passes.

2. Cooking ingredients	RA coordinator	£86	No- this will form part of contingency funding if needed again.
3. Funding for one students internet access during the lockdown period	RA coordinator	£35 per month= £175	Yes- The school will continue to pay for the internet access for the academic year 2020-21.
4. CPD sessions/ cover costs for staff to attend to help improve understanding of PP issues	SLT and RA coordinator	£5,000	Yes- A total of £5,000 will be allocated as part of the attainment barrier
5. Teaching and learning resources	SLT	£1,500	Yes- A total of £1,500

6. 4 chromebooks purchased as an emergency to support 4 PP students during lockdown	Headteacher and IT services	£680	No- As the DFE has now sent a range of laptops to support PP students in specific year groups.
7. A third of the financial contributions to make the school covid secure for the vulnerable students to attend school over the lockdown period	Headteacher and site team	£500	No
8. Photocopying of resources for PP students who were attending school during the lockdown period	SLT	£120	No

Total contingency spend: £8,475.

Total spend 2019-20: £185,828

Overspend of: £3,503

