

St Andrew's CofE High School – Pupil Premium Strategy 2019-20

1. Summary Information					
School	St Andrew's CofE High School				
Academic Year	2020-21	Total PP Budget	£126000	Date of most recent PP Review	October 2020
Total number of pupils	578	Number eligible for PP	136	Date for next internal PP Review	September 2021

2. Current Attainment				
	Pupils eligible for PP Centre assessed grade	Pupil eligible for PP Actual	Pupils not eligible for PP CAG	Pupil not eligible for PP Actual
Progress 8 score average	-0.69	-0.57	-0.08	+0.04
Attainment 8 score average	30.65	31.85	45.11	46.3

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers	
A. Literacy levels of some students eligible for PP.	
B. Challenge and expectation of students, from student themselves, staff and parents	
C. Full understanding from staff as to what can support the students	
Additional barriers	
D. Attendance remains a concern for disadvantaged students.	
E. Lack of technology and completion of home learning tasks has resulted in learning gaps	
4. Intended outcomes	Success Criteria
A. Literacy levels of PP students increase allowing better access to curriculum	Improved GCSE attainment in English and literacy heavy topics
B. Middle and lower prior attainment students make progress in line with or better than other peers	Final GCSE Results, Year 10 mock data and data drop 4 for years 7-10
C. Staff have a detailed knowledge about their PP students including what they find hard, what helps them and how they can best support them	Completed pupil passports, final GCSE results.
D. Improved levels of PP attendance	Attendance for PP students is in line with or close to that of non pp students

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E. Support and resources available through the ARC and to loan is isolated	Increase in hours the ARC is staffed, PP students able to loan equipment should they be asked to isolate and not have any way of accessing learning at home.
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5. Planned expenditure					
Academic year	2020-21				
i. Whole school initiatives – including teaching and learning					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date
Provision of Visualizers to support teaching and learning	Improve the quality of first teach, ensure that any remote learning has aspects of teacher delivery	Digital learning is seen as a moderate cost, moderate impact on the EEF. With potential enforced Covid-19 isolations we need to ensure the offer of distance learning is robust	Visualizers purchased by PRG for all teaching staff. AH TL and HOF monitor use and engagement by staff	HMG	March 2021
Support student literacy	Improve reading ages and understanding of students to allow greater access to the curriculum	Literacy interventions have been reported to show high impact for low cost by the EEF toolkit	Associate Assistant Head will lead on the literacy drive, line managed by AH TL. Monitored through line management meetings	MDG	March 2021
Total budget allocation					50%
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date
HELP 20	Target support for the identified High Effort Low Progress students (PP included)	Focus initially on year 11 students, program will support those students through mentoring, monitoring and ensure staff know their needs.	Associate Assistant Head will lead on this with AH Raising standards.	JJM	March 2021

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English Support	Early intervention in Years 7-8 to improve basic levels of literacy	EEF toolkit shows moderate impact for moderate cost. Following guidance and report small groups of 2-3 students focusing on improve basic literacy skills.	Regular monitoring of groups with HOF. Data checks and impact statements for tutors leading sessions	HOF English	March 2021
Total budget allocation					25%
iii. Individual support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff leading	Review date
Pupil Passports	Staff have a greater understanding of vulnerable students, they can support and plan appropriately providing a better quality first teach	Improving the first teach will have the biggest impact on the progress of PP students. Staff will have a better understanding of how the student learn and what areas they need support with	HOYs to collate the documents. Joint Head of School and HOF to ensure staff are using documents to inform planning and teaching	PRG HOY HOF	March 2021
ARC (academic recovery centre)	Provide in school time to support students to catching up missed work. Allow student without access to a suitable working environment at home a safe place work.	From conversations with a number of vulnerable students they struggle to complete homework or have a place to study.	Referrals monitored Joint Head of School Impact monitored by AHT Raising Standards and Joint Head of School	MWL PRG MJS	March 2021
Total budget allocation					25%

6. Review of expenditure

Academic year	2019-20	
i. Whole school initiatives – including teaching and learning		

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Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Rewards	Use of positive reinforcement and extrinsic rewards to improve student motivation and impact positively on behaviour.	Increased and consistent use of the schools reward system which will in turn see an improvement in student behaviour.	The use of the system has increased but the school still doesn't have a tangible rewards for the students. Initial rewards are long term, so shorter term rewards are needed. Work has taken place with student voice to seek potential rewards.	5%
Seating Plans	Improve consistency across the school with one set package used by all staff. This allows sharing of best practice. Students will be less distracted and more focused in lessons.	Staff can share information and ensure students are sat in appropriate groups. Reduction in disruptive and distracting behaviours. Staff are able to identify targeted groups quicker from the seating plans.	Consistent use now by all staff. Additional benefits have included the ability to quickly trace close contacts in Covid-19 cases. SLT need to continue monitoring there use. Data need to support outcome of improved behaviour.	5%
Drug and Mental health support	Provide high quality parental and student support and guidance over the issues linked with substance misuse and mental health	Students, staff and parents are better informed. Students better prepared to make the right choice when needed.	Good engagement from students and staff, small cohort of parents took up the offer, however feedback from the event was very positive from all stakeholders.	2%
Total budget allocation				12%
ii. Targeted support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Departmental Budget	Improve outcomes at a faculty level.	Faculty Heads will use funding for faculty specific support. Student outcomes will improve across all key stages.	Limited use by Heads of Faculty, this will not continue in 2020-21 academic year.	15%

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English Support	Early intervention in Years 7-8 to improve basic levels of literacy	Improved levels in English for targeted students which will result in less intervention needs in key stage 4.	Head of School, to have more say in targeted groups in collaboration with Head of Faculty. Clearer start and end data need to show progress.	10%
Maths Support	Early intervention in Years 7-8 to improve basic levels of numeracy	Improved levels in Maths for targeted students which will result in less intervention needs in key stage 4.	Intervention tutor will not be returning in 2020-21 academic year. The support set up worked well with the way maths is taught in school and allowed clear baseline tests and improvements.	10%
Total budget allocation				25%
iii. Individual support				
Action	Intended outcome	Estimated impact:	Lessons learned	Budget allocation
Peer Mentoring/tutoring	Peer to peer support both academic and pastorally.	Targeted student to improve attendance and outlook on school. Use of adapted behaviour matrix to show impact of intervention	Project not completed, it was due to be a NPQSL project for a HOF but they withdrew from the course. Potential appraisal target in 2020-21 for suitable member of staff	0%
One to One Tuition	Improve outcomes in key areas for highlighted students	Only used with one student, some levels of engagement with the tutor, this hasn't yet been seen in a grade improvement	Need a suitable length of intervention prior to analysing impact. Clearer initial target outcomes to be set beyond improving grades.	5%
ARC (academic recovery centre)	Provide in school time to support students to catching up missed work. Allow student without access to a suitable working environment at home a safe place work.	Less knowledge gaps for students, improved outcomes at GCSE. Greater uptake of the use of the facilities.	Students accessed the centre and were happy to work from there. Increase staffing and opening capacity for 2020-21	25%
Total budget allocation				30%