

# Pupil Premium Strategy Holywell School – 2020-2021

1. Summary information					
School	Holywell School, Cranfield, Bedfordshire				
Academic Year	2020-2021	Total PP budget	£132,350	Date of most recent PP Review	September 2020
Total number of pupils	701	Number of pupils eligible for PP	120 (according to DfE) in reality: 124	Date for next internal review of this strategy	September 2021
2. Breakdown of numbers November 2019					
	Year 5	Year 6	Year 7	Year 8	
Total number of PP (124)	21	38	39	26	
FSM (78)	21	22	22	13	
Service (5)	0	2	2	1	
CLA (8)	1	3	1	3	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Attitudes to learning: Our disadvantaged students have a variety of attitudes to learning – from the most enthusiastic and confident, to those less likely to take risks with their learning and those who are less likely to be resilient when responding to improvement targets. They are also less likely to participate in trips, visits or other enrichment activities. Some disadvantaged learners have limited cultural experiences which means they are often less confident writers and have a more limited vocabulary to use in their writing. Disadvantaged learners perform significantly below their peers at KS2. In 2019 (last validated data) this was especially significant in Writing.				
B.	Poor social skills and lack of self-esteem: These prevent some disadvantaged students from fulfilling their potential as they are often overlooked when there are opportunities to represent the school in sporting, musical and social activities. Our disadvantaged pupils often think they are unworthy of inclusion. They are underrepresented in positions of responsibility such as house and sports captains, values ambassadors and school prefects.				
C.	The Quality of Teaching: Dunford argues that, “There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So, high quality teaching must be at the core of all pupil premium work. For this reason, many of our disadvantaged achievement strategies have consistently focused on improving the quality of teaching, including				

	setting arrangements, as a recurring theme. In designing this provision we are mindful of looking first at the strategies that make the most of different types of feedback, metacognition, peer tutoring, etc	
<b>D.</b>	Curriculum access: Our disadvantaged students are more vulnerable in terms of curriculum access – some lack resources to use in school, some have limited cultural capital and limited cultural experience; additional curriculum opportunities are not always accessible to them.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Parental engagement: Parents of some disadvantaged students are less likely to attend Parents evenings and other school related activities for a range of reasons such as working patterns, transport issues, availability of child care and lack of confidence.	
<b>F.</b>	Lack of cultural capital: Some disadvantaged students have limited opportunities outside school leading to a narrower range of experiences than their peers. This can limit their academic potential and lead to lower aspirations and disengagement with education.	
<b>G.</b>	Attendance: Some disadvantaged students are less resilient and prone to poor attendance – sometimes due to parental inability to provide transport – especially when parents are financially challenged. This results in lower attendance rates than their peers in school although this is improving.	
<b>H.</b>	Poverty and related issues: Some disadvantaged students experience adverse childhood experiences including the impact of child poverty, lack of good nutrition, regular sleeping patterns – all of which can impact on behaviour and progress.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<ol style="list-style-type: none"> <li>1. Improving attainment of disadvantaged learners especially in Writing</li> <li>2. Reducing the gap in attainment between disadvantaged learners in school and non-disadvantaged nationally. Ensuring that any widening of the gaps between disadvantaged learners in school and non-disadvantaged learners in school and nationally due to the Covid-19 pandemic is identified and efforts made to close it.</li> <li>3. Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</li> <li>4. More student participation in lessons and in extra-curricular opportunities being taken up</li> </ol>	<p>Improve attainment of disadvantaged learners as follows</p> <ul style="list-style-type: none"> <li>• Holywell is taking part in a project funded by Central Bedfordshire council called RADY to raise expectations, aspirations and awareness of our disadvantaged students.</li> <li>• Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths</li> <li>• Reducing the gap in attainment between disadvantaged learners in Holywell and non-disadvantaged and disadvantaged students nationally.</li> <li>• Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.</li> </ul>

<b>B.</b>	Raising self-esteem and improving social skills in disadvantaged students	Disadvantaged students attend at least one intervention group depending on need including counselling for emotional needs. Disadvantaged students are proportionately represented in Roles such as house and sports captains, values ambassadors and school prefects and take part more often in sporting, musical and social events.
<b>C.</b>	Disadvantaged students have access to high quality subject specialists	Fully staffed with good and outstanding teachers who know their students and who can stretch all to exceed their targets
<b>D.</b>	Disadvantaged students have access to the whole curriculum – both in-school and extra-curricular	Full participation in curricular and extra-curricular activities
<b>E.</b>	Raising the value placed on education and Improving engagement of families	Attendance at parents' evenings and other school related activities by parents of disadvantaged children is as good as non-disadvantaged learners.
<b>F.</b>	Improving opportunities outside school to broaden the range of experiences of disadvantaged students	All disadvantaged students in year 5, 6 and 7 invited to attend at least one Doodle club session per week and those in financial need receive help to attend enrichment activities such as residential and none residential trips, subsidised music tuition.
<b>G.</b>	Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally	Improve attendance of disadvantaged students towards achieving same target as whole school 97%
<b>H.</b>	Reversing the impact of adverse experiences of disadvantaged students with special reference to their experiences during Covid-19 pandemic.	Reacting to areas of need so that disadvantaged students have similar experiences to their peers. Ensuring that disadvantaged students have access to ICT at home to access online learning if needed. Disadvantaged students feel safe and happy at school.

## 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 ?
A and C	<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school. Consolidate new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>Active involvement in research projects – eg. Institute of Education Music/Technology project; Technology projects; Reading intervention project</p> <p>Staff INSED Programme on The Quality of Education / teaching and learning + individual subject-specific research and development</p>	<p>Sutton Trust report 2011 states that “the effect of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning compared with 0.5 years with poorly performing teachers. This is also supported by DfE document “Supporting the attainment of disadvantaged pupils; articulating success and good practice”</p>	<p>School data obtained from lesson observations, work scrutiny, internal and external attainment data.</p>	<p><b>SLT and PP lead.</b></p>	<p><b>September 2021</b></p>

	To explore models of resilience training (eg. The Resilience Doughnut; Growth Mindset; Protective Behaviours; Restorative Practices) with a view to introducing training for students in the Spring term 2021				
<b>Total budgeted cost</b>					£80,000

## 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?
A and D	<p>Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.</p> <p>Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.</p> <p>After school Doodle club for disadvantaged students to run on 3 nights per week to allow for Covid -19 arrangements.</p>	<p>Disadvantaged families are unable to afford the books.</p> <p>Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English.</p> <p>Repeated practice using Doodle Maths and Doodle English apps has an impact on attainment in the core subjects. Disadvantaged students are less likely to be able to access these apps at home.</p>	<p>Office manager and pupil premium lead identify students and provide books</p> <p>Heads of Maths and English identify students who require extra help at Mind The Gap meetings with teaching staff. Class teachers provide intervention groups for identified students Small group intervention with qualified teacher planned. Progress of students monitored by HOD and reported half termly to PP Leader and groups changed according to data each half term. PP students to be prioritised in these groups.</p> <p>All disadvantaged students receive an invitation to Doodle Club. Each student receives a snack and opportunity to attend club without charge.</p>	<p>Office manager, Pupil premium lead</p> <p>Head of Maths and English</p> <p>Pupil Premium lead. Doodle Club leader</p>	September 2020

**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?
<p>A, B C and D</p>	<p>Staff help to produce profiles of individual students in Year 6 to identify barriers to learning, aspirations and needs</p> <p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p> <p>All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels.</p>	<p>Raising the profile of disadvantaged students keep them in the forefront of teachers' and teaching assistants' minds so that staff realise they have responsibility for the progress of disadvantaged students in their classes.</p> <p>Disadvantaged students benefit from best feedback possible which will enhance their learning.</p> <p>All staff are aware of needs of disadvantaged students in their class.</p>	<p>Information provided to staff in staff briefings.</p> <p>School assessment and marking policy. Work scrutiny focusses on disadvantaged students during the year.</p> <p>Lesson observations.</p>	<p>Pupil Premium lead</p> <p>All teaching staff</p> <p>All teaching staff, SLT and Heads of departments</p>	<p>September 2020</p> <p>Termly</p> <p>Termly</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	<p>Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff</p> <p>Encouraging disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting , cultural and social events..</p> <p>Identify students requiring laptops and software and distribute loaned hardware and software to students in need.</p>	<p>Using prior attainment to set targets results in even bigger gaps as disadvantaged students work through school due to unconscious bias in expectations. Rubie Davies 2014 Researching the effect of expectations on attainment</p> <p>Disadvantaged students have been significantly under represented in previous years at Holywell.</p> <p>Disadvantaged students are less likely to have use of laptops at home to access on line learning</p>	<p>Utilising support from RADY scheme to scrutinise target setting for disadvantaged students and create an uplift for disadvantaged Year 5 students in English to reduce the impact of prior attainment on target setting and raise expectations of them.</p> <p>Ensure that disadvantaged students are encouraged to apply and applications regarded favourably.</p> <p>Criteria applied to identifying students and laptop agreements in place.</p>	<p>All teaching staff</p> <p>PP lead Pastoral leads.</p> <p>Pupil Premium lead. Head of ICT, ICT support.</p>	<p>Termly</p> <p>September 2020</p> <p>Weekly</p>
<b>Total budgeted cost</b>					£30,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>E</b>	Ensure that all families of disadvantaged students are encouraged to attend	To allow all families the opportunity to engage with staff to promote aspirations in families.	Pupil Premium lead and office staff ring parents to personally arrange	Pupil premium lead, office staff	September 2020

	<p>parent consultation evenings and provided with alternative provision if required. Transport provided for families.</p> <p>Embed and improve use Show My Homework app.</p> <p>Embed and improve use of C-Poms</p>	<p>Parents will be aware of homework when it is set, resources required will be available to all students. Parents will be more engaged with the process.</p> <p>To ensure that all incidents of safeguarding are recorded and monitored in a central point. Ensure families are supported to overcome barriers to learning and welfare of students</p>	<p>appointments. Appointments during school day offered if appropriate.</p> <p>Use App to monitor students grades and those who regularly fail to complete homework. Use this information to support students in Homework Clubs during school time.</p> <p>All new staff trained in September. Safeguarding leads monitor.</p>	<p>Deputy head (Homework)</p> <p>Safeguarding leads, Pupil premium lead.</p>	<p>Termly</p> <p>Daily</p>
B, F G and H	<p>Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to disadvantaged students who show a commitment to learn a musical instrument in Years 6, 7 and 8.</p> <p>Provide individual social skills interventions according to individual need.</p> <p>Provision of outside agencies according to identified student need.</p>	<p>Students benefit from being able to learn valuable skills, discipline through regular practice, raised self-esteem, participation in musical events. Students will increase their store of cultural capital by exposure to music tuition and events.</p> <p>Small groups of students or individuals can be identified and helped with specific areas of concern, which will improve their behaviour for learning and impact on progress.</p> <p>Disadvantaged students often require support to manage mental health problems and provide them with coping strategies</p>	<p>Year 5 students told about the subsidised scheme during transition process or when Peripatetic lessons are allowed to happen again. Music department monitors carefully progress of individual students and offers financial support as required to enable students to continue learning an instrument.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and suitable programmes.</p> <p>Consultation with form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students.</p>	<p>Pupil premium lead, Head of Music</p> <p>Pupil Premium Lead, Well Being Coordinator, Safeguarding Lead</p> <p>Pupil Premium Lead, Lead Pupil Premium Lead, Well Being</p>	September 2020



	<p>Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.</p> <p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p>	<p>Providing students with resources quickly so that they can take full advantage of school life</p> <p>Raising aspirations and offering opportunities for developing social skills</p> <p>Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.</p>	<p>Office staff, Form tutors, Heads of Year, Well Being Coordinator and Safe guarding leads to identify students and respond promptly to identified needs. Publicise available help to parents in school newsletters.</p> <p>All staff</p> <p>Trip leaders ensure letters sent to all parents outlining procedures for obtaining financial support. Office staff, Business manager, Pupil Premium lead identify need and respond</p>	<p>Coordinator, Safeguarding Lead</p> <p>Pupil Premium lead</p> <p>SLT</p> <p>Trip leaders, Pupil premium lead</p>	
<b>G</b>	<p>Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required eg providing transport or bus passes.</p>	<p>Daily attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally: ... School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community</p>	<p>Office manager, Deputy Head (Attendance) monitor attendance and liaise with Pupil premium lead</p>	<p>Deputy Head Attendance</p>	
<b>Total budgeted cost</b>					£15,000

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
A and C	<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers.</p> <p>Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school.</p> <p>Consolidate new tracking systems and use them to monitor progress of disadvantaged students more robustly.</p> <p>Active involvement in research projects – eg. Institute of Education Music/Technology project; Technology projects; Reading intervention project</p>	<p>At the start of the year School fully staffed with high quality specialist teachers. New timetables brought in for Lockdown school, March 2020, operating on a Primary model</p> <p>PP lead continued to implement PP provision and supplied welfare vouchers when required before and during Lockdown. PP lead accesses a charitable grant of £8000 and purchased 20 Laptops for the use of Disadvantaged students in July. FSM vouchers were accessed promptly during Lockdown and continued to be supplied throughout the Summer holidays</p> <p>New tracking system fully embedded. Staff becoming more confident in its use. Students and parents are able to monitor progress against level ladder and articulate their progress using new categories</p> <p>Much of this was unable to be delivered as scheduled for Summer term 2020. It has been carried over in to the next academic year</p>	<p>Long term absence of members of staff in English, PE and Science required long term supply. SLT continued to monitor the effectiveness of supply staff through Lesson observation programme.</p> <p>Students to be identified in Autumn term and laptops distributed. Funding will continue to be sought as Middle Schools fare badly in Government schemes</p> <p>Sims system needs overhauling. New Data manager will be in post Oct 2020. She will require training and support.</p>	<b>£67,000</b>

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
	<p>Staff INSED Programme on The Quality of Education / teaching and learning + individual subject-specific research and development</p> <p>To explore models of resilience training (eg. The Resilience Doughnut; Growth Mindset; Protective Behaviours; Restorative Practices) with a view to introducing training for students in the Spring term 2020</p>	<p>Much of this was unable to be delivered as scheduled for Summer term 2020. It has been carried over in to the next academic year</p> <p>Much of this was unable to be delivered as scheduled for Summer term 2020. It has been carried over in to the next academic year</p>		

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A and D	Provide Revision books free of charge to disadvantaged students in Year 6 and Year 8.	Not purchased and delivered as SATS cancelled	Revision books were supplied to HODs in 2019 who chose to allocate books to Students in lower sets rather than disadvantaged students. The efficacy of this will be monitored by HODs	<b>£8900</b>
	Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.	<u>Maths:</u> Small group intervention took place until March with a qualified teacher. Progress of students attending was monitored by intervention teacher and Head of Maths to ensure the right students were targeted. <u>English:</u> A modified version of the reading fluency project was planned but not delivered English intervention was reviewed and an Intervention teacher appointed in February.	Maths intervention teacher resigned in July. Intervention plans in Maths to be reviewed.  English intervention teacher employed again for Academic Year 2020-2021	
	Reading Fluency project to deliver support to students in Year 6 to achieve the expected standard in reading.	See above		
	After school Doodle club for disadvantaged students to run on 3 nights per week.	New Doodle coordinator appointed Nov 2019 along with LSA's to provide support. Doodle club ran on 3 nights for disadvantaged students and students identified by staff as requiring intervention support until march, 2020		

<p>A, B C and D</p>	<p>Staff help to produce profiles of individual students in Year 6 to identify barriers to learning, aspirations and needs</p> <p>All staff mark disadvantaged students work first and work scrutiny focuses on their work.</p> <p>All staff highlight disadvantaged students on seating plans and identify any barriers to learning or dip in progress levels.</p> <p>Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff</p> <p>Encouraging disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting , cultural and social events..</p>	<p>Pupil profiles prepared for all Year 6 students at the start of Spring term. These were beginning to be shared more widely to promote students' aspirations and help with career advice.</p> <p>Work Scrutiny in Autum term and start of Spring term showed there was no obvious difference in standard of work between disadvantaged students and non-disadvantaged students demonstrating that disadvantaged students are generally doing well in lessons.</p> <p>Seating plans were scrutinised and formed part of the judgement to ensure all staff had identified and understood the needs of disadvantaged students in their classes</p> <p>This was part of the Central beds funded RADYproject which will be relaunched in Autumn term 2020. Last validated data from 2019 in data annexe</p> <p>Roles were not allocated at the end of the Year due to students not being in school</p>	<p>Profiles may be produced for disadvantaged students in Year 5 and 6 next year depending on staff workload the Autumn term.</p> <p>Disadvantaged pupils will continue to be a focus for Work Scrutiny next year.</p> <p>Disadvantaged students continue to be identified clearly on Seating plans.</p> <p>The recently established assessment system has led to significant improvements in the consistency, quality and use of assessment. There has been a huge amount of work carried out on data processing and its use. The challenge now is establishing clear lines of accountability and ensuring that staff have ownership of the improvement plan; in particular, the deputy headteacher roles require improvement to increase the rigour with which monitoring, and evaluation are carried out.</p> <p>Heads of Houses, Heads of Year and Values coordinator to be advised of the need to have disadvantaged students proportionately represented when the roles are allocated in the Autumn term 2020.</p>	
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
E	Ensure that all families of disadvantaged students are encouraged to attend parent consultation evenings and provided with alternative provision if required. Transport provided for families.	All parents evenings were completed prior to lock down. Data shows that PP families were still slightly less likely to attend than none PP families but in March 2020 the data for Year 8 showed that the number of families attending their final parents evening was in proportion to the percentage of PP families in the cohort for the first time. See data annexe.	This approach will be continued but at least in the first term consultations will be completed by telephone.	<b>£24</b>
	Embed and improve use Show My Homework app.	SMH continued to be used to inform students of homework.	SMH was used as the platform for providing online learning during Lockdown and will be used to provide online learning for isolating students and in the case of partial or full lockdowns in 2020-2021. Plans to use SMH to track students not completing homework are still in progress.	<b>£1600</b>
	Embed and improve use of C-Poms	All staff trained and use C-Poms when required. Staff are becoming increasingly confident in its use and it has added to our transition routines for many students allowing information to be shared securely between school phases.	C-Poms was particularly useful in providing a platform for sharing information with Safeguarding team during March – July 2020.	<b>£920</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B, F G and H	Provide subsidised music tuition to Year 5 pupils in orchestral instruments to promote opportunities in Music. Provide subsidised music	Subsidised tuition was provided to xx year 5 students. Subsidised music tuition to allow students in Year 6,7 and 8 was provided to a further 6 students ranging from 50% -100% of tuition fees. Music lessons were provided online during lockdown and some students continued to access them.	PP lead continues to work with Head of Music and Inspiring Music to promote opportunities in Music	<b>£2855</b>

	<p>tuition to disadvantaged students in Year 5 on any musical instrument. Continue to provide subsidised tuition to disadvantaged students who show a commitment to learn a musical instrument in Years 6, 7 and 8.</p> <p>Provide individual social skills interventions according to individual need.</p> <p>Provision of outside agencies according to identified student need.</p> <p>Identifying individual student need and responding quickly to it for example school uniform, sports kit, stationery, school meals, transport costs, IT.</p> <p>Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at</p>	<p>Before Lockdown 10 PP students attended Choir; 1 attended windband;1 attended string group;3 attended chamber choir and 2 attended Keyboard Club</p> <p>Students attended individual social skills sessions during afternoon registrations including Art therapy according to need.</p> <p>Aspire for Yr7 and Yr 8 boys delivered in 2018-2019. Jigsaw counselling for individual student</p> <p>Several tudents who did not qualify for FSM were identified in consultation with parents, kitchen and admin staff who were regularly not eating lunch and welfare meals were provided along with breakfast and break time snacks. Until lockdown Disadvantaged students were provided with uniform, PE kit or shoes. 1 student was provided with a bus pass. During lockdown school responded to families in need with supermarket vouchers and prioritised PP families when reimbursing for school trips</p> <p>Disadvantaged students were “buddied” with non-disadvantaged students to provide these opportunities. This was especially successful during parents evenings when a number of disadvantaged students were able to act as “front of house”.</p>		<p><b>£2215</b></p> <p><b>£1335</b></p>
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	<p>parents' evenings and Open days.</p> <p>Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.</p>	<p>Many students received financial support to attend cultural activities before March including one Year 8 student who attended a residential trip to France in early March. A planned residential trip to Osmington Bay for Year 6 students had to be cancelled in the Summer term 2020. 15 students had been given financial support to attend.</p>		<b>£670</b>
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
G	<p>Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required eg providing transport or bus passes.</p>	<p>PP attendance was improving throughout 2019-2020. It reached 94.38% in February 2020 above National Average of 93.5%. See data annexe. Whole school attendance dropped significantly at the beginning of March as parents anticipated lockdown but PP attendance during this time dropped off less than the whole school cohort.</p>		<b>£303</b>
			<b>FSM costs</b>	<b>£7837</b>
<b>TOTAL COSTS (Budget £121,000)</b>				<b>£103,459</b>

### Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above. This is the last available validated data available to the school.

### YR6 2018 COHORT - SATS RESULTS JULY 2019

KS2 = ACHIEVED SATS = 100+      ABOVE EXPECTED = 110+  
TEACHER ASSESSMENT = 29 - 32 = EXPECTED

COHORT	MA	READ	GPAS	SC TA	WRIT TA
below expected	30	42	32	40	46
expected	80	69	92	72	92
above expected	47	45	33	45	19
	157	156	157	157	157
below expected	19%	27%	20%	25%	29%
expected	51%	44%	59%	46%	59%
above expected	30%	29%	21%	29%	12%
<b>COHORT ACHIEVED STANDARD</b>	<b>81%</b>	<b>73%</b>	<b>80%</b>	<b>75%</b>	<b>71%</b>
<b>COHORT AVERAGE POINT SCORE</b>	<b>106</b>	<b>104</b>	<b>105</b>	<b>30</b>	<b>30</b>

Disadvantaged Students	MA	READ	GPAS	SC TA	WRIT TA
below expected	9	12	10	12	15
expected	12	11	14	13	10
above expected	6	4	3	2	2
	27	27	27	27	27
below expected	33%	44%	37%	44%	56%
expected	44%	41%	52%	48%	37%
above expected	22%	15%	11%	7%	7%
<b>Disadvantaged students Achieving Standard</b>	<b>67%</b>	<b>56%</b>	<b>63%</b>	<b>56%</b>	<b>44%</b>
<b>Disadvantaged students Average point score</b>	<b>102</b>	<b>101</b>	<b>101</b>	<b>28</b>	<b>28</b>

Parents Evening data 2019-2020

Year group	Tutor Evening	Subject Evening
5	<p>October 2019  Attendance 90.32% (168/186)  PP 72.4 % (21/29)  % PP in year group 16%  % PP of families attending 12.5%</p>	<p>January 2020  Overall 90% (164/183)  PP 73%% (22/30)  % PP in year group 17%  % PP of families attending 13%</p>
6	<p>October 2019  Attendance 82.9% (155/187)  Excl. 6SW 86.9%  PP 76.3% (29/38)  Excl 6SW 79.4%  % PP in year group 20%  % PP of families attending 18.7%</p>	<p>February 2020  Overall 91% (172/189)  PP 83% (33/40)  % PP in year group 21%  % PP of families attending 19%</p>
7	<p>November 2019  Attendance 79.5% (124/156)  PP 59.3% (16/27)  % PP in year group 17%  % PP of families attending 10%</p>	<p>March 2020  Overall 88.9% (136/153)  PP 69% (20/29)  % PP in year group 19%  % PP of families attending 15%</p>
8	<p>November 2019  Attendance 78.6% (125/159)  Excl. 8CSi 83%  PP 68% (15/22)  Excl 8CSi 70%  % PP in year group 14%  % PP of families attending 9 %</p>	<p>March 2020  Overall 83%% (131/158)  PP 82% (18/22)  % PP in year group 14%  % PP of families attending 14 %</p>

Attendance Feb 2020	Whole School	Pupil Premium	SEN
Academic year 16/17	96.12%	94.98%	92.09%
Academic year 17/18	96.06%	94.98%	92.39%
Academic year 18/19	96.26%	94.84%	94.32%
Feb 2020	95.65%	94.38%	93.74%
National average	95.60%	93.50%	92.30%