

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                   |
|---|------------------------|
| School name   | Chiltern Hills Academy |
| Number of pupils in school  | 1056                   |
| Proportion (%) of pupil premium eligible pupils   | 22%                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 year plan            |
| Date this statement was published   | 14 December 2021       |
| Date on which it will be reviewed   | April 2022             |
| Statement authorised by   | Jo Conway              |
| Pupil premium lead  | Jo Conway              |
| Governor / Trustee lead   | Martin Paxton          |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year | £177,630 |

|   |         |
|---|---------|
| Recovery premium funding allocation this academic year  | £27,115 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £N/A    |

## Part A: Pupil premium strategy plan

### Statement of intent

At CHA our academic objective for our disadvantaged students is to ensure every individual achieves at least their target grades across all their subjects. In addition, we want to ensure all disadvantaged students are fully supported both academically and emotionally, so they can access their learning and enjoy and participate in all aspects of school life at CHA. We have a Disadvantaged Development Plan that is reviewed termly between the Vice Principal responsible for disadvantaged and our Student Progress Worker and annually with the governor responsible for overseeing disadvantaged students. Our disadvantaged strategy is fully embedded from TAs working in the classroom to SLT oversight of the approach. Within every curriculum area there is a Disadvantaged Champion, who meets regularly with our full-time Student Progress Keyworker to review curriculum approaches and interventions. In addition, our keyworker has strategy meetings with each of the core leaders to ensure there is scrutiny and support at this level. Our key principles are:

- We ensure that teaching and learning opportunities meet the needs of all our disadvantaged students, including progress for those who are already high attainers.
- We ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We will continue to consider the challenges faced by vulnerable students, such as those who have a social worker and young carers.
- Each student has a bespoke assessment of their needs; in doing so we recognise that not all students identified are socially disadvantaged and therefore a RAG rating is used to determine the needs of every student.
- We recognise that not all students who are socially disadvantaged are recorded as such or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Academy has legitimately identified as being socially disadvantaged.
- To provide financial support for trips, residential visits, uniform, books, specific GCSE revision guides etc.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all students receiving free school meals will be in receipt of pupil premium interventions at one time.

We are taking part in the Side-by-Side programme provided by Bucks CC and support for additional training of staff is available. In addition, our Student Progress Worker has attended specific courses to ensure we are up to date with current thinking on the most effective interventions and approaches to best support our students.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged students are students are disproportionately represented in Persistent Absence group.   |
| 2                | Some parents of our disadvantaged students are reluctant to engage in their children's education and nervous about interactions with the school. This sometimes results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition, both in terms of GCSE achievement and post-Y11 progression. |
| 3                | The needs of our disadvantaged students are many and varied and Individual Support Plans, created in collaboration with AYLs and Subject Leaders, are often needed.   |
| 4                | Competing pressures mean that an unrelenting focus on disadvantaged students within the curriculum Intent, Implementation and Impact across all curriculum areas through teacher planning and TA/Admin support through regular staff training, weekly bulletins and subject area meetings is needed.                                |
| 5                | Some of our disadvantaged students and their families have English as an additional language and this can present barriers to their learning across a range of different subjects.  |
| 6.               | Staff turnover and new initiatives in best practice in working with PP learners means that a programme of on-going staff training is required -Staff awareness of PP learners and strategies for success  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome  | Success criteria   |
|---|--|
| Every student identified at PP will achieve at least their target grades and secure a place at a Sixth Form/Apprenticeship/College post 16  | 100% enrolment on courses/apprenticeship post 16.  |
| <p>To ensure all PA disadvantaged students are fully supported to improve their attendance</p> <p>Attendance Action Plans implemented for students of concern that identify barriers to attendance and provide support for families</p> <p>Local authority engagement to support addressing concerns over persistently absent pupils.</p> | <p>Improved attendance over a sustained period</p> <p>Improvement in disadvantaged students' attendance compared to 19-20 (pre-Covid-19)</p> <p>Attendance Action Plans in place for students of concern with planned reviews and follow-up actions/escalations implemented as necessary.</p>  |
| To ensure every student across all key stages makes academic progress against their targets   | Data captures at three points during an academic year will show progress of groups in each year group. Data captures shared at SLT meetings by each AYL following a progress check.  |
| Curriculum areas tailoring their approach to ensure they are meeting the needs of every disadvantage student in their subject   | Successful interventions, using data prior, during and post intervention, that demonstrates impact of interventions and approach taken to personalise curriculum.  |
| Ready to Learn Disadvantaged Student learners are punctual, equipped and ready for school.  | <ul style="list-style-type: none"> <li>• Affordable uniform with financial support available to PP learners.</li> <li>• Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</li> <li>• PP parents are aware that they have access to financial support to assist with purchasing uniform, equipment, and resources.</li> <li>• Tutor equipment checks to show that PP learners are equipped for the school day in line with non-PP learners.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>Teaching staff are quick to liaise with Student Progress Keyworker/AYLs to ensure that any lack of equipment is quickly resolved.</li> </ul>   |
| To ensure that Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer.  | <ul style="list-style-type: none"> <li>Prioritised places are available on trips for PP learners to ensure fair access.</li> <li>Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.</li> <li>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners</li> </ul> |
| <p>To improve the engagement of the parents of disadvantaged students in school life.</p> <p>To ensure that all staff are aware of best practice in supporting disadvantaged students</p>                | <p>Participation by parents in opportunities such as family learning opportunities.</p> <p>Pupil Premium Champions sharing good practice with Student Progress Keyworker.</p>   |
| Disadvantaged students to have regular one-to-one meetings with the Student Progress worker to identify needs and an implement a support plan, if necessary, in collaboration with AYLs/Subject Leaders. | Successful achievement against targets for individuals on support plans.  |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 89,904

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>To ensure a dedicated Student Progress Keyworker is in a full-time post (£ JUF salary)</i><br/>£23,671</p>   | <p>Regular student meetings<br/>RAG rating of identified support requirements<br/>Twice per term meetings between Keyworker and core leaders that are documented, and targets agreed.<br/>Weekly Purple Corner items in the staff Bulletin<br/>Year group (Y7-11) one-to-one interviews – PP students interviewed by Keyworker<br/>Strategic overview with core leaders<br/>Curriculum Area PP Champions</p> | <p>3, 4, 6</p>                |
| <p><i>Staff training/CPD to ensure disadvantaged focus is kept at the fore of 3 x 1's/ teacher planning and TA/Admin support - SLT overview (£ 1 x day JOC salary)</i><br/>£19,112</p> | <p>INSET sessions<br/>Academic Year Leader RAG presentation at SLT (different year group every 3-week cycle)<br/>Weekly staff bulletin<br/>Regular Learning Walks to monitor Transference of Training</p>  | <p>4, 6</p>                   |
| <p><i>Ethnic Minority Worker (1x day per week)</i><br/>£2,120</p>  | <p>Support staff with parent meetings across all years.</p>  | <p>2,5</p>                    |

|  |   |       |
|--|---|-------|
|  | Contact with specific families where support is needed. Meeting with families where appropriate working alongside AYLs and Student Progress Keyworker   |       |
| <i>Appointment of additional Designated Safeguarding Lead (new 2021)<br/>£32,742</i> | Identified need in last academic year review due to additional safeguarding concerns being raised and higher proportion of disadvantaged students on CIN/CP/FSS (68%)   | 1,3   |
| <i>Training course for counsellor to undertake Family Counselling (£2000)</i>        | Identified through appraisal process and staff development Safeguarding identified this as a need for some families that are struggling. Increase in need for counselling evidenced through long waiting list for counselling and counselling assessment of need. | 1,2,3 |
| <i>EAL Intervention (1 and ½ days) (£10259)</i>                                      | Specific one-to-one sessions to support students where there is a language barrier for disadvantaged students. Progress is closely monitored, and students' skills assessed continually to ensure impact is evident.  | 5     |

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 21,848

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <i>Curriculum area funding bids to support student progress<br/>(£6000 - £500 approx. per curriculum area)</i> | Funding bids are submitted by CA with emphasis on intended impact prior to allocation of funds. Specific intervention is purchased/implemented and review following purchase of targeted intervention | 4                                    |
| <i>My Tutor programme<br/>£6,800 spent at Nov-21</i>   | Personalise programme that promoted student engagement and progress of those participating. Progress checks/assessments to demonstrate improved academic achievement at data captures.                | 3                                    |



|  |   |     |
|--|---|-----|
| <i>Educake</i>   | Specific science intervention to target underachieving students   | 3   |
| <i>MyMaths</i>   | Additional support for GCSE students in maths to improve basic maths skills and topic practice.   | 3   |
| <i>Year 10/11 Maximise Your Potential – Dr Van Der Spool (£2400)</i>   | Whole year group lecture promoting self-discipline, revision strategies and techniques. Student engagement and targets in individual meetings   | 3   |
| <i>Year 11 Subject Intervention (£3500)</i>  | Specific interventions as identified through RAG at SLT. Each AYL present their year groups' data following each Progress Check and identifies specific needs for disadvantaged group according to need.        | 3,4 |
| The Scholars Programme - Brilliant Club (commencing Oct 2021)<br>£2,148                                      | Successful student engagement and met targets throughout Brilliant Club programme<br><br>Track student journeys over the next 3-5 years to see number of students that take up places at selective universities | 3   |
| Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support (£1000) | The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges   | 3   |
|  |   |     |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 91380

| <b>Activity</b>   | <b>Evidence that supports this approach</b>                             | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| <i>Mentoring - 1 day per week dedicated for PP students (£5850)</i> | Individual one-to-one session for disadvantaged students (Dave Vaughan) | 1,3                                  |

|   |  |              |
|---|--|--------------|
| <p><i>Counselling (2 x days for PP students)</i><br/>(£14500)<br/><i>Family group work</i></p>  | <p>Counselling sessions for disadvantaged students (approx. 2 days per week)</p>   | <p>1,3</p>   |
| <p><i>BOSS programme – Year 8 Boys</i><br/><i>Raising Achievement Workshop (using the BOSS Programme for Trial Group of Y9 Girls and Year 9 Boys)</i><br/>£2400</p>   | <p>The Smart Collaborative (Dave Vaughan)<br/>Bespoke programme specifically for disadvantaged students to work on self-esteem, managing emotions, self-regulation, taking responsibility. Student participation based on tutor feedback and student questionnaires.</p> | <p>1,3</p>   |
| <p><i>Alternative Provision tutor</i><br/>£14,664</p>   | <p>Specific role to support PA students (target group approximately 10 – at least 50% PP)</p>  | <p>1,2,3</p> |
| <p><i>Mindfulness course</i><br/>(£1500)</p>  | <p>Previous support and intervention were found to support students in self-regulation and gave students strategies to employ at times of need.</p>  | <p>1,3</p>   |
| <p>Learning Zone (a dedicated member of staff supports individual students and small groups of students. Group work includes self-esteem, resilience and managing stress and restorative justice)<br/><br/>(£31924)</p> | <p>Need analysis of students that require additional support, safe space. Open door policy throughout the school for specific students.<br/>Tailored programme for individuals or groups of students.<br/>RJ – sessions utilised based on need.</p>                      | <p>1,3</p>   |
| <p>Trip/visits/residential<br/><br/>£2500</p>   | <p>Financial support to parents to enable disadvantaged student to take part in extra-curricular opportunities including residential visits. (50% of overall cost for financial support)</p>   | <p>2,3</p>   |
| <p>Revision materials<br/><br/>£2900</p>  | <p>Curriculum leaders can bid for funds to support individuals or groups of students to enable full access to the curriculum and ensure inclusivity.</p>   | <p>3</p>     |

|  |  |     |
|--|--|-----|
| Additional careers advice to current connexions sessions<br>(£9800)                                  | Additional support for disadvantaged student to ensure all students are supported in their next steps post 16.   | 3   |
| Attendance Officer<br><br>closely monitors and supports PP attendance (1 day per week)<br><br>£5,342 | Interventions may well be one part of an effective Pupil Premium Strategy; they are likely to be most effective when deployed alongside efforts to improve attendance  | 1   |
| Other Extra-curricular clubs and trip support  | Curriculum Leaders have the opportunity to bid for fund to ensure all student have equal opportunity available to them at all times.<br><br><i>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</i><br><br><i>Social Mobility Commission research</i> | 1,3 |
| Purchase of School laptops purchased and   | Priority given to disadvantaged students following tutor calls to students during academic year.   | 2,3 |

**Total budgeted cost: £203,132**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Curriculum area bids submitted to secure specific funding for specific activities as agreed through funding bid.

Student Progress Keyworker made regular contact with Disadvantaged Students and their parents. All contact from the Student Progress Keyworker was logged on a RAG rated spreadsheet. This enabled early and timely identification of those students that needed additional support for example purchase and distribution of laptops, attendance at Support School and support with online learning. Academic Tutors also supported their tutees through regular contact. The Student Progress Keyworker monitored attendance of disadvantaged student taking part in online learning and would follow up with parents if there was any issues emerging. Some students were invited to Support School if they needed better structure and access to a quiet learning space as this was not always possible in their family home.

#### SUMMARY OF 2021 RESULTS

**PLEASE NOTE – The Progress 8 figures are based on 2019 DfE scores and may not be accurate – TREAT**

**WITH CAUTION.**

| SUMMARY OF 2021 RESULTS |      |      |      |      |
|-------------------------|------|------|------|------|
| Category                | 2021 | 2020 | 2019 | 2018 |
| Number in Cohort        | 162  | 143  | 133  | 124  |
| Progress 8              | 0.95 | 0.55 | 0.22 | 0.03 |

|                                    |                       |                       |                      |                |
|------------------------------------|-----------------------|-----------------------|----------------------|----------------|
| Attainment 8                       | 49 (C+)               | 50.06 [C+]            | 47.9 [C]             | 45.37 [C]      |
| 9-4 in English and in maths        | 69%                   | 71%                   | 70%                  | 62%            |
| 9-5 in English and in maths        | 58%                   | 46%                   | 45%                  | 37%            |
| <b>Disadvantaged P8</b>            | <b>0.73</b>           | <b>0.52</b>           | <b>0.08</b>          | -0.42          |
| <b>Disadvantaged Gap (5 9-4EM)</b> | <b>37%-75% = -38%</b> | <b>43%-77% = -34%</b> | <b>48%-76% = 28%</b> | 55% - 61% = 6% |
| SEND (EHC + K students) P8         | 0.7                   | 0.38                  | 0.26                 | 0.16           |
| Girls P8                           | 1.23                  | 0.93                  | 0.2                  | 0.17           |
| Boys P8                            | 0.8                   | 0.18                  | 0.14                 | -0.19          |
| Low achieving P8                   | 1.3                   | 0.85                  | 0.54                 | 0.1            |
| Middle achieving P8                | 1.17                  | 0.69                  | 0.18                 | 0.09           |
| High achieving P8                  | 0.58                  | 0.41                  | 0.19                 | -0.15          |
| White British                      | 0.92                  | 0.36                  | 0.27                 | -0.13          |
| Pakistani                          | 0.4                   | 0.75                  | 0.18                 | 0.3            |

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme               | Provider |
|-------------------------|----------|
| One to one GCSE tuition | My Tutor |
| Educake                 |          |

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | n/a     |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a     |

## Further information (optional)

Disadvantaged Development Plan. Reviewed September 2021. This plan evaluated every term using a RAG rating for each of the Key Actions.

### 1. Leadership and management

|     | Objective  | Key Action  | Staff Resp      | Time Scale | Resources   | Cost            | Impact   | Monitoring and Evaluation                      | Priority (1-5) | Termly Evaluation G=completed/Y = underway/R = Action noted following review  |
|-----|--|---|-----------------|------------|---|-----------------|--|--|----------------|---|
| 1.1 | To continue to raise the profile of disadvantaged students promoting specific interventions of support | To use the Purple Challenge through bulletin, subject meetings, SLT and LM meetings, Early Intervention Briefings, T<br><br>KS4 – PP Keyworker to meet SLs En, ma and Sci three times a term to discuss PP progress and intervention plans and set targets<br><br>PP Keyworker to meet with AYLs from Y7 – Y11 to discuss | JOC/<br><br>JUF | July 2021  | Time<br><br>Revision guides<br><br>Books<br><br>equipment | n/a<br><br>£250 | To ensure that all teachers have disadvantaged students front of mind and use a range of strategies to target confidence and attainment.<br><br>To ensure every teacher can bid for specific funding to support student reach and go beyond their target grade<br><br>To devise a coordinated plan for each of the core subjects | JOC/<br>JUF<br><br>MLs<br><br>Subject teachers | 1              | <b>In place since January 2019 – initial impact good, review impact Jan 2021</b><br><br><b>Action: Core Leaders to complete a strategic overview of PP strategies in their Subject Area and attend meetings with Student Progress Keyworker to progress these initiatives</b><br><br><b>PP Champions. PP Champions to be re-established via Curriculum Leaders. In place January 2021 INSET session planned for Jan 2022</b><br><br><b>High and lower level targeted support for dis students in maths and science.</b> |

|  |  |  |   |      |     |   |                      |   |                   |   |
|--|--|--|---|------|-----|---|----------------------|---|-------------------|---|
|  |  | PP progress in the Year Group and draw up action plans for Students who are not on target or who require pastoral support to remove barriers to learning.<br><br>PP Keyworker to meet with PP Champions Termly to discuss Subject Action Plans |   |      |     |   |                      |   |                   | <b>Repeat Post 16 interviews with PP students, which proved very useful and informative last year.</b>  |
| To monitor and track the progress of disadvantaged students in each year group | To use RAG system for every disadvantaged student in each year group. Share information on LP. RAG to start with Year 11 moving to Y10 and then Y9, Y8, Y7 over the course of the academic year. spring term or as by required need. | JOC/<br>JUF  | Use PC data for all years to update as data is available. | Time | n/a | To ensure every student is assessed, tracked and monitored throughout the academic year | Year 7-11 RAG report | 2 | regularly updated | RAG focus on dis group at SLT meetings – follow up discussions in SLT LM meetings.<br><br>AYL/SPK use data from Spreadsheet to inform action plans<br><br>AYL to liaise with Student Progress Keyworker to support Action Plans |

## 2. Learning, teaching and assessment

| Objective | Key Action | Staff Resp | Time Scale | Resources | Cost | Impact | Monitoring and | Priority | Termly Evaluation G=completed/Y = underway/R = Action noted following review |
|-----------|------------|------------|------------|-----------|------|--------|----------------|----------|--|
|-----------|------------|------------|------------|-----------|------|--------|----------------|----------|--|



|     |   |  |             |          |      |        |   | Evaluation | (1-5) |   |
|-----|---|--|-------------|----------|------|--------|---|------------|-------|---|
| 2.1 | To ensure all teachers and support staff are equipped with ideas and strategies to focus on disadvantaged students                    | Regular ideas and top tips placed in weekly bulletin 'Purple Corner' will ensure profile remains high.<br><br>Share good practice amongst staff to promote achievements. Keep abreast of research to use in bulletins. | JOC/<br>JUF | On-going | Time | n/a    | Greater emphasis on disadvantaged students and scrutiny on their performance across subjects and year groups. Encourage staff to share good practice. | JOC/JUF    | 1     | <p>Purple Corner in place – further work needed to promote student/staff achievements and to ensure that all staff actively read and implement Purple Corner ideas.</p> <p><b>Action: Add Purple Corner to Year Group meeting agenda.</b> Establish a focus group of a few subjects to trial tips. Share the tried and tested tips with other curriculum areas. Link with Performance in those areas.</p> |
| 2.2 | To provide funding bids and specific interventions for subject teachers and support staff to access to support disadvantaged students | Promote <b>early</b> applications for funding and share all supported bids with staff updating progress and successes  | JOC/<br>JUF | Dec 2021 | Time | £5,000 | Specific interventions to be fully evaluated and impact reviewed following each funding support intervention  | JOC/LYM    | 2     | <p>Revisited and emails reminder sent out – further bids have been secured as a result.</p> <p><b>Action: Revisit bids in Dec with a view to moving focus on Y10 and below.</b></p>   |

|     |  |   |             |  |  |  |   |  |  |   |
|-----|--|---|-------------|--|--|--|---|--|--|---|
| 2.3 | To review family learning opportunities /Parent Engagement | To offer year 7 and 8 students and families opportunities to work together to raise motivation and involvement in student's learning. | JOC/<br>JUF |  |  | Time<br>£500<br>for<br>specific<br>materials | To establish positive and secure relationships between students, parents and the Academy. To provide positive and enjoyable experiences for students and parents. |  |  | <p>Science family learning successfully completed.</p> <p>Action: Review way in which family learning is delivered. Is there a more effective way of getting parents to engage with child's learning? Family Learning to be revisited in the Spring Term due to current restrictions.</p> <p>Book in PP Parents earlier for Parents evening</p> |
|-----|--|---|-------------|--|--|--|---|--|--|---|

### 3. Personal development, behaviour and welfare

|     | Objective   | Key Action  | Staff Resp                       | Time Scale | Resources | Cost | Impact   | Monitoring and Evaluation                               | Priority (1-5) | Termly Evaluation G=completed/Y = underway/ R = Action noted following review  |
|-----|---|---|----------------------------------|------------|-----------|------|--|---|----------------|--|
| 3.1 | To promote attendance and improve the attendance for PP students (particularly focusing on persistent | When attendance meetings are set up PP Keyworker is informed and where possible attends the meetings to support student and parent in conjunction with the attendance officer | JOC/<br>JUF/<br>NIN/<br><br>JOC/ | On-going   | Time      | £250 | <p>Students attending regularly more likely to succeed – improved persistent absenteeism amongst disadvantaged students</p> <p>Build strong relationships with PP students to enable effective academic and pastoral intervention.</p> | <p>NIN/R<br/>AV<br/><br/>JUF<br/><br/><br/><br/>JOC</p> | 1              | <p>NIN attending Y11 mtgs with SLs. All AYLs meet with NIN and JUF to focus on dis (every 2 weeks)</p> <p>Student Progress Keyworker to include attendance in AYL Meetings</p> <p>Weekly report from NIN specifically for disadvantaged students produce</p> |

|     |  |   |             |   |  |  |             |   |  |   |
|-----|--|---|-------------|---|--|--|-------------|---|--|---|
|     | absentees m)   | Breakfasts with groups of vulnerable PP students.   | JUF         | On-going                                |  |  |             |   | 2  | Due to current restrictions, Breakfast Club, we are unable to operate this. |
| 3.2 | To create opportunities for external speakers to assist parents in supporting their children | <p>Implement "Raising Achievement" Workshop for two groups of Year 8 students, with the intention to roll out to other year groups, once reviewed.</p> <p>Collaborate with Hannah Dornin, Dave Vaughan and David Walker to develop key courses to be delivered in the Spring Term or beyond. (subject to restrictions being lifted).</p> <p><b>Year 7</b></p> <p>'How to help your child succeed at secondary school'</p> <p>How to help your child to succeed in maths (SUK)</p> | JOC/<br>JUF | <p>Jan 2021</p> <p>Started Nov 2021</p> |  | <p>Students attending more likely to improve self-awareness, behaviour, self-esteem, responsibility to improve attainment.</p> <p>Students will benefit from key courses to raise their attainment levels and offer pastoral support</p> | JOC/R<br>AV | 1 | <p>Action:AYL to work with Dave Vaughan and JUF to introduce programme to invited students In Progress Nov 2021</p> <p>Transition skills from Workshop to be reviewed and monitored following delivery.</p> <p>Action: Key meetings to be set up and proposals invited.</p> <p>All three sessions delivered in Autumn term. Parental feedback very positive and also student application of strategies.</p> <p>Triple P Parenting Course run over 4 evenings in Nov/Dec and again in May - Excellent feedback</p> <p>Due to current restrictions it was not possible to deliver these successful initiatives in Autumn 2021. We will work to ensure that we can deliver them in 2021.</p> <p>Year 7 had to be cancelled due to COVID – Autumn 2021</p> |   |
|     |  |   | JOC/JUF     | Jan 2022                                |  | Attendance figures and parental feedback   |             |   |  |   |

|     |  |   |                    |              |          |                                   |  |         |  |  |
|-----|--|---|--------------------|--------------|----------|-----------------------------------|--|---------|--|--|
|     |  | <p>How to help your child manage stress and anxiety – Hannah</p> <p><b>Year 11</b></p> <p>Managing stress and anxiety during GCSEs – Y 11– Hannah Dornin</p> <p>Effective revision techniques for GCSEs</p> <p>Regular Parenting Courses delivered in cooperation with Family Resilience Service/ Alison Challis</p> <p>Implement Mindfulness course for Y11 students</p> | JOC/<br>JUF        | Autumn term  |          |                                   |  |         |  |  |
|     |  |   | JOC/JUF            | Twice a year | Jan 2022 | £500                              | Time   |         |  |  |
| 3.3 | To ensure that staff have a good understanding of the individuals they are teaching leading to a | To work closely with teachers to ensure that no individual has a negative impact on the learning of others. To provide strong link between student and teacher to prevent poor performance of an  | JUF & All teachers | On-going     | Time     | £150 per day for 12 weeks = £1800 | Students will not have their learning interrupted by poor behaviour. | JOC/JUF |  | <p>Excellent feedback about Dave's sessions from students Encourage staff to book session with him to help facilitate relationships with more challenging students (SAS, AHE) Also consider using Dave in parent meetings where appropriate</p> <p><b>Action: review David's work and progress and agree how he can support staff in relationships with students</b></p> |

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|     | positive attitude to learning and progress   | individual in a specific subject identified as potential risk. To continue to employ David Vaughn to provide one to one sessions and staff surgeries for relationship issues.  |                         |          |      |  |   |             | <p>SLs to feedback in SPK/SL Meetings about progress in this area</p> <p>Regular Feedback from Student Keyworker to staff from Student Conversations to highlight any actions needed</p> <p>SEN/AYL/SLs to support any outcomes from conversations</p> <p>Ensure all staff have a current list of all PP students in their year group In Place Sept 2021. Updated list to be sent out Termly</p> <p>Create CPD opportunities</p> <p>Create electronic folder of key PP Information to be used for learning walks.</p> |
| 3.4 | To celebrate successes of students across all year groups through Purple Challenge | <p>To share success and achievements of disadvantaged students on a weekly basis through emails and bulletin.</p> <p>To use postcards/emails/kin d words and Costa vouchers to encourage and incentivise Y11 students)</p> | JOC/J<br>UF<br><br>AYLs | On-going | Time |  | To provide opportunities for teacher and student dialogue | JOC/J<br>UF | <p>Further work needed to share student achievement though coaching CPD – Action: coaching questionnaire review in May.</p> <p>Action: Re use Costa vouchers which were very successful last year.</p>  |

#### 4. Outcomes for children and other learners

|     | Objective   | Key Action   | Staff Resp                                       | Time Scale   | Resources   | Cost                  | Impact   | Monitoring and Evaluation | Priority (1-5)    | Termly Evaluation G=completed/Y = underway/ R = Action noted following review  |
|-----|---|--|--|--|---|-----------------------|--|---------------------------|-------------------|--|
| 4.1 | <p>To ensure that the progress of disadvantaged students is targeted and bespoke.</p> <p><b>To respond to current gap in science and maths and provide specific intervention for all dis. students by ability</b></p> <p>To ensure that students have ideas</p> | <p>All Progress Check Data relating to these groups to be presented to SLT. Consider 1:1 interviews with keyworker, provision of revision guides, mentoring for specific PP students with Keyworker and ideas below.</p> <p>Set up specific boys and girls group and provide additional intervention during form time with a small group</p> <p>In school Revision Sessions across 2 days for year 11 students. Remote</p> | <p>JOC/<br/>JUF</p> <p>PTO/<br/>GUC/<br/>RAV</p> | <p><b>June 2021 and on-going</b></p> <p>Jan – May 2022</p> | <p>Time</p> <p>Cover for tutors required (in-house)</p> | <p>Nil</p> <p>nil</p> | <p>Interventions will take place as soon as the data highlights any specific issues and/or identified through any other means</p> <p>This should have a positive impact on the student's achievement.</p> <p>To reduce the gap between dis. and other in science progress checks</p> | <p>JOC/JUF</p>            | <p>1</p> <p>1</p> | <p><b>JUF and LYM (Y10) interviews with students and target setting perceived as very useful last year. PP gap lowered.</b></p> <p><b>Outcomes from the above to be included in rag rated spreadsheet.</b></p> <p><b>Embed process for identifying those student's that are not on target and to take early action, through the PP Framework</b></p> <p><b>Outcomes across 3 x PC's show significant improvement in science from -17 to +3 in progress when comparing the difference</b></p> <p><b>Action: To start 'Moving to Y11' for all dis student in Year 10 from May. Followed by 'Moving to 10' for Year 9s in June.</b></p> <p><b>Action: Book Dr Van Der Spoels EARLIER. Ensure PP students fully represented.</b></p> |

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|  | <p>for effective revision techniques</p> <p>To support students in English – especially English Literature</p> <p>To encourage students to test the effectiveness of revision.</p> | <p>Parent Revision Sessions</p> <p>Provide English revision books for PP students</p> <p>Supply of past paper packs in core subjects to PP students.</p> | <p>SAF</p> <p>SAF/JUF</p> <p>Subject leadersJUF</p> | <p>Nov 2021</p> <p>Oct 2021</p> <p>Oct 2021</p> |  |  |  | <p>PTO/GUC/RAV</p> <p>ELF/JOC - GCSE questionaire</p> <p>JUF/SAF</p> <p>SLs</p> | <p>1</p> <p>2</p> | <p>Disad studnets to have additional bespoke group sessions for revision techniques</p> <p>Provision of Printed Revision Templates</p> <p><b>Action: Liaise with SAS regarding books required for PP English students.</b></p> <p><b>Liaise with SLs to get past paper packs for PP students created and printed.</b></p> <p><b>Give out Revision Book early</b></p> |
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