



Intended use of additional “Pupil Premium” funds

The department for education provides funding for each student from a disadvantaged background. The evidence shows that economically disadvantaged students perform significantly less well on average than non-disadvantaged students, at all levels of school education; furthermore, economically disadvantaged students are also associated with slower progress compared to their peers with the same level of attainment. Disadvantaged students are currently defined as those who have been registered for Free School Meals (FSM) at any point in the past six years and children looked after for six months or more. Ensuring high quality teaching and learning for all is the fundamental upon which the strategy is built. The evidence clearly shows that the impacts of poor quality teaching disproportionately impact disadvantaged students.

Spending for 2019-20

Total Budget: £191,050

Barrier to learning and progress	Resource Allocation to overcome barrier	Expenditure	Evaluation and Impact
Academic Barriers			
A Literacy Gap Literacy gap between PP and non-PP students is reduced.	Lexia Reading Scheme and TA support to deliver programme	£3,800	The Lexia Reading programme was delivered to improve students’ literacy across KS3 & 4. Targeted sessions implemented for PP students during tutorial time or 1:1 sessions. Results indicated that 100% students made at least one level of progress between Sep 19-Feb 20.
	Reading Plus programme	£4,000 (1/4 of total costs)	Reading plus scheme introduced in Year 7. 98% of students made progress between Terms 1 & 2.

	<p>Targeted 1:1 literacy tuition delivered by specialist TAs.</p>	<p>£9,800</p>	<p>All Year 7 PP students received a book of their choice to encourage a love of reading and all took part in a reading programme during tutorial time. Story Store used to ensure all Y7 PP students had access to reading material.</p> <p>Y7 AP1 showed an in-school gap of -0.16 between PP and Non-PP in all subjects (Dec 19). This gap was reduced to a gap of -0.07 between PP v Non PP students by March 2020 with an in-school gap of -0.02 in English.</p> <p>Students identified for 1:1 additional literacy support all made progress from their baseline assessment.</p> <p>PP Year 11 GCSE results (July 2020) in English Language/Literature indicated significant improvement v 2019 results. There was a +1.53 increase v 2019 with Y11 PP students achieving +0.16 Progress 8 score in 2020 (-1.73 in 2019) The gap between PP and non-PP reduced from -1.94 in 2019 to -0.09 in 2020. Year 10 PP students on target in English Language/Literature at AP4 reporting point.</p> <p>Attainment and Progress 8 of PP students was higher than non pp nationally with the school's PP Progress 8 at +0.29.</p>
<p>B Homework completion/independent study skills</p> <p>Reports of PP students indicate that homework is completed to a high standard</p>	<p>Staffed after-school support in the Learning Resource Centre to enable students to access e-learning or to complete homework tasks.</p>	<p>£3,600 (staffing cost)</p>	<p>After-school staffing of LRC ensured that students had access to IT for homework completion and additional support for PP students when completing their homework tasks. Attendance rewards were used to encourage PP students to attend provision after school. 20% of all PP students have used the provision at least once in 2019-20 the same as 2018/19. With 38.4% of the total number of visits to the LRC being PP students v non-PP. This is 2.1% lower than 2018/19 however this is only for the period up to March 2020 due to school closure.</p>

	<p>Purchase of stationery and consumables to support independent study including KS4 revision packs, ingredients for Food Technology and Art and Technology packs.</p>	<p>£1,630</p>	<p>PP Art, Photography & Product Design packs provided for all students taking these subjects at KS4 to aid their coursework preparation. Student voice was 100% positive (Dec 19). Ingredients purchased to aid Food Technology practical element at KS4. This led to all PP students meeting or exceeding their targets in their Mock practical examination (Dec 19). Year 8 PP students supported with the purchase of ingredients for the after school 'Let's Get Cooking Club'. 100% of students attending the course felt more confident in food technology as a result. All Year 10 & 12 PP students received a stationery pack to support their home learning in March 2020. These were hand delivered to all PP students in Bath (28 students); the remainder have been posted home (8 students).</p> <p>All Y7-11 FSM students received a calculator Sep 19. 100% Student voice indicated that this enabled students to complete independent Maths tasks. Maths Progress 8 data indicate a positive result of +0.39. In school PP Attainment gap reduced by +1.8 (8.27 (20) v 6.47 (19)). The PP v Non PP attainment gap also reduced between 2019 v 2020 by +0.71 (Gap in 2019 = 3.18 v gap 2020 = 2.40)</p> <p>7 laptops were purchased to support PP students with their studies at home during school closure (March-July 2020). Used by Yr11 (2), Yr13 (2) and Y10 (3) were used by PP students who used them to complete their home learning. 100% student voice indicated this improved their levels of engagement during this period.</p> <p>Year 11 student voice (Dec 19) indicated that 100% of students found the purchased revision guides and stationery revision packs for all PP students in KS4 supportive. Unable to analyse impact v GCSE result data due to school closure.</p>
<p>Purchase of calculators to support independent Maths study across all Key Stages</p>	<p>£494</p>		
<p>Purchase of ICT equipment to support independent study</p>	<p>£1,850</p>		
<p>Purchase of revision guide to support GCSE studies</p>	<p>£1,050</p>		

<p>C Accessing the curriculum: Differentiation</p> <p>Effective use of differentiation to ensure all PP students can access the curriculum</p>	<p>1:1 Maths tuition delivered by a qualified Maths teacher</p>	<p>£13,900</p>	<p>The use of 4 Matrix and ALPS used this year to ensure specific intervention packages were put in place for KS4 PP students including targeted revision sessions in Terms 1-3. 96% of PP students who received targeted 1:1 intervention with a Maths specialist with below expectations made progress at KS3 from their baseline assessment.</p> <p>Y11 results indicated that the % gap between PP v non-PP of students achieving L5+ was reduced by 4% and L4+ by 12% when compared to 2019 results (see results table below).</p>
	<p>Alternative Education placements to support differentiation of the curriculum (e.g. Rocksteady, College courses)</p>	<p>£12,500</p>	<p>8 PP students attended Alternative Education – 100% completed their courses. Reduced class sizes in KS4 to address underachievement. This did reduce the progress gap in Year 11 with a 24% increase in the number of PP students achieving L4+ in both English and Maths v 2019 results.</p>
	<p>Additional Maths teaching groups in KS4</p>	<p>£16,000</p>	<p>Whole school INSET (Nov 19) used to identify ‘First 3’ students in each class. This used to identify PP students at class level who required additional support. Impact of this intervention unknown due to school closure.</p> <p>Year 11 Maths GCSE results indicate a removal of the in-school P8 gap between PP and non-PP students from -1.12 (2019) to + 0.08 in 2020. PP P8 Maths results were +0.28 above the national average (2019).</p>
<p>Additional barriers</p>			
<p>D. Low attendance of PP especially FSM students. Attendance gap between PP and non-PP is reduced to less than 2%</p>	<p>Attendance officer with a specific Pupil Premium workload.</p>	<p>£9,500</p>	<p>Attendance officer employed to track and monitor daily attendance of PP students. Use of truancy call to raise parent awareness of student absence. Attendance rewards issued termly to PP students to promote excellent attendance and for those whose attendance has improved.</p>
	<p>Attendance rewards to promote excellent attendance and promote</p>	<p>£1,050</p>	<p>The school attendance gap between PP and non PP remained static at</p>

	<p>improvements in attendance</p> <p>Uniform purchases where lack of uniform is a barrier to attending school.</p> <p>Short term support with transport costs so that the journey to school does not become a barrier to attendance.</p>	<p>£4,200</p> <p>£200</p>	<p>-5.56% (Sep-Mar 19/20) compared to -5.12% in 2018-19. However, the PP v non PP gap had reduced throughout the academic year by +0.87 when comparing 1.9.19-20.12.19 (-5.98) v 01.01.20-01.03.20 (-5.11) between 1.9.19-20.12.19. The target to reduce the attendance gap to less than 2% has not been met, but progress to reduce the gap had begun prior to school closure. However, overall PP absence rate remains high and attendance therefore remains a key focus area for the PP strategy 2020-2021.</p> <p>The % number of FSM students achieving 96% increased in comparison to 2018/9 figures by +4.81% (7.69% (18/19) v 12.51% (19/20).</p> <p>Uniform was purchased where necessary to prevent this becoming a barrier to attending school. 100% Parental/student feedback indicated this supported attendance at school. Long term impact unable to be collected due to school closure.</p> <p>3 students provided with short term support with transport costs to prevent the journey to school becoming a barrier. All students attendance increased during this period as a result.</p>
<p>E. Parental engagement with the school and parental capacity to support.</p> <p>Develop home-school links to improve parental engagement with PP families.</p>	<p>Family Support Worker with a specific Pupil Premium workload to engage with families where attendance is a barrier to learning.</p>	<p>£14,300</p>	<p>Family Support Worker used to implement individualised intervention plans for hard to reach students (e.g. home visits, co-ordinating with outside agencies, reintegration plans, attendance meetings, Medical Action Plans). Staffing changes in Terms 1-3 and then school closure mean that accurate impact unable to be measured.</p> <p>Transition visits cancelled in Term 6. 97% of all feeder primary schools contacted in Term 6 to identify PP families requiring additional pastoral support. All PP families identified by primary school contacted in Term 6 to build home-school relationship.</p>

			School events cancelled from Term 3 so target to achieve 90% of PP families attending one school event not met. Parent surveys not undertaken due to school closure.
<p>F. Low aspirations of PP students with regard to careers and post 16 education.</p> <p>Raise aspirations of PP students</p>	Whole or part costs of extra-curricular trips in and outside of the UK to raise student aspirations and develop their cultural capital.	£800	<p>PP students received funding for a range of trips/visits to develop / widen their understanding of the curriculum in Terms 1&2 (e.g. Visit to National Gallery). No PP student was excluded from a visit due to financial reasons.</p> <p>School closure prevented target of all KS3 students undertaking an extra-curricular trip.</p> <p>96% of PP students accessed Grofar programme.</p> <p>Prom cancelled. No funding distributed.</p>
	Part or all costs of curriculum trips that are vital for successful delivery of the curriculum	£900	
	Rewards to promote high expectations / aspirations e.g. prom tickets,	£0	
<p>G. Social, emotional, mental health behaviours impacting on progress</p> <p>Reduction in number of exclusions for PP students with SEMH needs.</p>	<p>Behaviour Support Officers to deliver bespoke interventions including 1:1/ small group work for students with SEMH needs e.g. Thrive, anger management, building resilience interventions.</p> <p>Pastoral Support Officer with focus on supporting PP students.</p>	<p>£29,400</p> <p>£8,500</p>	<p>Behaviour Support Lead used to support students who are at risk of exclusion with targeted intervention strategies. PP exclusion rates for the period Sep-Dec19 was that 7.14% had 1 or more FTE v 4.85% 2018-19. Therefore this identified as a priority for 2020-21 plan and this will include an Alternative Provision base to be established.</p> <p>Pastoral Support Worker used to support PP students with additional needs (e.g. mental health, anxiety, and bereavement) through 1:1 support / mentoring and signposting to school nursing service /Off the Record provision in school. Delivery of exam anxiety sessions delivered to Year 11 PP students prior to Mocks. Unable to analyse impact due to cancellation of examination series.</p>

	<p>Bespoke 1:1 tuition in core subjects to support KS4 students with SEMH needs.</p> <p>Alternative Education for students with SEMH needs e.g. Impact Mentoring, Forest School, College courses.</p>	<p>£9,000</p> <p>£11,100</p>	<p>Not used due to school closure.</p> <p>100% of PP students who took part in Forest School enjoyed the sessions and 98% felt it made them more confident in school. 2 PP students referred to Impact Mentoring during school closure, 100% attendance at these sessions.</p>
	Sub-total	£157,574	
Additional costs	<p>Internal Pupil Premium lead (Assistant Headteacher) time</p> <p>Non-teaching assistant heads of year with a focus on interventions to support PP students (40% of costs)</p>	<p>£20,000</p> <p>£14,400</p>	<p>Pupil Premium lead used to drive awareness of the barriers facing PP students. Careful analysis of data and the identification of individual barriers towards learning used to identify underachievement. Additional pastoral time used to undertake interventions (Terms 1&2). Coordination of welfare checks during school closure (March-July). 100% of PP students received phone calls to monitor welfare.</p> <p>2 non-teaching assistant heads of year in from Sep 19. 1:1 support undertaken for PP students across KS3 & 4. This allowed Heads of Year to focus on achievement of their PP cohort. This contributed to improved outcomes at KS4 as it gave HOY more time to organise academic interventions rather than responding to behaviour/daily incidences.</p>
Contingency	To support individual students access the curriculum	£0	No contingency left this academic year.
	Total expenditure:	£191,974	

Student Outcomes at KS4

2020 GCSE Results

	Pupil Premium	Non-Pupil Premium	Gap	Gap in 2019
English and Maths L5+	33%	60%	-27%	-31%
English and Maths L4+	60%	83%	-23%	-35%
Progress 8	+0.29	+0.50	-0.21	-1.32
Attainment 8	42.89	56.21	-13.32	-17.5
English Progress	+0.16	+0.25	-0.09	-1.86
Maths Progress	+0.39	+0.31	+0.08	-1.31
EBacc progress	+0.33	+0.69	-0.32	-1.42
Open progress	+0.28	+0.69	-0.41	-1.79

Predictions for current Y11 cohort

	Pupil Premium	Non-Pupil Premium	Gap
English and Maths L5+	45.45%	63.84%	-18.39%
English and Maths L4+	57.58%	81.92%	-24.35%
Progress 8	-0.29	+0.20	-0.49
Attainment 8	42.89	55.15	-12.25
English Progress	-0.44	+0.02	-0.46
Maths Progress	-0.1	+0.19	-0.29
EBacc progress	-0.12	+0.36	-0.48
Open progress	-0.48	+0.16	-0.65