

## Pupil premium strategy statement (Planned Expenditure 2020/21)

The planned spending is already under review due to the recent school closures. We will run all interventions possible during a remote learning period but we are likely to run additional online tutoring programs for the pupil premium cohort. Most interventions did not have the chance to provide significant data to determine if appropriate to pursue during last academic year and so we will continue with these in to this and now possibly next year due to continued school closures.

<b>3 year strategy (2019-2022)</b> To close the progress gap (currently at -0.57 provisional) between those pupils in receipt of the Pupil Premium and the rest of the cohort. To increase the Attainment 8 average of our Pupil premium (currently at 36.72). To ensure that those pupils in receipt of the funding all go on to further study through college courses or apprenticeships.					
<b>1. Summary information</b>					
<b>School</b>	Perins School (part of the Perins MAT)				
<b>Academic Year</b>	2020/2021	<b>Total PP budget</b> (Apr '20 – Apr '21) £107,650 (Projected spend of £101,039 due to decrease in PP numbers)		<b>Date of most recent PP Review</b>	07/01/21
<b>Total number of pupils</b>	1194 years 7-11	<b>Number of pupils eligible for PP</b>	102 that are pupil Premium in years 7-11 Inclusive	<b>Date for next internal review of this strategy</b>	Aug '21

<b>2. Current attainment</b>		
	Pupils eligible for PP your school 2019 (national average)	Pupils not eligible for PP (2019 Provisional national average)
<b>% achieving pass in English and Maths</b>	n/a	n/a
<b>Progress 8 score average</b>	n/a	n/a
<b>Attainment 8 score average</b>	n/a	n/a
<b>Summary</b>		
National data is not published for last cohort due to GCSE exams being cancelled and CAG used instead.		

CAG results from last year (2020) show P8 of -0.05 with the Pupil premium at a comparable 0.27/. This demonstrates a smaller gap than previous years. Internal tracking for this year's cohort is positive 0.18 and the pupil premium is showing at 0.19 (TP1) which appears to demonstrate a complete closing of the gap. Reservations remain due to the nature of the data but it is a positive picture on the whole.

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

- |           |   |
|-----------|---|
| <b>A.</b> | Higher levels of challenge for all students including PP students.              |
| <b>B.</b> | Consistently good teaching and learning to promote the progress of PP students. |

#### External barriers

- |           |  |
|-----------|--|
| <b>C.</b> | <p>Persistent absenteeism for certain PP students</p> <p>Student and parental attitudes towards education</p> <p>Poor parental engagement with some families in the community.</p> <p>Some disadvantaged students do not have the space, correct environment or attitude to work at home. This is significant this year due to school closures as a result of Covid19.</p> <p>Increase in poor mental health exacerbated by the national lockdowns and individual circumstances as a result of the pandemic.</p> |
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### 4. Areas of Focus for following period (2019-20) (desired outcomes and how they will be measured)

#### Success criteria

- | <b>A.</b> | Improve the progress of disadvantaged students through high quality teaching and learning and timely pastoral interventions, with an added focus on remote learning and support. | The quality assurance of lessons involving disadvantaged students will show at least a good standard of teaching and learning with no inadequate teaching. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year.  |
|-----------|--|--|
| <b>B.</b> | Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions   | Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured and progress tracked (through progress group AHM). This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked (Pastoral) to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons. |
| <b>C.</b> | Improve engagement with disadvantaged pupils and parents in the community.   | Employment of pupil premium coordinator and progress managers will help with:<br>Greater contact with disadvantaged student's parents through phone calls, academic mentoring, parental  |

		support evenings and attendance to parents' evening will result in improved progress, attendance and behaviour for disadvantaged students.
<b>D.</b>	Ensure all PP students have a wide range of extra-curricular activities and curriculum focused trips available to them to support progress and enrich their education.	Curriculum 'field trips' and enrichment activities will result in better student wellbeing as well as success out of the classroom (such as sporting success and creative arts involvement).

The table below shows a detailed plan of how we at Perins School intend to spend the pupil premium budget and the rationale behind the expenditure. It also details how we at the academy intend to monitor the strategies and which member of staff will be held to account. Finally, the last column outlines the expected impact of the spend

Planned expenditure						
Academic year		2020/2021				
The four 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.						
A. Improve the progress of disadvantaged students through high quality teaching and learning.						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Improve the progress of disadvantaged students through high quality teaching and learning.						
	Easter revision sessions for yr11 students run by all departments. Staffing costs and resources Looking at possible summer school interventions if Easter camp cannot take place due to the	Engagement over the last 3 years has been good with over 80% of pupils accessing sessions. Guided revision from experienced members of staff will be at least as good as anything done independently	TLs to organise sessions and staffing for their department sessions. Individual invitations sent to the Pupil Premium	NEV/BIL	£5200	Higher levels of revision and hence progress/attainment of year 11.

	<b>pandemic</b>					
	Courses of 1:1/ small group tuition in Science; English; Maths and Humanities in KS3 & 4	<b>Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input</b>	<b>Tracking of small groups/individuals. Reporting from tutors. Pupils chosen using in-depth data analysis</b>	<b>NEV, GRF, BAR</b>	<b>£8400 (8 sessions per week for 30 weeks at £35ph)</b>	<b>Increase in progress and attainment of targeted groups</b>
	Software package. (Dyslexia Portfolio)	<b>Detailed analysis of pupil dyslexia portfolio can help with interventions and supporting pupils through QFT and informing pupil passports</b>	<b>Proactive and reactive trawls ensuring all teachers/support staff involved with supporting pupils are fully informed.</b>	<b>TAN, FAI, CRA</b>	<b>£1000 (Annual license)</b>	<b>Better informed staff (and parents) helping pupils to make expected (or better) progress across all subjects</b>
	Supporting students' independent study habits through the provision of study resources (revision guides, work & text books)	<b>Exam-board specific resources will support pupils in the best way possible when it comes to exam preparation.</b>	<b>Work with Teamleaders to ensure they can pursue materials for the Pupil premium if they are lacking</b>	<b>WES, DIC</b>	<b>£1120 (£17.50 for each KS4 pupil in receipt of funding)</b>	<b>Better preparation and hence greater progress/attainment.</b>
	Raising independent learning aspirations – Homework club every day (KS3 lunchtime) (KS4 afterschool 2 sessions weekly)	<b>Disengagement of disadvantaged pupils is proportionally higher than their Peers. Supported homework sessions can assist with addressing this.</b>	<b>Work alongside tutors and parents to signpost specific pupils who would benefit from this intervention</b>	<b>FAI, TAN</b>	<b>£7644 (@ £28ph)</b>	<b>Increase in engagement with independent learning and hence greater progress/attainment</b>
	Software to support the development of reading and spelling ages of	<b>Disadvantaged pupils have lower reading levels than their peers nationally</b>	<b>Librarian will be given task to implement and time given in tutor periods to engage all pupils</b>	<b>CHA</b>	<b>£1370 (£200 license plus 1 hr per week of librarian time at £28ph)</b>	<b>Increase in reading levels/ages</b>

	targeted students (Accelerated Reader resources, Spellzone)					
	Increase mental health support by training additional staff to be MHFA (Mental health first aiders)	<b>PHE publication on the link between pupil health and well-being and attainment.</b>	<b>Weekly welfare meetings with PP a specific rolling agenda point</b>	<b>WES/CAL</b>	<b>£1800 6 staff @ £300 per delegate</b>	<b>Earlier assessment and intervention will prevent significant increase in MH issues that impact progress.</b>
<b>Total budgeted cost</b>					<b>£26,534</b>	

**B. Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions and implementation of those interventions**

<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>Predicted cost</b>	<b>Expected impact</b>
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	To continue raising teaching staff confidence levels in using tracking systems for monitoring key students.	<b>Early/timely interventions are key in addressing attainment/progress. Data literate staff will lead to early interventions</b>	<b>Training for all staff relevant to their role. Regular data trawls.</b>	<b>NEV/Progress team</b>	<b>£3300 (9% of total cost)</b>	<b>Early identification, parental communication and pupil intervention where necessary</b>
	Additional staffing required for 1:1 intervention work in KS3 & yrs 10/11	<b>Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input</b>	<b>Timetabling monitored by SLT line managers. 5<sup>th</sup> class built in to yr11 timetable</b>	<b>BAR, GRF</b>	<b>£11250 (25 lessons per fortnight for 30 weeks at £30ph)</b>	<b>Greater progress/attainment</b>
	Progress TLR to be agreed going forward (current holder is moving to	<b>Engagement of disadvantaged families is proportionally lower than non-disadvantaged. Go-to</b>	<b>Line management and performance management. Time and resources provided.</b>	<b>WES, WAN?</b>	<b>£TBC (assumed £2,500)</b>	<b>Increase in engagement of disadvantaged families, greater progress of disadvantaged pupils</b>

	subject leadership)	member of staff who will coordinate will ensure all families have best chance to engage with their child's learning				and well informed staff of individual needs.
	1:1 Twilight session for disaffected students in KS4 (including staffing and resources)(15 weeks x 3 hour)	Engagement of disadvantaged families is proportionally lower than non-disadvantaged. Go-to member of staff who will coordinate will ensure all families have best chance to engage with their child's learning	Regular reporting on individuals. Personalised timetables produced to ensure best chances of success	WES	£1575 (Hourly rate of £35)	Re-engagement of individuals resulting in greater progress/attainment from poor starting positions
	Online tutoring program focussed on Y9 and core subjects	Targeted interventions as an individual or in a small group will enable personalised learning/revision to take place with greater teacher input	Continuous engagement with families and individuals. Liaise with subject leaders to ensure that content covered is optimising the provision	WES, BAR, GRF, RAI	£13,800 (this will allow for 20 students covering 3 subjects for 10 sessions at £23 per session.)	Increase in attainment/progress of targeted pupils in year 10 going 11
	Software packages to inform, track and evaluate interventions (SNAP-B and Provision map)	Allows for increased evaluation of individual performance and intervention	Professional objectives for overseeing staff	PEA/WES	£1900	Quicker and more informative analysis of individual spending and progress
<b>Total budgeted cost</b>					£34,325	
<b>C. Improve engagement with disadvantaged pupils and parents in the community.</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>Predicted cost</b>	<b>Expected impact</b>

Improve engagement with disadvantaged parents in the community.	Supporting families in accessing our notebook provision. Families at Perins are invited to take part in our lease scheme which allows each student have their own laptop.	<b>Personalised learning opportunities through use of notebook and allowing pupils to access resources at their will.</b>	<b>Ensure that IT services team have all PP listed with a device.</b>	<b>C.Cleaver</b>	<b>£11,240 (50% contribution towards all Pupil Premium budgeted for)</b>	<b>Access to all resources (internal and external) and best position possible to engage fully with lessons and independent learning</b>
	GM for supporting students with social and emotional issues. Appropriate training and time set aside to provide support.	<b>Pastoral/emotional support for pupils to allow them to be in best state of mind to learn and progress</b>	<b>Performance management of GM and regular team meetings</b>	<b>CAL</b>	<b>£13060 (4 hours of support per pupil over the course of the year)</b>	<b>Improvement in attendance, behaviour and progress</b>
	Uniform & other clothing required for school activities	<b>Pupils that feel a part of an organisation/ community are more likely to engage well and make progress</b>	<b>Budget for the year, Respond to requests for support in a timely and fair fashion</b>	<b>WES</b>	<b>£1530 (£15 per pupil budgeted for)</b>	<b>Pupils feeling a part of a group/school will improve engagement and hence progress/attainment.</b>
	Software and communication package to help engage parents with student achievement and behaviour (Classcharts)	<b>Engaging parents in a child's education is key to young person's aspirations being lifted</b>	<b>Parent focus groups to feedback on regular intervals with regards to effectiveness and use</b>	<b>WES</b>	<b>£5250</b>	<b>Greater engagement from parents/carers. Supportive measures being instilled at home regarding educations</b>
<b>Total budgeted cost</b>					<b>£31,080</b>	

**D, Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education. Ensure all PP students receive a tuition on metacognitive strategies enabling them to grow in to self-regulated learners.**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.	Duke Of Edinburgh	Sutton Trust and EEF report that disadvantaged pupils will benefit more from additional spending on extra-curricular activities	Respond to requests for support in a timely fashion	BLA	N/A	Disadvantaged pupils enrolling, engaging and completing The Duke of Edinburgh award
	Increase hours for CEaIG, directly targeted at PP students	Disadvantaged pupils are more likely to leave full time education before non-disadvantaged pupils	Line management of Careers advisor.	CRA	£2400 (40 Pupils in Yrs 10 & 11, 2 sessions each at £30ph)	All disadvantaged pupils moving on to further education and/or apprenticeships
	'Leader in Me' programme	EFF reports that metacognition and self-regulation are one of the most influential strategies in 'closing the gap'.	Staff CPD for the 'leader in me' programme	CRA	£2500	Staff using the language and strategies at all times in their teaching and pastoral care of all students.
	KS3 'enrichment' programme	EFF reports that metacognition and self-regulation are one of the most influential strategies in 'closing the gap'.	Observation and analysis of various strands associated with the program	TL	£4200 (6 strands x 10 hrs planning and prep for 16 staff)	Broadening of curriculum experience for KS3 pupils. New skills and self-regulation techniques experienced and developed by all learners
					£9,100	



**5. Review of expenditure** – All of the strategies above in the 4 different categories have been based on whether or not they were successful last year. During the review below I will address any changes to the way we spend the pupil premium budget and explain why the changes have been made. I will also support any successful strategy with data from last year. **Any strategy that has been altered will be in bold** any strategy that is remaining the same due to it promoting progress I will underline.

<b>Previous Academic Year</b>		<b>2019 / 2020</b>	
i.			
<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 and what changes you intend to make supporting this with data).
ii.			
<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)

iii.

<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)