



**Academic year 2019-20 review.**

## **Disadvantaged Cohort**

- **FSM pupils - 246**
- **LAC pupils- 24**
- **Service Personnel pupils- 6**
- **Funding- £263 310**

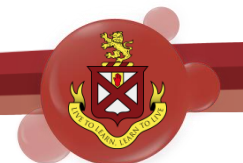
## **Barriers**

- **Pupil Premium students do not make good progress overall compared to their peers**
- **Attendance for PP students is below that of their peers**
- **Some disadvantaged students have a limited vocabulary as well as less developed oracy skills compared to their peers**
- **Some disadvantaged students have a poor working memory**
- **Some students have limited experiences**
- **Disadvantaged students often have unsettled and chaotic lifestyles, including social issues and poor diet**
- **Some PP students may struggle to work effectively at home**

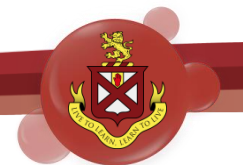
## **Philosophy**

At Byrchall High School, we believe that all students should have the opportunity to achieve their potential, regardless of background. The pursuit of the highest standards possible is at the core of our mission statement for our students. We believe in high aspirations, high motivation and high achievement for all.

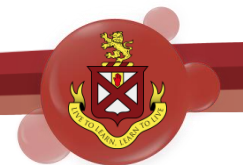
The aim of the Pupil Premium programme is to ensure all students receive appropriate and timely support in order to fulfil their academic potential regardless of their starting points or individual challenges. The programme will prepare students for lifelong learning and equip them with the skills to become successful, global, 21<sup>st</sup> Century citizens.



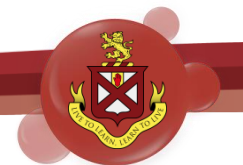
Area for Improvement		Goals			
<ul style="list-style-type: none"> <li>Progress for Disadvantaged group overall</li> <li>Progress for the more able PP and PP boys</li> <li>Attendance for the Disadvantaged</li> <li>Aspiration and opportunities for PP students</li> <li>Study skills and habits</li> </ul>		<ul style="list-style-type: none"> <li>Disadvantaged students make significant progress in all subjects and do not fall behind their peers academically</li> <li>Support offered to PP sub-groups or individuals is bespoke and coordinated across all departments in school</li> <li>Effective use of data to ensure support for groups or individuals is timely and appropriate</li> <li>Tightly focused plans which include strategies that are research and evidence-based to have maximum impact.</li> <li>Regular review of effectiveness of plans and interventions which leads to timely refinement, to ensure improved outcomes.</li> </ul>			
Key Strategies	Activities / Steps	Responsible Party(ies)	Desired Outcomes	Status	Cost
<p>Raising Achievement Team Programme</p> <p><i>The Raising Achievement team will work with middle leaders, subject teachers and form tutors to support PP individuals and sub-groups in meeting their academic potential.</i></p>	<ul style="list-style-type: none"> <li>Use all academic and pastoral data available to identify students who need support</li> <li>Design bespoke support programmes to suit the needs of the individual</li> <li>Liaise with subject and pastoral staff to ensure programmes are delivered</li> <li>Monitor the effectiveness of the programmes and ensure support is on track</li> <li>Regularly communicate with regards to progress and next steps</li> </ul>	RA team	<p>Improved Progress 8 for identified students/sub-groups that closes the gap on the progress of non-PP students</p> <p>Improved attendance/behaviour data as appropriate</p> <p>Year PP 11 cohort achieve above national P8 figure of -0.45</p>	<p>Pupils engaged positively with the programme. Bespoke support was provided and progress was monitored by a multi-disciplinary team.</p> <p>P8 for PP cohort:                      17-18: -0.61                      18-19: -0.60                      19-20: -0.57                      % PP achieving +P8.</p> <p>17-18: 24.3%                      18-19: 32.6%                      19-20: 41.9%</p>	<p>Learning Mentor salary £29,000</p> <p>50% of a TA salary £9,137</p> <p>Responsibility points for RA team £3,364</p>



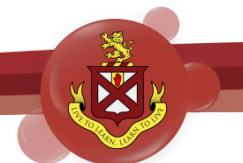
				<p>Attendance for disadvantaged pupils was at 91.3%, which is higher than national.</p> <p>Behaviour logs have increased for some year groups. Some year groups have more behaviour incidents up to March than last year did up to July. Y10 into Y11 are a cause for concern.</p> <p>The progress 8 figure for PP did not increase and stayed at -0.62</p> <p>This approach is effective. Research shows that regular and high quality feedback is the best strategy to help pupils achieve.</p> <p>Staff leading reported that last year it was difficult to find time to meet with pupils as it was additional to their teaching timetables. This was addressed by mentoring fewer pupils but to a higher quality, which had a bigger impact.</p>	<p>Pastoral support officer's salary £26,500</p> <p>£1,000 resources including copying costs</p>
<p>Embed remodelled MTA academic induction with specific focus on MTAs who are also disadvantaged</p>	<ul style="list-style-type: none"> <li>• Embed procedure for transition</li> <li>• Embed procedure for closing any gaps academically</li> <li>• Train RA staff to implement</li> <li>• Link to department and year plans</li> <li>• Monitor the impact and delivery of the programme.</li> </ul>		<p>Attendance is the same as whole school attendance %</p> <p>Reduced Behaviour referrals</p> <p>Reduced exclusions</p> <p>Progress 8 is 0 or better</p>	<p>The MTA induction was embedded this year, after trial adaptations the previous year focussing on identifying gaps in learning and addressing these earlier. Staff training was provided and RA staff were able to implement new strategies effectively. Individual departments also had their own plans for this so that MTAs could be supported effectively in specific academic areas as well as on the whole.</p>	<p>50% of a TA salary £9,617</p> <p>Pastoral Support officer salary £26,500</p>



				<p>Attendance for disadvantaged pupils was at 91.3%, which is above national. 2018-19.</p> <p>Behaviour of disadvantaged pupils has improved in comparison to last academic year.</p> <p>Exclusions were reduced compared to last year.</p> <p>The progress 8 score for MTAs was -1.61. However, this was a cohort of 2 pupils. Each pupil had complex needs and the school provided extensive academic and pastoral support to these pupils. Without interventions the P8 may have been lower.</p> <p>We will continue to review and adapt the MTA induction to ensure maximum impact.</p>	
Onwards and Upwards Centre including Study Centre procedure	<ul style="list-style-type: none"> <li>Design procedures for academic support as part of the Centre's work</li> <li>Regular meetings to ensure students' individual needs are being met</li> <li>Redesign procedures to include PP in all years</li> <li>Tailored support packages designed and delivered</li> <li>Redesign assessment/monitoring and evaluation procedures</li> </ul>	AH/TW  KS/JC	<p>Improved Progress 8 for identified students/sub-groups that closes the gap on the progress of non-PP students</p> <p>Improved attendance/behaviour data for individuals as appropriate</p> <p>Year 11 PP cohort achieve above national average for A8 (36.7%)</p>	<p>The study centre has been used effectively in a number of ways to help pupils progress. Issues have been identified through speaking to pupils and staff, then support has been put in place both academically and pastorally. Pupils have received one-to-one pastoral support as well as targeted intervention, with work being supplied by subject specialists.</p>	<p>Inclusion Manager Salary £46,976</p> <p>Resources for depts. £2,000</p>



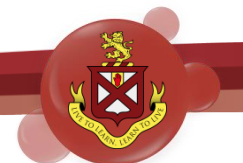
	<ul style="list-style-type: none"> <li>Year 7 catch up programme designed delivered and evaluated</li> </ul>	JC/CJS		<p>Behaviour of disadvantaged pupils has improved, but like for like comparison is not fully possible due to closures.</p> <p>A8 for PP cohort:</p> <p>17-18: 40.8 18-19: 37.79 19-20: 42.13</p> <p>Overall, evaluations and pupil voice has shown the Onwards and Upwards Centre and Study Centre to be invaluable in supporting some of our most vulnerable pupils in a variety of ways, be it accessing their GCSE examinations or improving their attendance.</p>	
Catch up Programmes in English and maths	<ul style="list-style-type: none"> <li>Re-design catch up programme for Y7 skills lessons</li> <li>Peer tutoring programme</li> <li>10 week Catch up programmes for identified students</li> <li>Buy 'maths pathway' (links to numeracy and literacy plans)</li> </ul>	Directors of Learning for English and Maths	Identified students make expected or better progress based on their starting points	<p>For Y7: The data suggests that the Disadvantaged students are currently on track to achieve the expected progress in all subjects. High percentages are at 5+ in all subjects, with high Average Points.</p> <p>For Y11: English PP P8 showed a 2 year improvement from 17-19, with -0.50 to</p>	Resources £3,000



				<p>-0.16. This then widened in 2020 to -0.36.                  Maths PP P8 is showing a 3 year improving trend. -0.29, -0.23 to -0.08.                  There has been a 3 year trend of improvements in English and maths 7+ grades. 4+ grades have shown improvements from 19-20, there was a dip in both subjects 4+ 18-19.</p> <table border="1"> <thead> <tr> <th></th> <th>4+ Eng</th> <th>4+ Math</th> <th>7+ Eng</th> <th>7+ Math</th> </tr> </thead> <tbody> <tr> <td>17-18</td> <td>75.7</td> <td>67.6</td> <td>10.8</td> <td>10.8</td> </tr> <tr> <td>18-19</td> <td>69.8</td> <td>62.8</td> <td>11.6</td> <td>14.0</td> </tr> <tr> <td>19-20</td> <td>84.1</td> <td>72.7</td> <td>15.9</td> <td>18.2</td> </tr> </tbody> </table> <p>These catch up programmes have a positive impact on the pupils and will continue to do so.</p>		4+ Eng	4+ Math	7+ Eng	7+ Math	17-18	75.7	67.6	10.8	10.8	18-19	69.8	62.8	11.6	14.0	19-20	84.1	72.7	15.9	18.2	
	4+ Eng	4+ Math	7+ Eng	7+ Math																					
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19-20	84.1	72.7	15.9	18.2																					
<p>Literacy plan for Raising Achievement of the Disadvantaged</p>	<ul style="list-style-type: none"> <li>• Reading plan                             <ul style="list-style-type: none"> <li>○ Booster sessions for closing gaps in reading</li> <li>○ Programme for supporting students with low reading ages with assessment steps and monitoring impact</li> <li>○ Speed reading support</li> </ul> </li> </ul>	PP/IB/CS	<p>Identified students achieve chronological age or better for reading</p> <p>Positive Progress 8 for PP group.</p> <p>Closing the gap to their peers.</p>	<p>Gap in reading ages narrowed as shown by data.</p> <p>English PP P8 showed a 2 year improvement from 17-19, with -0.50 to -0.16. This then widened in 2020 to -0.36.</p>	<p>50% of Literacy coordinator's TLR £2,803</p> <p>Resources £2,000</p>																				

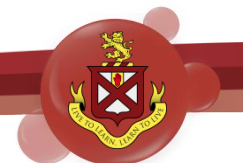


	<ul style="list-style-type: none"> <li>○ Vocabulary extension to support with exams</li> <li>○ Use of accelerated reader.</li> <li>○ Focus on vocabulary and uses to close gap to their peers.</li> </ul>			<p>Current data shows that this trend of improvement is on track to continue with other year groups. Literacy catch up plan to continue for pupils identified as not secondary ready.</p> <p>Whole school literacy plan to continue for 20-21.</p>						
Directed Homework clubs (period 6)	<ul style="list-style-type: none"> <li>● Staff on a rota</li> <li>● Support for students using subject support packs</li> </ul>		Fewer H- in progress reports for all year groups	<p>It is not possible to compare like for like H- data as schools closed in March. Homework scores, especially for Y11, tend to improve as exam season approaches.</p> <p>Homework clubs set up with subject specialists available on certain days. Attendance at these started well and had a high profile, but less so are the year progress. Profile needs maintaining throughout the year.</p> <p>Period 6 provided for Y11 and pupils were provided with a timetabled and targeted intervention programme. However, the year was cut short due to Covid19 so we did not have the usual period 6 focus around exam time.</p>	<p>Transport costs</p> <p>Price of 1 bus £5,700</p> <p>Staff cost 3 days per week x 2 £4,788</p>					
More able plan	<ul style="list-style-type: none"> <li>● Plan for each year group</li> <li>● Disadvantaged plan to be included</li> </ul>	RM	Improved Progress 8 for identified students/sub-groups that closes the gap on the progress of non-PP students	<p>The figures for the more able disadvantaged are:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td>A8</td> <td>Gap</td> <td>P8</td> <td>Gap</td> </tr> </table>		A8	Gap	P8	Gap	<p>50% of More Able Coordinator's TLR £3,364</p>
	A8	Gap	P8	Gap						



			<p>Year 11 cohort achieve 0 or better in P8 and national average for more able for Att8 (2018 Nat ave. for more able 61)</p> <p>Improved attendance/behaviour data for individuals as appropriate</p>	<table border="1" data-bbox="1534 320 2007 517"> <tr> <td>17-18</td> <td>48.06</td> <td>11.38</td> <td>-0.99</td> <td>0.72</td> </tr> <tr> <td>18-19</td> <td>50.46</td> <td>15.28</td> <td>-1.11</td> <td>1.41</td> </tr> <tr> <td>19-20</td> <td>48.50</td> <td>18.83</td> <td>-0.99</td> <td>1.51</td> </tr> </table> <p>Data is showing the gap widening for upper/very able PP pupils. Quality first teaching and learning will benefit these pupils disproportionately compared to Non PP pupils. Strategies will be reviewed for further development next academic year.</p> <p>Attendance for disadvantaged pupils was at 91.3%, which is above national average.</p> <p>Behaviour of disadvantaged pupils has improved based on time school was open.</p>	17-18	48.06	11.38	-0.99	0.72	18-19	50.46	15.28	-1.11	1.41	19-20	48.50	18.83	-0.99	1.51	<p>Resources £2,000</p>															
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<p>Boys' achievement plan</p>	<ul style="list-style-type: none"> <li>Plan for each year ( Disadvantaged plan to be included)</li> <li>Training and CPD identified and delivered</li> </ul>	<p>PM</p>	<p>Improved Progress 8 for identified students/sub-groups that closes the gap on the progress of non-PP students</p> <p>Narrowing the gender gap for PP. Boys achieve a P8 figure of zero or above</p> <p>Y11 PP boys achieve an Ave. A8 target of 55.9 or above</p>	<table border="1" data-bbox="1534 1034 2007 1337"> <thead> <tr> <th></th> <th>A8</th> <th>Gap</th> <th>P8</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>36.44</td> <td>9.50</td> <td>-1.13</td> <td>1.15</td> </tr> <tr> <td>17-18</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>18-19</td> <td>31.59</td> <td>13.34</td> <td>-1.15</td> <td>1.18</td> </tr> <tr> <td>19-20</td> <td>40.55</td> <td>3.02</td> <td>-0.81</td> <td>0.46</td> </tr> <tr> <td>F</td> <td>45.94</td> <td>9.50</td> <td>0.02</td> <td>1.15</td> </tr> </tbody> </table>		A8	Gap	P8	Gap	M	36.44	9.50	-1.13	1.15	17-18					18-19	31.59	13.34	-1.15	1.18	19-20	40.55	3.02	-0.81	0.46	F	45.94	9.50	0.02	1.15	<p>50% of Boys' Achievement Lead's TLR £3,364</p> <p>Resources £2,000</p>
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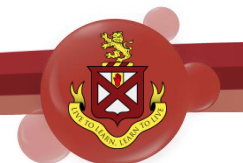
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Department progress plans for the Disadvantaged	<ul style="list-style-type: none"> <li>Plan developed to support disadvantaged students with progress gaps</li> <li>Regular reviews of plans for group and individuals</li> </ul>	HoDs		Departments have own disadvantaged plans, including tracking and monitoring pupils and identifying subject specific strategies to aid progress going forward. This is an ongoing process and should continue next year.	Resources, including additional texts £5,000															
Modified curriculum for identified students	<ul style="list-style-type: none"> <li>Programme for identified Y11 students</li> <li>Alternative qualifications for identified students</li> <li>Alternative provision packages for identified students</li> </ul>	TW AH - MTAs	Positive Progress 8 Positive open bucket scores	P8 for PP cohort: 17-18: -0.61 18-19: -0.62 19-20: -0.62  % PP achieving +P8.	Additional qualification cost £15,742  Cost of 2 days per															



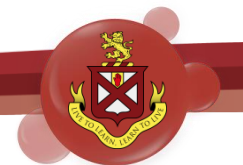
				<p>17-18: 24.3% 18-19: 32.6% 19-20: 41.9%</p> <p>The % of PP pupils entered for EBacc has a 3 year increasing trend. However, there is a gap between PP and Non PP pupils. There is a gap between PP and Non PP.</p> <p>19-20: 36.4% Gap: 59.4</p> <p>18-19: 34.9%. Gap: 70.4</p> <p>17-18: 10.8%. Gap 20.2</p> <p>The open bucket scores improved overall, and individual areas showed success, with progress improvements in Value Added Languages and humanities.</p> <p>P8 for PP Open Bucket: 19-20: -0.74 Gap: 1.22</p> <p>18-19: -0.72. Gap: 0.84</p> <p>17-18: -0.37. Gap 0.44</p>	<p>week for English specialist salary £18,446</p> <p>Cost of 1 day per week for maths specialist salary £9,719</p> <p>Cost of 1 day per week for science specialist salary £6,275</p> <p>Resources including copying costs £3,000</p> <p>Alternative provision cost £1,400</p>
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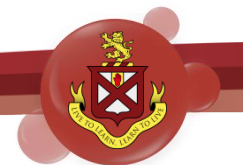
				<p>Despite P8 staying largely similar 18-20 the gap has widened between PP and NonPP significantly.</p> <p>Alternative provision and programmes have overall been effective.</p>	
Attendance	<ul style="list-style-type: none"> <li>Weekly attendance data shared with staff</li> <li>Weekly RAG to update on attendance progress</li> <li>Monitor the gaps of attendance of PP group</li> <li>Attendance officers focus on PP students when deciding on attendance caseload</li> <li>Use of flexible learning packages to support improvements in attendance for students who are not accessing school regularly</li> <li>Fortnightly meetings with ART lead from the LA to plans support and actions regarding attendance of PP students</li> </ul>	AH/TW	<ul style="list-style-type: none"> <li>Overall attendance 95% + in Summer 2019, Autumn 2019, Spring 2020</li> <li>Attendance for FSM other to be 92% or above</li> <li>SEND attendance to be 92% or above</li> <li>All students PA is equal to national or less, for all students, i.e. &lt;12.8% (PA is pupils at equal or greater than 10% absence)</li> <li>Disadvantaged PA is to be less than 22.8%</li> </ul>	<p>Attendance for PP 18-19 91.3% which is above national average. However, there is a gap of 4.5% between school PP and non PP. This could be narrowed further.</p> <p>PA PP slightly above national 23.7% (national 23.4%). There is a gap between PP PA and Non PP PA of 14.0% 18-19 data; SEND PP 86.0%, Non SEND PP 92.3%. Slightly below national average for PP overall (90.8%). Close gap further.</p>	<p>Increased time for attendance officer assistant £12,000</p> <p>1 day fortnight LA buy back attendance team £3,290</p>
Enrichment activities/additional resources for Disadvantaged students	<ul style="list-style-type: none"> <li>Y7 residential (team building)</li> <li></li> </ul>	DF	<ul style="list-style-type: none"> <li>Smooth transition to secondary school</li> <li>Improved attendance/behaviour data for individuals as appropriate</li> </ul>	<p>Pupil voice and parental voice is very positive about transition to secondary school. Y7 residential was successful. Pupils feel supported in their transition</p>	<p>Cost of subsidy £8508</p>



			<ul style="list-style-type: none"> <li>access to learning resources at home</li> </ul>	<p>and overall feel settled and in a welcoming environment.</p> <p>Attendance for disadvantaged pupils was 91.3% which is slightly better than national.</p> <p>Behaviour referrals are difficult to compare as we had significantly less time in school.</p> <p>School to converted to 'Edulink' over VLE which was much more user friendly. This showed real impact during lockdown.</p>	<p>Cost of laptops for PP students £10,000</p>
Raise aspirations and achievements of disadvantaged pupils in lessons.	<ul style="list-style-type: none"> <li>JC to follow timetable of support for identified disadvantaged pupils in Y7 and Y11.</li> <li>Support provided in lesson, or pupils taken out for 1-1 support, directed by subject specialist.</li> </ul>	CE/JC	<ul style="list-style-type: none"> <li>Increased confidence of pupils.</li> <li>Contribution towards positive progress.</li> <li>Enable increased accessing of work with 1-1 support.</li> </ul>	1-1 support was useful and pupil voice found it to be supportive both pastorally and academically. This did not continue through the academic year due to maternity leave and lack of capacity.	
Monitor and track progress and attitude of disadvantaged pupils	<ul style="list-style-type: none"> <li>Create a monitoring calendar to plan when information is collected and when actions are taken.</li> <li>Use tracking data to find areas of concern with progress, homeworks and attitude in lessons.</li> <li>Use this to identify pupils of concern for HODs who will provide action plans for these pupils.</li> <li>Use tracking to identify pupils for mentoring programme.</li> </ul>	CE/HODs	<ul style="list-style-type: none"> <li>Increased confidence of staff in monitoring and understanding tracking of groups and gap analysis.</li> <li>Improved progress of disadvantaged pupils as a result of more efficient monitoring and action.</li> </ul>	<p>Data provided to HODs and HOYs on a regular basis with some analysis to help them with their own tracking. Staff used this to inform next steps.</p> <p>Robust monitoring vital to inform interventions and impact. Staff to be trained to use data from SISRA.</p>	



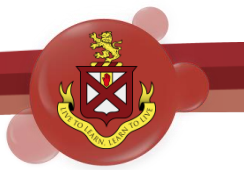
	<ul style="list-style-type: none"> <li>Use student voice to get more information than the data allows.</li> </ul>				
Mentoring programme	<ul style="list-style-type: none"> <li>Identify disadvantaged pupils who are not making progress.</li> <li>Place on an intensive 4 week mentoring programme designed to support their progress and aid them both in lessons, with their independent work and pastorally.</li> <li>Review regularly.</li> <li>Categorise into boys and more able as these are also school priorities.</li> <li>Communication with parents.</li> </ul>	CE/PM/RM	<ul style="list-style-type: none"> <li>Increased progress from these pupils.</li> <li>More opportunities to work and revise.</li> <li>Increased confidence.</li> <li>Issues addressed that would not otherwise have been known about</li> </ul>	Certain groups (boys, more able, other) of disadvantaged were chosen, mentored and tracked in an intense 4-week period. Those that engaged improved their progress 8 score significantly. This was adapted to include discussions around colleges and to tap into aspirations. This was well-received and had a positive effect.	
Packages bought to aid learning and revision.	<ul style="list-style-type: none"> <li>Subject specific packages bought so that pupils have access to high quality subject specific resources and revision materials.</li> </ul>	HODs	<ul style="list-style-type: none"> <li>Increased revision and retention.</li> <li>Contribution towards improved progress.</li> </ul>	Many different subject-specific packages and subscriptions purchased and used. Cannot compare like for like year due to closure.	
Increased participation and involvement in school trips for disadvantaged pupils.	<ul style="list-style-type: none"> <li>Track which disadvantaged pupils are attending school trips.</li> <li>Provide staff with information on which pupils to target and encourage participation from.</li> <li>Use of GM Higher resources to get funding for this.</li> </ul>	HODs/AR	<ul style="list-style-type: none"> <li>More interest in school life.</li> <li>Wider life experiences to broaden education.</li> <li>Increased participation from disadvantaged pupils.</li> </ul>	<p>There has been a big drive on promoting clubs and activities with pupils this year and trying to get pupils involved in something. Lots changes throughout the year so we need to make sure any posters advertising clubs are kept up to date.</p> <p>Disadvantaged pupils have been given questionnaires asking for which clubs they attend and what their hobbies are (in and out of school). This information is currently being collated so it can be shared with staff.</p>	



Track and monitor provisions provided around school	<ul style="list-style-type: none"> <li>• Create provision map to monitor support and intervention provided (both academically and pastorally).</li> <li>• Regular communication between staff.</li> </ul>	TW/LR	<ul style="list-style-type: none"> <li>• Identifies pupils who aren't receiving much provision. Keeps staff informed of what is already in place and what is working well.</li> </ul>	Heads of year kept provision profiles up to date so a wide variety of staff can track how pupils are being supported.
Encourage thoughts and actions regarding life after school from disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Careers interviews with careers advisor as a priority.</li> <li>• Y11 form team to track and monitor interests, open event attendance and college applications.</li> <li>• College assemblies.</li> </ul>	CE/AR/DA/Y11 form team	<ul style="list-style-type: none"> <li>• Increased knowledge of options after school.</li> <li>• Support in next steps encourages more pupils to be proactive about this.</li> <li>• Increased % of pupils in higher education.</li> </ul>	This was addressed firstly by form tutors, who monitored closely which colleges pupils were interested in and prompted them to attend open evenings, then tracked applications. It was also addressed with those pupils who were being mentored in a more detailed discussion. Priority for careers interviews were given to disadvantaged pupils.
Understand pupils pastorally in more depth	<ul style="list-style-type: none"> <li>• Liaise with LR and fully understand the provisions in place for disadvantaged pupils.</li> <li>• Questionnaire completed in form time to identify pupils who have nowhere to revise, struggle with homework, need help to buy revision guides etc. This information can then be collated and an action plan put in place.</li> </ul>	CE/Form teams	<ul style="list-style-type: none"> <li>• Pupils receive help in buying revision materials.</li> <li>• Pupils provided with a place to go in school at lunchtimes or after school to do homework or revision.</li> <li>• Increased progress due to more independent work being done.</li> </ul>	A questionnaire was given to all disadvantaged pupils to find out what equipment they had and were in need of. When lockdown occurred, this was done in more detail with personalised phone calls. Pupils in need of laptops or internet routers were provided them. Heads of year kept provision profiles up to date so a wide variety of staff can track how pupils are being supported.

Large impact	Medium impact	Limited impact
<ul style="list-style-type: none"> <li>• Catchup plans for pupils in English and maths.</li> <li>• Attendance strategies</li> <li>• MTA strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Raising achievement team</li> <li>• Mentoring programme</li> <li>• Literacy plan</li> </ul>	<ul style="list-style-type: none"> <li>• Homework club</li> <li>• DP departmental plans</li> </ul>

# Pupil Premium Plan 2019-2020 - Review



<ul style="list-style-type: none"><li>• Onwards and upwards and Study Center</li><li>• Alternative provision/programmes.</li></ul>	<ul style="list-style-type: none"><li>• More able plan</li><li>• Male progress</li></ul>	<ul style="list-style-type: none"><li>• Open bucket</li></ul>
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