

Pupil premium strategy statement (secondary)

1. Summary information					
School	Drapers' Academy				
Academic Year	2020/2021	Total PP budget	£388,000	Date of most recent PP Review	March 2020
Total number of pupils	1175	Number of pupils eligible for PP	475/1175 41%	Date for next internal review of this strategy	January 2021
2. Current attainment					
2020 Year 11 Cohort			72 Pupils eligible for PP	103 Pupils not eligible for PP	
% achieving level 5+ in En and Ma			29.2%	50.5%	
Progress 8 score average			+0.05	+0.52	
Attainment 8 score average			40.7	50.3	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	The attendance of disadvantaged pupils is lower than other pupils in the school.				
B.	There are more negative incidents regarding poor behaviour and poor attitudes towards learning involving disadvantaged pupils.				
C.	Disadvantaged pupils as well as non-disadvantaged pupils have lower literacy skills on entry in Year 7				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	Many disadvantaged pupils do not aim high with their aspirations or recognise their potential.				
E.	High levels of deprivation locally impacts on disadvantaged pupils' pupil attendance, well-being and mental health, cultural capital and the overall net flow of children in the borough is high.				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria			
A.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance of disadvantaged students to improve on 2018-19 attendance of 92.1% , closing the gap to other students so as it is less than 3.2%.			
B.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Fewer behaviour incidents to be recorded and the gap to close to less than 15% that it was in 2018-2019 between disadvantaged and non-disadvantaged pupils.			
C.	Improved literacy skills of disadvantaged pupils, and engagement in reading.	To see an increase in reading scores in Yr7&8 following the implementation of Accelerated Reader, results from reading tests			
D.	Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	To be seen in the A8 outcomes of Disadvantaged pupils improve from 37 in 2018 to at least 40+. Proportion of disadvantaged pupils going on to study Level 2 and 3 courses post-16 are in line with the rest of the cohort and an increase in the number of disadvantaged pupils choosing to remain in our sixth form to study A levels.			
E.	Improved pupil wellbeing for disadvantaged pupils and increased access to trips that enrich and develop a sense of cultural capital as well as resources to aid learning.	PASS surveys from Autumn 2018 to Summer 2019 show an increase in pupil attitudes about themselves and education. An increase in the number of enrichment activities available to disadvantaged pupils and their overall attendance on such trips.			

5. Planned expenditure

Academic year 2020/2021 Pupil Premium Allocation: £388,000

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	September INSET, T&L briefings, Twilights, Inset days, Disadvantaged Pupil Handbook for all staff, MINTCLASS seating planner	Training and expertise in disadvantaged pupils by S. Steinhaus in 2017, two external PP reviews carried out via SSAT, 'Teaching with Poverty in Mind' and 'Engaging with Poverty in Mind' by Eric Jensen, The Working Class by Ian Gilbert A shared understanding of the Pupil Premium Strategy and strategies so that it is consistently applied by all staff so that pupils are targeted effectively in class; challenged and stretched, will lead to better outcomes.	Through routine monitoring by middle leaders through increased learning walks, and through annual quality assurance days by the Senior Leadership Team.	RZA	Half termly as part of QA process
D. Disadvantaged pupils make progress in line with their non-PP counterparts	5 Year Achievement Leaders to liaise with staff, pupils and parents, with a disadvantaged pupil focus, alongside the Pastoral Leaders to form a 'Year Team' so that pupils are supported to access the curriculum and have their academic needs identified and relevant interventions put in place.	The YALs will monitor and track data closely and arrange pupil interventions, sometimes small group interventions. The EEF states that: Low-attaining pupils receiving additional support are more able to catch up with their peers.	Termly data analysis Liaising with the HoFs, subject teachers and	ECH	At the end of each term Data analysis

D. Improvement in quality of feedback and response to feedback so that pupils make greater progress and achieve more highly	New marking and feedback guidelines implemented September 2018 following staff consultation March – July 2018, focus on developmental marking being ' meaningful, manageable and motivational '	Education Endowment Foundation found that this provide a large gain for little cost John Hattie research Good practice at Michaela in Brent, Broxbourne School, Hertfordshire and Huntingdon Research School. Quality, live feedback and the introduction of the new literacy codes will enable feedback to have greater impact on progress.	Through routine monitoring by middle leaders through increased learning walks, and through annual quality assurance days by the Senior Leadership Team.	VP JRI	Half termly as part of QA process
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	5 non-teaching pastoral managers to liaise with staff, pupils and parents, with a disadvantaged pupil focus so that pupils are supported to access the curriculum and have their social and emotional needs supported.. Top 10 disadvantaged causes of concern shared in the staffroom each half term as part of staff CPD and sharing good practice.	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation	Half termly top 10 underachievers/ concerns identified by Pastoral managers with strategies/interventions for the following half term. Half termly review of attendance and exclusion rates for each year group to analyse the trends and evaluate the impact of interventions/interventions needed.	ECH/ PMs	At the end of each term with PMs
E. Improved pupil wellbeing for disadvantaged pupils and increased access to trips that enrich and develop a sense of cultural capital as well as resources to aid learning.	PASS style survey for all pupils at the Academy in the autumn and summer term – results to be shared with PMs and staff to inform planning and interventions	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation – the survey results will enable a range of behavioural and emotional support interventions to be actioned and pupils well-being should improve.	Termly review of pupils identified and interventions actioned	Year Teams	July 2021
ii. Targeted support					
D. Disadvantaged pupils to be more motivated to aim high, and accelerate their	Graduate Support for English and Maths small group interventions	Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly	Half-termly review of progress	ALU	September / October 2021 as part of our annual review of outcomes

progress so as they can attain well.		<p>higher impact than groups of three, but slightly lower impact than one to one tuition – Education Endowment Foundation.</p> <p>With additional support in the core subjects, attainment should increase overall.</p>	<p>captured on interim data and meetings with VP and Disadvantaged Achievement Leaders to ensure prompt action where required.</p> <p>Interviews with PP students that are below target.</p>		End of each half term review of quality of T&L
	Additional teaching in maths and English	<p>Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment – Education Endowment Foundation</p> <p>With additional support in the core subjects, attainment should increase overall.</p>	<p>Half termly progress data of Disadvantaged pupils in Maths and English</p>	VP JRI	
B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Smile-ing Boys Project	<p>Kay Rufai photography project with Year 9 PP boys.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation</p>	<p>QA observation of all sessions</p> <p>Register of attendance</p> <p>Pupils questionnaire at the start and end of the 12 week package</p> <p>Staff round robin at the start and at the end</p> <p>Weekly incident review/update</p>	DBA	<p>Registers</p> <p>DPR ATL termly reviews</p> <p>Termly behaviour log</p>
C. Improved literacy skills of disadvantaged pupils, and engagement in reading.	<p>Literacy support - Read Write Inc. – time limited to 12 weeks – then alternative intervention if ineffective.</p> <p>Bespoke literacy strategy to be introduced across the Academy.</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year – Education Endowment Foundation. David Didau review of our Literacy provision in June 2018</p>	<p>Half termly reports on progress of all pupils on RWI</p> <p>Reading age tests</p> <p>LWs to ensure that literacy strategy is followed</p> <p>Regular CPD for staff on how to improve literacy</p>	GPE	Termly reviews – assessment data

<p>D. Improved literacy skills of disadvantaged pupils, and engagement in reading.</p>	<p>Introduction of English Mastery at KS3 as part of the EEF trial for 2 years</p>	<p>EEF toolkit: Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.</p>	<p>Compulsory training summer 2019 for all staff delivering the program and the Mastery Champion Half termly visits to QA delivery Weekly collaborative planning time for all that are delivering it</p>	<p>FHA/GPE</p>	<p>Progress checks termly End of trial end of academic year. July 2021</p>
<p>A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Attendance and Behaviour Service (ABS)</p>	<p>Need for intensive support with a small number of PP parents/carers re external factors and attendance at school meetings</p>	<p>Line managed directly by Vice Principal</p>	<p>VP SMO</p>	<p>As part of our annual self-evaluation</p>
<p>E. Improved pupil wellbeing for disadvantaged pupils and increased access to trips that enrich and develop a sense of cultural capital as well as resources to aid learning.</p>	<p>Faculty bid fund for resources (all) and materials (practical subjects) for PP students when required</p>	<p>In previous years, many disadvantaged pupils have been unable to purchase quality plastic for DT, cooking ingredients, art materials i.e. oil paints, art pencils and these have impacted on their final pieces at GCSE and therefore their grades</p> <p>Access to quality materials for practical subjects will improve grades and a sense of pride in their work.</p> <p>EEF Research has found:</p> <ul style="list-style-type: none"> • Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. • Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. 	<p>Assemblies to inform pupils Register of pupils obtaining packs and progress reviews (termly) to identify impact</p>	<p>DBA</p>	<p>End of academic year. July 2021</p>

	Hardship fund and school uniform supplies	Many of our disadvantaged pupils struggle financially to replace clothing if damaged/outgrown etc. By investing in a large supply of school clothing including male and female shoes of all sizes, we will enable pupils to arrive at school and be equipped to participate in school life, without fear of their financial struggles adding unnecessary stress, so that they are able to engage in their learning.	Supplies replenished termly Tracking of pupils that use the facility Review of use termly	DBA	End of the academic year 2021
D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	Examination Support materials for disadvantaged pupils – revision packs with resources to assist in revision	Disadvantaged pupils had previously not opted to purchase revision materials suggested or bought in and sold. In addition, the high proportion of pupils eligible for PP funding, illustrates the lack of income available within homes to support them in their revision. Pupils are given pack of cue cards, highlighters, post-its etc. and are trained on how to revise. Disadvantaged pupils are targeted for revision sessions after school and in the school holidays	Promotion of resources and revision sessions across the Academy and on the website Student feedback on revision sessions Termly review of attendance registers	VP JRI	After mock examination results Summer 2021 results
	After school and half term revision schools for disadvantage pupils in Year 11				
D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	Rewards – Learning and Behaviour Awards Positive Report cards and mentoring	Whole school training in June 2017 by Stephen Steinhaus, emphasised that disadvantaged pupils thrive when positively motivated and praised. Learning Awards and Behaviour Awards are issued at the end of each half term to create an ethos of achievement. Pupils receive a Domino's pizza lunch, badge official letter and a certificate to instil a sense of pride in trying hard and being a good member of the school community. It is felt that this will then improve pupils' sense of belonging and impact positively on attainment. Positive report – Pink for Positive with weekly mentoring of key PP pupils so that they are regularly motivated by staff they have good relationships with	Half termly VP award lists – ensuring inclusive of PP pupils Half termly mentoring minutes Half termly report on Positive Report and impact	DBA	End of autumn and summer term Pass surveys

<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Animal assisted therapy at the Oak Centre for pupils with SEND</p>	<ul style="list-style-type: none"> • lowers blood pressure • improves cardiovascular health • releases endorphins (oxytocin) that have a calming effect • diminishes overall physical pain • the act of petting produces an automatic relaxation response, reducing the amount of medication some pupils needs • lifts spirits and lessens depression • decreases feelings of isolation and alienation • encourages communication • provides comfort • increases socialization and sense of community • reduces boredom • decreases anxiety • helps children overcome speech and emotional disorders • creates motivation for the client to recover faster • reduces loneliness • helps children focus better • improves literacy skills • provides non-stressful, non-judgmental environment • increases self-confidence • reduces self-consciousness • encourages the love of reading in specific and learning in general 	<p>Daily club registers Pupil and staff questionnaires Pupils completing Certificates of Achievement (AQA Unit Awards) Pupil observations</p>	<p>SENCO</p>	<p>End of term reviews</p>
<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Yoga lessons</p>	<p>Studies have shown that exercise generally improves a child's self-esteem, confidence, psychological and physical wellbeing. Yoga exercise is similar to a very gentle form of gymnastics, which is known to be an exercise well tolerated by asthmatics and which builds self confidence</p>	<p>Half termly pupil questionnaires</p>	<p>SENCO</p>	<p>End of academic year. July 2021</p>
<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Spark to Life mentoring</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation</p>	<p>Pupils identified through termly behaviour analysis Round Robin at the start of mentoring and at the end</p>	<p>Pathways and Partnership Co-ordinator</p>	<p>End of academic year. July 2021</p>

			Pupil questionnaire at the start and at the end		
E. Improved pupil wellbeing for disadvantaged pupils and increased access to trips that enrich and develop a sense of cultural capital as well as resources to aid learning.	Trips funded for all disadvantaged pupils	<p>Cultural capital develops the child and helps support them in accessing parts of the curriculum more easily. A study, funded by the Nuffield Foundation, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p> <p>All disadvantaged pupils will have opportunities in each year group to attend enrichment trips to complement their studies and to widen their horizons. For children from economically disadvantaged backgrounds, who have lower take-up of formal out-of-school activities, school-based clubs offer an accessible, lower cost route for learning experiences outside of the school curriculum with potential benefits for social as well as academic development.</p>	<p>Drapers' Pledge for each year group</p> <p>Attendance registers for trips</p>	RZA	End of academic year. July 2021
iii. Other support:					
A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Attendance officer - DMO	Attendance to school has been proven to have a direct correlation with achievement. In order to ensure that disadvantaged pupils are encouraged to attend, our attendance officer acts swiftly to liaise with parents and to follow up on any absence.	<p>Create Twilight SIP group with faculty reps</p> <p>Attendance review meetings with PM lead</p> <p>Attendance reports issued to pupils</p>	VP - SMO	
D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.	Pathways and Partnership Co-ordinator	<p>The DfE states that "young people who receive high quality independent and impartial careers guidance and transition support are more likely to make the right choice of post-16 education or training".</p> <p>With pupils receiving support and advice, as well as access to careers events throughout their KS4, we aim to have 0% NEET so that our pupils leave us and are able to continue growing in whichever field they choose to pursue.</p>	<p>Pass-style survey to inform meetings with PP pupils that are concerned about their future</p> <p>Meetings and events mapped out across the academic year to support targeted pupils</p>	VP SMO	As part of our annual self-evaluation

<p>E. Improved pupil wellbeing for disadvantaged pupils</p>	<p>Water and breakfast on exam days</p>	<p>DFE research into the impact of breakfast clubs - Schools perceived important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils. Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools.</p> <p>By offering all pupils the opportunity to go into examinations well-nourished and having socialised with one another, we believe that pupils will be calmer and approach exams more positively. The nature of our intake means that many pupils suffer from low self-esteem and anxiety. Breakfast and water seeks to start the day off more positively in order to reduce these issues.</p>	<p>Publicised with pupils from spring 2 onwards around the academy and via the Form Focus</p> <p>Liaising with the kitchen staff from spring 2 onwards</p>	<p>ECH</p>	<p>End of academic year. July 2021</p>
<p>A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Attendance and Behaviour and welfare support services (ABS) and Home School Support worker</p>	<p>Attendance to school has been proven to have a direct correlation with achievement. In order to ensure that disadvantaged pupils are encouraged to attend, our Home School Support Worker acts swiftly to liaise with parents and to follow up on any absence – focusing on PA pupils, many of whom are disadvantaged pupils. Likewise, ABS is a service bought in by the LEA to support in the preparation of cases, letters, warnings and fines, to address parents that are not supporting the school with ensuring good attendance.</p>		<p>VP SMO</p>	<p>End of academic year 2021</p>
<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>ABC counsellor</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation.</p> <p>ABC provides support to pupils and strategies/support to staff</p>		<p>VP SMO / JMO</p>	<p>End of academic year. July 2021</p>

<p>B. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p>	<p>Farm and catering college</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours – Education Endowment Foundation</p> <p>By providing alternative curriculum opportunities for some pupils, we will be able to improve their overall engagement with education and their behaviour.</p>	<p>In place – review each term of success/impact</p>	<p>SENCO</p>	<p>End of academic year. July 2021</p>
<p>D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.</p>	<p>NACE and Brilliant Club subscription</p>	<p>For the last two years, The Brilliant Club has worked with the Universities and Colleges Admissions Service (UCAS) to evaluate the impact The Scholars Programme on progression to highly-selective universities.</p> <p>In both years, UCAS found that pupils who completed The Scholars Programme were significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils in control groups matched for prior attainment and socio-economic factors.</p>	<p>Pupils identified to participate – MABLES and SABLES Events organised</p> <p>Pupil attainment and views taken at the beginning and end of involvement</p>	<p>ALU</p>	<p>End of academic year. July 2021</p>
<p>D. Disadvantaged pupils to be more motivated to aim high, and accelerate their progress so as they can attain well.</p>	<p>Set texts for English literature exams</p>	<p>Purchasing set texts and textbooks for disadvantaged pupils enables them to access their learning at home and prepare more adequately for examinations. Pupils will feel more confident in their studies.</p>	<p>Ordering of set texts for those that cannot purchase</p> <p>Termly checks on resources needed in English KS4</p>	<p>FHA</p>	<p>As part of our annual self-evaluation</p>
<p>C. Improved literacy skills of disadvantaged pupils, and engagement in reading.</p>	<p>Library after school club</p>	<p>The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. The study found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources.</p> <p>The Library club is led by 6th form pupils and offers a safe, quiet and supportive space for pupils to do homework.</p>	<p>Promotion of the after school library club across the Academy – especially targeting pupils identified as needing a quiet space to study at home, in the PASS survey</p> <p>Registers of attendance</p>	<p>RZA</p>	<p>End of each term</p>
<p>Total budgeted cost</p>					<p>£388,000</p>

Spending breakdown 2020-2021

Intervention / Strategies	Allocated Budget £
Staff salary costs	
Pupil Premium Strategy – SLT	£308,000
Year Achievement Leaders*	
Pastoral Managers *	
Additional teaching in maths and English*	
Literacy support - Read Write Inc.	
Separated Budgets Including Capital Expenditure	
PP Rewards/Peripherals/Other specific support allocation	2,000
Social Emotional and Behavioural Programmes	
Behaviour and welfare support services	15,500
Attendance and Behaviour Service (ABS)	8,000
Spark to Life	3,000
Animal assisted therapy at the Oak Centre*	5,000
Yoga for SEND PP*	1,000
WBB intervention support	2,000
SMILING – Boys Project	4,000
Curriculum Programmes – focused on learning	
Examination Support materials for PP	3,200
Brilliant Club	5,000
Accelerated Reader	3,500
English Mastery	3,500
NACE	300
Supplies for PP pupils in practical subjects	4,000
Alternative Provision for PP pupils	15,000
Enrichment Programmes - beyond the curriculum	
Funding of trips and visits*	5,000
Extended school enrichment activities and sporting programmes*	
Outside of pupil premium funding, the sponsors pay for the entire music tuition programme	N/A
Total Pupil Premium Allocation 2020-2021	£388,000

Outcomes 2019-2020

KS2 Achievement Group PP of total in cohort	2019 Performance measures	Drapers' Pupil Premium	Drapers' Pupil Premium		Drapers' All students	National Non-Pupil Premium	National 2019 All (LA Schools)
			Boys	Girls			
Higher (18)	Progress 8	+0.06	-0.25	0.68	+0.30	TBC	TBC
	Attainment 8	58.86	56.71	63.17	61.97	TBC	TBC
	% achieving 5+ in Eng and Maths	78%	75%	83%	82%	TBC	TBC
Middle (39)	Progress 8	+0.06	-0.64	0.72	+0.33	TBC	TBC
	Attainment 8	38.76	30.43	46.66	42.79	TBC	TBC
	% achieving 5+ in Eng and Maths	18%	5%	30%	29%	TBC	TBC
Lower (15)	Progress 8	+0.02	-0.18	+0.21	+0.3	TBC	TBC
	Attainment 8	23.75	22.63	26.63	27.3	TBC	TBC
	% achieving 5+ in Eng and Maths	0%	0%	0%	0%	TBC	TBC
Overall PP cohort (72)	Progress 8	+0.05	-0.43	+0.61	+0.32		
	Attainment 8	40.7	36.90	45.10	46.3		
	% achieving 5+ in Eng and Maths	29%	26%	33%	42%		

Spending breakdown 2019-2020

Intervention / Strategies	Allocated Budget £
Staff salary costs	
Pupil Premium Strategy – SLT	£275,340
Year Achievement Leaders*	
Pastoral Managers *	
Additional teaching in maths and English*	
Literacy support - Read Write Inc.	
Separated Budgets Including Capital Expenditure	
PP Rewards/Peripherals/Other specific support allocation	5,000
Social Emotional and Behavioural Programmes	
Behaviour and welfare support services	15,500
Attendance and Behaviour Service (ABS)	8,000
Spark to Life	3,000
Animal assisted therapy at the Oak Centre*	7,000
Yoga for SEND PP*	1,000
SMILING – Boys Project	5,000
Curriculum Programmes – focused on learning	
Examination Support materials for PP	5,000
Brilliant Club	5,000
Accelerated Reader	3,500
English Mastery	3,500
NACE	300
Supplies for PP pupils in practical subjects	20,000
Alternative Provision for PP pupils	15,000
Enrichment Programmes - beyond the curriculum	
Funding of trips and visits*	10,500
Extended school enrichment activities and sporting programmes*	2,00
Outside of pupil premium funding, the sponsors pay for the entire music tuition programme	N/A
Total Pupil Premium Allocation 2018-2019	£384,640

Outcomes 2019:

KS2 Achievement Group PP of total in cohort	2019 Performance measures	Drapers' Pupil Premium	Drapers' Pupil Premium		Drapers' All students	National Non-Pupil Premium	National 2019 All (LA Schools)
			Boys	Girls			
Higher (19)	Progress 8	-0.49	-0.94	-0.08	-0.31	0.12	TBC
	Attainment 8	53.2	51.22	54.95	56.67	60.96	TBC
	% achieving 5+ in Eng and Maths	47	33	60	60	80	TBC
Middle (35)	Progress 8	-0.53	-1.49	+0.28	-0.36	0.17	TBC
	Attainment 8	34.96	24.22	44	37.17	40.65	TBC
	% achieving 5+ in Eng and Maths	14	0	26	14	28	TBC
Lower (15)	Progress 8	-0.34	-0.89	0.74	-0.23	0.04	TBC
	Attainment 8	20.34	14.86	31.85	21.33	22.41	TBC
	% achieving 5+ in Eng and Maths	7	0	20	5	3	TBC
Overall PP cohort (70)	Progress 8	-0.48	-1.18	0.24	-0.32		
	Attainment 8	37.03	28.41	45.64	42.24		
	% achieving 5+ in Eng and Maths	23	9	37	30		

Literacy and Numeracy Catch-up Funding

Allocation

In 2015/16 we received £23,000.

In 2016/17 we received £24,000.

In 2017/18 we received £25,556

In 2018/19 we received £26,195.

In 2019/20 we received £26,579

In 2020-21 we expect to receive £0.00 (no funding available)

What is Year 7 Catch-Up Funding?

The literacy and numeracy catch-up premium provides schools with an additional £500 for each Year 7 pupil who did not achieve at least level 4 in reading and / or maths at the end of Key Stage 2.

It is provided to all state-funded schools with a Year 7 cohort, including special schools, alternative provision (AP) settings and pupil referral units (PRUs).

The objectives of the funding

- To close the attainment gap by providing intensive literacy and numeracy support to pupils entitled to Catch up Premium
- To raise self-esteem and aspirations of pupils entitled to Catch up Premium
- To enhance existing provision
- To identify concerns and target intervention and support to accelerate progress
- To ensure that parents are informed and involved where appropriate

Provision 2019-20

Breakdown of spending 2019-20

Intervention / Strategies	Allocated Budget £
<u>Read, Write, Inc. package including reading books</u> Supplementary training and all required resources.	£26,579.
<u>Whole School Numeracy Coordinator</u> Targeted intervention from Head of Maths and 6 th Formers during registration time. Numeracy resources.	

Impact

Our relentless focus on improving reading ages ensured that all pupils on the RWI scheme, including those below level 4 on entry, greatly improved their phonics knowledge. This in turn has improved the overall attainment of the pupils.

At the start of September 2019 there were 30 Year 7 pupils who came in at below an STD score of below 85 in English. These pupils were placed onto the Read, Write Inc. Fresh Start programme and tested on their phonics knowledge. The phonics test is out of 300, with a score of 295 being the benchmark for a return back to a normal timetable. Pupils were tested on the phonics they had learned in RWI at the end of each term with 100% of pupils showing progress every time they were tested.

At the end of the autumn term, 11 of the pupils had registered a score of 295+ in their phonics test and were sent back to a normal timetable. By the end of the calendar year, another 5 pupils had graduated from the program and were sent back to all lessons knowing that they could access any texts given to them across the school.

By the end of the school year, 25 of the original pupils had completed the course and were sent back to a normal timetable.

Summary of intended spending 2020-21

Table 4: Breakdown of allocation for 2020-21

Intervention / Strategies	Allocated Budget £
<u>Read, Write, Inc. package including reading books</u> Supplementary training and all required resources.	£0 (no funding this year)
<u>Whole School Numeracy Coordinator</u> <ol style="list-style-type: none">1. Find the initial numeracy score of each student in year 72. To find the individual targets for the students3. To allow students work in lessons (once a week) on their individual assigned tasks.4. Provide support from subject teachers to achieve the targets and provide regular monitoring and report on students' progress.5. To strengthen the foundation in KS3 and measure the impact on KS4 results.	