

2019/20 Pupil Premium Strategy

1. Summary information					
School	Penwortham Girls' High School				
Academic Year	2019-20	Total PP budget (Financial year 19/20)	£125,240	Date of most recent PP Review	Feb. 2020
Total number of pupils	776	Number of pupils eligible for PP	122	Date for next internal review of PP strategy	Sept 2021

PLEASE NOTE: The impact of our 2019-20 Pupil Premium Strategy has been adversely affected by the COVID-19 pandemic. We have endeavoured to show evidence, wherever possible, but a number of strategies could not be successfully implemented from the point when schools were closed for the majority of students in late March.

2. Current attainment		
	Pupils eligible for PP (your school) DFE Figure	Pupils not eligible for PP (national average)
Progress 8 score average 2020	0.46	0.00
Attainment 8 score average 2020	50.86	TBC

EXPENDITURE – TOTAL £133,240				
1. Quality teaching for all - £7946				
Desired outcome	Chosen action / approach	Cost	Evidence of impact	Lessons learned
Improved attainment / progress across the curriculum for PP pupils, narrowing the gap with other pupils	Continuation of GM related training through CPD sessions. Growth Mindset.	Staff CPD time. Part of CPD sessions delivered in house.	Key performance indicators for year 11 PP cohort 2019-2020: <ul style="list-style-type: none"> Attendance: 94.5% (slight decrease on last year) but in line with national figure for ALL pupils. Persistent absence: 14% (Increase on last year) Permanent exclusions: 0 (No change)) Attainment 8: 50.86 (improved) Progress 8: 0.46 (Slight decrease)) % of PP cohort completing all of their GCSE exams: 93% (26 out of 28 pupils) % of PP cohort achieving a positive progress 8 score: 63% Improved (SISRA Collaboration Data = 52%) Maths P8 0.52 (Slight decrease) English P8 0.71 (Slight decrease) 	Communication initiative continues to be very effective. More evidence of content being delivered in the language of the expert. Students have been introduced to a more sophisticated vocabulary. Increasing evidence of vocabulary teaching being explicitly taught.
	Continuation of termly INSET sessions on collaborative learning	PP coordinator TLR £2796		
Improved communication skills: The school's key priority again this year. In 2018-19 we will focus most of our work on Alex Quigley's research and the Academic Word List	Series of INSET sessions for all staff on how to explicitly teach key academic vocabulary.	PP Coordinator dedicated time £5000		Prioritising INSET has ensured staff fully understand the rationale behind the strategies and the positive impact this has on disadvantaged pupils.
	Research and Development Group established to research effective techniques for teaching the Academic Word List.	Staff time - no additional cost. Part of CPD sessions delivered in house.		
	Tutor programme: Word roots, suffixes and prefixes.		Whole-school PP attendance figures for 2019-20 cohort up to the 13 th March, 2020 (compared to attendance figures for same cohort/period for 2018-19): Attendance: Year 7: 95.0% (N/A) Year 8: 94.9% (96.4%) Year 9: 96.8% (96.9%) Year 10: 94.6% (92.2%) Year 11: 91.9% (93.03%)	For greater impact, there is needs to be a more subject specific approach, with each subject identifying specific literacy strategies. Next steps – banned words and words with different meanings across the curriculum. Reading skills also need to be developed - disciplinary literacy is a major priority for 2019-20.
Improved numeracy results 7-11	Analysis of results on GCSE papers linked to numerical content – mainly Science, PE and geography.	Tutor time – no cost Resources £150		

	<p>Further CPD provided to subject staff in the above to ensure consistency of delivery with maths staff.</p> <p>GG, PE and Science numerical content to be covered in Maths Study Plus / Menglish</p> <p>Explore the possibility of cross-curricular GCSE intervention sessions (I.e. maths / science)</p> <p>Numeracy explicitly taught in Year 9 Science SOW unit.</p>	<p>Staff time – no cost</p> <p>Staff time - no additional cost. Part of CPD sessions delivered in house.</p> <p>Staffing cost – see below</p> <p>Staff time – no cost</p>	<p>The attendance of our disadvantaged cohort in 2019-2020 was 94.4%, which is line with national attendance for all pupils.</p> <p>The gap between the attendance of disadvantaged pupils and all pupils decreased from 1.95% to 1.5%.</p> <p>Persistent Absences: Year 7: 14% Year 8: 8% Year 9: 22% Year 10: 11% Year 11: 17%</p> <p>There continues to be a sizeable variation between the year groups with the Year 9 and year 11 disadvantaged cohorts scoring significantly above the disadvantaged average.</p> <p>Impact of literacy and numeracy interventions outlined in more detail below.</p>	
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2. Targeted support: Literacy - £44235				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lesson learned
<p>Improved literacy results for pupils in years 7-9. Pupils selected for intervention:</p> <p>Yrs 7 and 8: entered below 90 KS2 SAT.</p> <p>Yrs 9: Below level 4 in English</p> <p>Pupils with specific educational needs.</p> <p>At risk of not making at least expected progress in English by the end of Y9</p>	<p>Indirect Dyslexia Programme :</p> <ul style="list-style-type: none"> Breakfast Club Group Support 	<p>Software £100</p> <p>HLTA £850</p> <p>TA3 £800</p> <p>Resources £300</p>	<p><u>Breakfast Club</u></p> <p>8 pupils were invited to Breakfast Club and selected by English and maths curriculum leads. Following analysis of outcomes in 2018-19, it was decided that only Year 7 would be invited this academic year and they would attend 3 sessions per week:</p> <ul style="list-style-type: none"> 1 x numeracy (Maths Watch) 1 x Literacy (IDL) 1 x games-based (Communication and social skills) <p>Just 1 PP student accessed Breakfast Club in year 7 and her attendance (up until partial school closure) was 39%. During this time, literacy skills showed signs of improvement, with IDL spelling age rising to 10 years 4 months. She was also on target to achieve her end-of-year English target. Progress in maths was less secure.</p> <p><u>Group Support</u></p> <p>Number of PP students accessing group support in each year group:</p> <ul style="list-style-type: none"> Year 7: 2 out of 11 Year 8: 2 pupils out of 6 Year 9: 2 pupils out of 8 	<p>For greater impact, there needs to be more focus placed on specific numeracy and literacy skills delivered by a HLTA or subject specialist. The use of IDL and maths watch with a non-specialist needs to be changed as it is no longer effective. Using the NGRT reading ages to carefully select pupils we can then develop a reading programme delivered by a subject specialist as disciplinary literacy is a major school priority. Possible use of paired reading with pupils of a higher reading age.</p> <p>Group support has made minimal impact on progress. The use of AR and IDL has not increased progress.</p> <p>AR has been removed and IDL will now be used with those pupils with specific literacy needs within the SEND department.</p> <p>Group support time will now not be allocated on the new timetables.</p>

			<p><u>Rates of progress (Measured against expected target grades and progress made within 8 months)</u></p> <p><u>Year 7</u></p> <p>Pupil A: IDL Reading age: 11 years 1 month IDL spelling age: 12 years 2 months</p> <p>Pupil B AR reading age: 11.08 IDL Reading age: 10 years 10 months IDL spelling age: 10 years 11 months</p> <p><u>Year 8</u></p> <p>Pupil A: AR Reading age over time: 9.07 / 8.05 / 10.0 / 10.10</p> <p>Pupil B: AR Reading age over time: 8.06 / 8.11 / 9.01 / 9.06</p> <p><u>Year 9</u></p> <p>Pupil A: AR Reading age over time: 8.05 / 10.04 / 9.02 / 9.06 IDL Reading age: 10 years 7 months IDL Spelling age: 12 years 6 months</p> <p>Pupil B: AR Reading age over time: 8.06 / 7.06 / 6.03 / 6.11</p>	
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	<p>Accelerated Reader – / IDL Accelerated Learning and Group Support programmes.</p> <p>AL – 5.5 periods per week</p> <p>GS – 5 periods per week</p>	<p>Software £1800</p> <p>10 hours data analysis £800</p> <p>AL/GS staffing (50% of cost) £8380</p> <p>TA3 £2250</p>	<p><u>Rates of progress (Measured against expected target grades in English)</u></p> <p>Of the 6 PP pupils accessing literacy intervention, as outlined above, 5 made very good progress towards their aspirational English target by the end of the academic year. One PP student in Year 7 did not make the expected progress.</p> <p><u>Accelerated Learning (Completion of Step-Up Units)</u></p> <p>Year 7: 5 out of 14</p> <p>Year 8: 2 out of 16</p> <p>Year 9: 4 out of 18</p> <p><u>The above pupils only completed part of the step-up units due to COVID-19</u></p> <p>Year 7: Step up Silver – Celebrity Fact File and Get in Touch</p> <p>Year 8: Step up Gold 1: Memory Box and Rhythm and Rhyme</p> <p>Year 9: Step up Gold 2: Planning an event and advertising</p> <p>Rates of progress (measured against expected target grades and progress made over 6 months)</p> <p>Year 7</p> <p>All 5 made good progress towards their end of year English target</p> <p>Year 8</p> <p>1 of the 2 pupils made expected progress towards their end of year English target.</p> <p>Year 9</p> <p>All 4 pupils made expected progress towards their end of year English target.</p>	<p>Accelerated Learning Step Up proved to be a useful strategy to develop literacy skills and develop an understanding of the question types used in Functional Skills. Accelerated Reading has not been shown to have an impact upon improving reading ages for the lowest ability. Possibly this is due to the way it has managed in class – reading books should be carefully chosen “Goldilocks” texts that a student can access, and appropriate reading strategies used as students read. This would not appear to be the case and the expense of AR cannot be justified.</p> <p>Bedrock has proved to be an effective strategy.</p> <p>PP students improved from a pre-test score (spelling and vocabulary) of 92% to 95% from March to July 2020.</p> <p>PP students improved from a pre-test score (spelling and vocabulary) of 81% to 92% from September to October 16th, 2020.</p> <p>Both post test scores are in line with non-PP</p>
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<p>Improved literacy results: Years 10 and 11</p>	<p>English Study Plus – delivered by experienced teachers</p> <p>SOL in place that complements, rather than repeats, the English SOL and has a focus on essential literacy skills</p> <p>Small group withdrawal delivered by subject specialist teachers</p> <p>Form time literacy programme</p> <p>Specialist English Teaching Assistant</p>	<p>Staffing Study Plus (50% of cost) £7000</p> <p>Staffing group withdrawal £5000</p> <p>Resources £100 Staff prep time – no cost, PPA</p> <p>TA3 £16631</p> <p>Entry Fees £324</p>	<p>According to the Summer monitoring report for Year 10 2020:</p> <p>Y10 English Study Plus: 9 out of 16 pupils are PP:</p> <ul style="list-style-type: none"> • 1 above target • 5 on target • 2 are below target. <p>Year 10 Menglish 3 out of 18 pupils are PP:</p> <ul style="list-style-type: none"> • 2 are on target • 1 below target <p>100% of Year 10 PP pupils accessing either Study Plus or Minglish achieved their Level 1 Functional Skills in English.</p> <p>Final GCSE outcomes for Year 11 2020 cohort: Y11 Study Plus 7 out of 17 were PP:</p> <ul style="list-style-type: none"> • 2 exceeded their GCSE target • 5 achieved their GCSE target <p>Year 11 Menglish 4 out of 19 were PP:</p> <ul style="list-style-type: none"> • 1 exceeded their target • 1 achieved their target • 2 achieved below their target 	<p>Year 11 Study Plus was effective as the same teacher delivered the English curriculum and the Study Plus programme. This meant there was continuity and a detailed understanding of the strengths and weaknesses of the students. There was also a stringent monitoring of programmes such as Bedrock. This is the ideal model.</p> <p>Unfortunately, this is not possible this year but the member of staff delivering Study Plus has an excellent track record and is particularly strong in teaching students of this ability.</p> <p>Students in Menglish and Study Plus are all receiving the same lessons – these are being planned by HMK and delivered by both CWO and HMK. These have been cross referenced to ensure appropriate coverage of the Functional Skills exam.</p> <p>Functional Skills has been successful in giving the course a purpose and overcoming the perception that students have lost an option.</p> <p>Year 10 and 11 Study Plus is using the “expert reading” model that has been successful</p>
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			<p>100% of Year 11 PP pupils accessing either Study Plus or Minglish achieved their Level 1 Functional Skills in English.</p> <p>Final P8 score for PP students accessing Study Plus: English Study Plus EP8 = 0.89 Menglish EP8 = 0.27</p> <p>Final outcomes for all PP students in English Language (all pupils in brackets:</p> <ul style="list-style-type: none"> • 29% (27%) 1 or more above GCSE target • 39% (27%) on target • 32% (35%) 1 or more below target 	<p>at KS3. Year 10 are currently reading "Of Mice and Men" to extend their cultural capital; Year 11 are re-reading the Literature set texts.</p>
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3. Targeted support: Numeracy - £29951																				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lesson learned																
Improved numeracy results: Years 7-9	AQA Entry Level Mathematics specification to be followed. Autumn Term 2 Spring Term 2 Summer Term 2	Resources £250 Maths TA support TA3 20 periods £12750	<p>There are 8 components for Entry Level Certification in Mathematics, Levels 1 to 3 with level 3 being the highest level. Pupils need to achieve at least 25 or more to be secure at level 3 on each component.</p> <p>Years 7 and 8 completed Component 1 Year 9 completed Component 3</p> <p>Results are as below:-</p> <table><tr><th>Year Group</th><th>% Level 3</th><th>% Level 2</th><th>%Level 1</th></tr><tr><td>7</td><td>57%</td><td>14%</td><td>7%</td></tr><tr><td>8</td><td>40%</td><td>44%</td><td>0%</td></tr><tr><td>9</td><td>83%</td><td>6%</td><td>6%</td></tr></table> <ul style="list-style-type: none">3 pupils in Year 7 were absent3 pupils in Year 8 were absent1 pupil in Year 9 was absent <p>Year 7 (2 out of 14 pupils) Pupil A achieved L3 and Pupil B was absent</p> <p>Year 8 (5 out of 16) 2 pupils achieved Level 3, 2 achieved Level 2 and 1 was absent</p> <p>Year 9 (4 out of 18) 100% achieved Level 3</p> <p>Summary of progress made against Maths targets for KS3 (for PP pupils accessing Entry level)</p> <p>Year 7 1 of the 2pupils made expected progress towards their end of year maths target.</p>	Year Group	% Level 3	% Level 2	%Level 1	7	57%	14%	7%	8	40%	44%	0%	9	83%	6%	6%	<p>KS3 entry level proved to be a useful strategy to develop numeracy skills and provide further support linking directly to the curriculum.</p> <p>The fact that students can also work at their own unique level (1, 2 or 3) allowed pupils to feel confident and boost their self-esteem.</p> <p>All year 7 PP and year 9 PP student achieved a level 3 in their components which indicates their readiness for GCSE by the end of year 9.</p> <p>In order to make further progress we need to enter the pupils for each component when they are ready with the aim to complete 3 in year 7, 3 in year 8 and 2 in year 9. This will ensure there is a continued pathway of progression towards GCSE in year 10. This will involve tighter tracking and monitoring.</p>
Year Group	% Level 3	% Level 2	%Level 1																	
7	57%	14%	7%																	
8	40%	44%	0%																	
9	83%	6%	6%																	

	Breakfast Club	<p>HLTA £850 TA3 £800</p> <p>Resources See Literacy above</p>	<p>Year 8 3 of the 5 pupils made expected progress towards their end of year maths target. Pupil A: 2 sub levels below</p> <p>Year 9 All pupils made good progress towards their end of year maths target. A: 1 sub level below</p>	
	<p>AQA Entry Level Mathematics specification to be followed</p> <p>Maths Study Plus, with dedicated TA support</p>	<p>Exam entry fees £550</p> <p>Teacher (50% of cost) £6995 HLTA £3894 TA3 £3862</p>	<p>25% of the Year 11 PP cohort were entered for Edexcel Functional Skills Level 1 examination. 57% passed. Due to COVID 19, pupils were not able to take Level 2 or resit Level 1. 25% of the Year 11 PP cohort were entered for the AQA Entry Level Certificate in Mathematics. 100% achieved Level 3.</p> <p>According to the Summer monitoring report for the Year 10 2020 cohort:</p> <p>Y10 Maths Study Plus: 9 out of 16 pupils are PP:</p> <ul style="list-style-type: none"> • 1 is above target • 6 are on target • 2 are below <p>Year 10 Menglish 3 out of 18 are PP:</p> <ul style="list-style-type: none"> • 1 is above target • 2 are below <p>All pupils in Year 10 completed 6 units out of 8 for the Entry Level Certificate course.</p>	<p>The AQA Entry Level qualification and Edexcel functional skills can provide a useful benchmark qualification for pupils en route to GCSE.</p> <p>Furthermore, it provides pupils with further opportunities where they can celebrate their progress and boost their self-esteem.</p> <p>To improve further there needs to be a coordinated pathway which considers the requirements of the entry level, functional skills and the GCSE course.</p> <p>This must involve mapping the content and the skills delivered within the qualifications so there is a complementary route of progression and mastery</p>

			<p>25% of the Year 11 PP cohort were entered for Edexcel Functional Skills Level 1 examination. 57% passed. Due to COVID 19, pupils were not able to take Level 2 or resit Level 1.</p> <p>25% of the Year 11 PP cohort were entered for the AQA Entry Level Certificate in Mathematics. 100% achieved Level 3.</p> <p>Final GCSE outcomes for Year 11 2020 cohort:</p> <p>Y11 Study Plus</p> <p>7 out of 19 were PP:</p> <ul style="list-style-type: none"> • 2 exceeded their GCSE target • 5 achieved their GCSE target <p>Year 11 Menglish</p> <p>4 out of 19 were PP:</p> <ul style="list-style-type: none"> • 1 exceeded their target • 3 achieved below their target <p>Final P8 score for PP students accessing Maths Study Plus and Menglish:</p> <p>Maths Study Plus for PP pupils: 1.05</p> <p>Minglish P8 for PP pupils = 0.68</p> <p>Final outcomes for all PP students in Maths (all pupils in brackets:</p> <ul style="list-style-type: none"> • 22% (28%) 1 or more above GCSE target • 41% (39%) on target • 39% (31%) 1 or more below target 	<p>allowing pupils to succeed across all qualifications.</p> <p>The Maths Study Plus and Menglish course both strengthen the progression of pupils in maths however the study plus has almost twice the impact. (Study + = 1.04, Menglish = 0.6). Additionally, the attainment outcomes are more favourable in maths study plus.</p> <p>For greater impact there needs to be a review of how the course is delivered (short and long term planning) and how stringently PP pupils are tracked within Menglish to enhance the impact of the programme.</p>
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4. Targeted support: Attendance (and 5. Targeted support: Curriculum) - £25550				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lesson learned
Improved attendance rates	Review attendance procedures with the aim of introducing medical cards, newly-worded letters, a revising of targets and thresholds to sessions rather than percentages	SAHT time £500 AIW/admin time £500	<p>Whole-school PP attendance figures for 2019-20 cohort up to the 13th March, 2020 (compared to attendance figures for same cohort/period for 2018-19):</p> <p>Attendance:</p> <p>Year 7: 95.0% (N/A)</p> <p>Year 8: 94.9% (96.4%)</p> <p>Year 9: 96.8% (96.9%)</p> <p>Year 10: 94.6% (92.2%)</p> <p>Year 11: 91.9% (93.03%)</p> <p>The attendance of our disadvantaged cohort in 2019-2020 was 94.5%, which is line with national attendance for all pupils.</p> <p>The gap between the attendance of disadvantaged pupils and all pupils has decreased from 1.95% to 1.5%.</p> <p>Persistent Absences:</p> <p>Year 7: 14%</p> <p>Year 8: 8%</p> <p>Year 9: 22%</p> <p>Year 10: 11%</p> <p>Year 11: 17%</p> <p>There continues to be a sizeable variation between the year groups with the Year 9 and year 11 disadvantaged cohorts scoring significantly above the disadvantaged average. As the number of PP in each year group varies, from low teens to high twenties, these changes in percentage can sometimes be skewed by cohort size.</p>	<p>Overall, as a school we are succeeding in ensuring our PP pupils attend school. The 'golden target' for schools is for the attendance of their PP pupils to match the national average for all students – this was achieved in 2019-20. I feel this is down to the constant tracking of attendance, which allows interventions to be applied proactively as attendance slips, rather than when it has become an issue.</p> <p>The number of persistently absent PP pupils increased in 2019-20, however, there was an increase in PA nationally resulting from a winter period of high levels of illness (possibly covid related?) and then increased anxiety amongst some families regarding whether it was safe to attend school as the covid-crisis began to develop in February / March.</p> <p>The only concern relates to a few PP pupils who were persistently absent. Although the reasons for absence are varied, including EHWP related issues. In these EHWP cases, our usual measures</p>
	AIW procedures to be reviewed and refined to ensure all appropriate actions are taken to increase the attendance of persistently absent PP pupils.	AIW time £600 Attendance Officer time £600		
	Governors attendance panels	Govs – no cost Report prep & admin time £700		
	Inclusion	Staff cost time given as follows: TA3 £13000 PSW £5500 RAC £1800 SAHT £2350		

			<p><u>Inclusion data:</u></p> <p>Out of the total of 27 students accessing inclusion, 9 were PP (33.33%)</p> <p>33% of the PP students accessing inclusion improved their attendance record between September 2019 and March 2020, when compared to their attendance for September 2018 to September 2019.</p>	<p>have only had a minimal impact. A range of new approaches will need to be developed for these students, perhaps utilising the virtual learning platforms which have become more common through home learning.</p> <p>PP students are over-represented in their use of the Haven, perhaps reflecting the multiple disadvantages they often have.</p> <p>The impact of the Haven on PP attendance is questionable, and it must not be viewed as a sole intervention but one of several.</p>
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6. Curriculum - £3000				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lesson learned
Ensure the curriculum is fit for purpose and addresses the needs of all students	New curriculum model in place, embracing the EBacc and a breadth of high-value qualifications.	SLT time £3000	<p>Year 11 Outcome 2: The 2015-20 PP cohort was placed on one of 3 pathways, enabling them to access 9,8, or 7 GCSEs, with appropriate levels of additional support to ensure they had the opportunity to make good or better progress from their relative starting points in GCSE English and maths.</p> <p>Number of PP students entered for EBacc: 12 out of 28 PP pupils achieving a Positive Progress 8 score in EBacc: 15 (53.6%) Number achieved a standard pass: 10 out of 12 (83%) Number achieving a strong pass: 7 out of 12 (58%)</p> <p>Year 10 (Based on Spring Monitor 2020) Number of PP students entered for EBacc: 6 out of 18 PP pupils achieving a Positive Progress 8 score in EBacc: 16 (88%) Number achieved a standard pass: 6 out of 6 (100%) Number achieving a strong pass: 4 out of 6 (67%)</p> <p>Caveat to the above figures: KS2 Score change (Issues with P8 for 2021 Results)</p>	<p>A careful focus on ensuring that PP students are entered on the appropriate pathway is essential.</p> <p>In 2021, a meeting must take place between JRA and SIB to review pathways prior to them going 'live', to ensure that they are correct.</p>

7. Careers advice and guidance - £4800				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lessons learned
Raised aspirations that are well-informed and realistic, leading to further education and employment.	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews.	£1500 Mobile phone costs £100	<p>100% of PP girls had 3 careers interview with Careers Advisor during KS4. The support continued during the Coronavirus-impacted period, via phone calls. Consequently 100% of PP students were placed on ability-appropriate pathways, including A Levels, vocational qualifications and apprenticeships.</p> <p>Aside from the enrolment and traditional feeder colleges e.g. Runshaw, Newman and Preston's College, students have also progressed to Wigan and Leigh College and Myerscough College.</p>	This is an area of strength for the school. PP students are given top priority when supporting them to access the right pathway, with additional meetings with the careers adviser to ensure they are fully equipped to make the best decision.
	SLT Mentoring – Identified pupils based on progress and attitude. Termly calendar of activities.	3 hrs RAC £150 3 hrs SLT £200 Cover £300		
	Inclusion / Alternative provision	Inclusion £1000		
	Enterprise activities: (Community Studies course, apprenticeship fairs, mock interviews)	HOD planning 5 hrs £300 SLT planning 5 hrs £500		
	Monitoring of attendance at Parents' evenings. Attempts made to arrange alternative visits with absent parents.	RAC time – 3 hrs per evening £750		

8. Increased engagement of parents - £1325				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lessons learned
Raised levels of parental support and increased exposure to positive role models	Parents' Information Evenings	Admin support 2 hrs per event £165 RAC 2 hrs per group £200 SAHT 1 hr per term £210	Not all parents' evenings could take place due to covid (3 out of 5). A revision evening was held for parents of Year 11 pupils. This was well attended (over 70 families) including several target PP. Options interviews were held with all Year 9 pupils to discuss GCSE courses. These were well attended by parents / carers, including by a number of our PP families.	We are currently investigating creating a series of online course on various topics, including e-safety, reading, revision; to help us reach a wider audience. Our recent experience with our virtual open evening has proven that online provision is an effective means of reaching a wider audience.
	Parent Council	SAHT time £750	Futures Evening was held online with curriculum leaders answering questions 'live' via email.	

9. Increased involvement of PP pupils in wider opportunities, including extra-curricular activities £11260				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lesson learned
Increased participation in enrichment activities and wider cultural opportunities in order to raise aspirations that are well-informed and realistic, leading to further education and employment	Increase opportunity and participation in school / curriculum	Music Tuition £1260 Resources across all departments £5000	6 PP girls accessing music tuition: Brass: 1 Singing: 2 Keyboard 1	<p>This was a decrease on last year despite being promoted in lessons. A new parentmail/online form approach promoting free tuition for all those currently on FSM and who have been on FSM in the last five years to be trialled to see if intake increases.</p> <p><i>It has been hard to track participation rates in the past outside of sport or trips. In order to better track participation rates a calendar of events is being produced. This will display both the minimum curriculum offer as well as those events outside the curriculum that may then be selective or by choice. The aim is to use this in conjunction with classcharts to track and monitor participation rates over time. There will also be another calendar of events similar to the above but will ensure pupils can access a similar experience in light of covid.</i></p> <p><i>SHE - All PP students in years 7-9 achieved the bronze award and 75%+ achieved the silver. This is</i></p>
	Increase opportunity and participation in school / curriculum related visits and trips for PP pupils	PP Funding for trips £3000	Rewards Year 7 (Non PP in brackets) Bronze: 100% (99%) Silver: 88% (98%) Gold: 36% (76%) Ward: 8% (19%) Year 8 (Non PP in brackets) Bronze: 100% (100%) Silver: 96% (94%) Gold: 61% (53%) Ward: 9% (21%)	
	Track and measure participation rates over time of Disadvantaged students in educational visits and extra-curricular activities, reporting termly to SLT and PP Coordinator.	AAHT planning time £500	Year 9 (Non PP in brackets) Bronze: 100% (99%) Silver: 76% (95%) Gold: 48% (55%) Ward: 5% (5%) We are now using Class Charts to track this data using specified icons: <ul style="list-style-type: none"> • Participation • Future's Tracker • School Trip • Passport • Medal Milestones 	
	Encourage greater participation of Disadvantaged students in educational visits, through the use of agreed School protocols regarding visits e.g. 1. Advertising visits long in advance wherever possible, allowing parents to spread the cost and pay	Staff time - £500 ClassCharts (50% of cost) £1000		

	<p>in installments via ParentPay.</p> <p>Ensuring that the parents of Disadvantaged students are made aware of educational visits, by making phone calls home or personalised mailings</p>			<p><i>a significant increase on previous years due to the introduction of Class Charts. The new behaviour management platform has enabled teachers to directly award medals to students for positive behaviours instead of expecting students to take the initiative and record medals in their planner. Although a generalisation, PP students have a higher propensity to be disorganised or lacking in motivation to collect medals and in previous years PP students could lose motivation if they fell behind their peers. The new Class Charts system has led to an increase in medals awarded to all pupil groups however the increase has been most profound in PP students. In addition, medals continued to be awarded to students throughout the period of lockdown, which would have been more difficult if we had not introduced Class Charts.</i></p>
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10. Transients - £8173				
Desired outcome	Chosen action / approach	Cost	Estimated impact	Lessons learned
Pupil Premium transients to perform in line with other pupils at PGHS	Transient Champion to track and monitor the performance / attendance of transient PP pupils.	AAHT £1910 1 hr per week	<p>Transient PP Attendance: Year 11: 79% (6 students) Year 10: 86% (2 students) Year 9: 88% (1 student) Year 8: N/A Year 7: N/A NB: The Yr11 Transient PP attendance was significantly pulled down by student who became pregnant and gave birth during Year 11, resulting in a 20% attendance rate. Excluding this individual, the cohort average would have been 91.2%</p> <p>Transient 2020 outcomes: P8: 0.57 (All pupils: 0.7) A8: 53.33 (All pupils 56.79) Ebacc: 50% (All pupils 66.2%) % 5+ En Ma: 67% (All pupils 67.5%)</p>	<p><u>Transients: CWO</u></p> <p>Each cohort of transients presents their own issues and flexibility is required to support these students appropriately.</p> <p>Supporting measures such as providing additional resources to close gaps remain in place.</p> <p>Outgoing transient students are an area of concern – information recording home school contact and reasons for leaving are stored securely.</p> <p>Key lesson learnt is to ask difficult questions of parents and gain as much information as possible before offering a place</p>
	<p>Embed Edukey portals to ensure the tracking of transient pupils. Increase positive home and school communication to encourage a growth mindset approach in both pupils and parents. Ensure there is a review with parents (either in person or via phone) after first half term and then termly thereafter.</p> <p>Ensure accurate record keeping of transient pupils and ensure there is an</p>	<p>Edukey cost £1018</p> <p>CPOMS £995</p>	Edukey in place for all transients that we got last year so that all staff can be aware of potential gaps and help them catch up. Reviewed regularly - letters sent home at end of summer term (see attached examples). Where more support is needed, the RAC tends to take over. I've referred some students to Katie for further testing.	

	open and honest transfer of information from a previous school so that we are fully aware of a students' needs (particularly regarding CP/safeguarding)		Ensuring accurate transfer information is difficult, but we have put additional measures in place to ensure schools provide as much accurate information as possible.	
	Identify from department exam reports the measures that worked with PP students and extend these to Transients.	Staff time £250	Best practice to be shared with all teaching staff - CPD session in Autumn Term	
	Continue to run the "closing the gap" programme in the Summer term, using options that students have not elected to follow at GCSE. Ensure that material is delivered from all core subjects.	<p>Staff time – prep and delivery £1000</p> <p>Bedrock Vocab access £1500</p> <p>SAM Learning £1500</p>	<p>All transient pupils reviewed regularly - Group Study in place for the most vulnerable/risk of underachievement - taken out of CS/PE or an option.</p> <p>Impact - encouraging transient students to feel valued/part of the community - this would be evidenced by attendance/participation (participation will be easier to track with classcharts). Gaps are closed - perform in line with peers who have been with us since Year 7; CP issues flagged up immediately and PSPs put in place.</p> <p>Focus on giving transients opportunities such as the speaking and listening session SHE ran at the end of summer term; places on trips; giving them workbooks/revision guides to catch up missed work.</p>	<p>Unfortunately, due to Covid, none of these measures were implemented.</p> <p>SAMlearning remains in place for the future</p>

			Additional access to Bedrock and Samlearning - to close the vocabulary gap and knowledge gaps	
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