

Catch-Up Premium Plan

Penwortham Girls' High School

Summary information					
School	Penwortham Girls' High School				
Academic Year	2020-21	Total Catch-Up Premium	£61840	Number of pupils	774
Guidance					
<p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those that are hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>					
Use of Funds			EEF Recommendations		
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>			<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none">➤ Supporting great teaching➤ Pupil assessment and feedback➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none">➤ One to one and small group tuition➤ Intervention programmes➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none">➤ Supporting parent and carers➤ Access to technology		

➤ Summer support

Identified impact of lockdown

Literacy	<p>All students have had their reading ages assessed during the first half of Autumn Term, with a number within each year achieving scores below expected:</p> <ul style="list-style-type: none">• October - Year 7 100% have completed the test and 20.51% are below their chronological age of 11 years and 2 months• April – Year 7 100% have completed the test:• 54 students (35.06%) are below the average chronological age of the year group - this is a significant increase.• 21 students have a reading age below 9 years and 6 months (this is considered the threshold for functional literacy).• 91 students (59%) demonstrated an increase in their reading age of at least 6 months.• October - Year 8 all but 1 pupil has completed the test and 14.84% are below their chronological age of 12 years and 2 months• April – Year 8 100% have completed the test:• 31 students (20%) are below the average chronological age of the year group - this is a significant increase.• 5 students have a reading age below 9 years and 6 months.• 80 students (51.61%) demonstrated an increase in their reading age of at least 6 months.• October - Year 9 all but 2 pupils have completed the test and 14.93% are below their chronological age of 13 years and 2 months• April – Year 9 all but 3 students (all with persistent long-term absence) have completed the test:• 33 students (21.85%) are below the average chronological age of the year group - this is an increase.• 1 student has a reading age below 9 years and 6 months.• 51 students (33.77%) demonstrated an increase in their reading age of at least 6 months.• October - Year 10 100% have completed the test and 24.36% are below their chronological age of 14 years and 2 months• April – Year 10 100% have completed the test:• 30 students (19.48%) are below the average chronological age of the year group. This is a reduction in the number of students which suggests that teaching staff are taking successful measures to support reading comprehension.• 3 students have a reading age below 9 years and 6 months (this is considered the threshold for functional literacy).• 58 students (37.66%) demonstrated an increase in their reading age of at least 6 months.• Year 11 all but 3 pupils have completed the test and 27.33% are below their chronological age of 15 years and 2 months. Year 11 were not retested in April due to the time pressures of the Centre Assessed Grades process. <p>Inevitably, the gap between those students that read widely and those that don't has widened during lockdown. The bottom 20% of readers have been disproportionately affected. Also, due to the nature of remote learning, essential practising of writing has been affected; especially for the more disadvantaged. Equally, those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>
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	The development of oracy skills have probably been most severely affected, with students not having the regular opportunity to communicate with each other, practise their debating skills, etc.
Numeracy	<p>For a significant number of students, there are significant gaps in maths knowledge and skills, either because they did not fully engage with all remote learning, or because of an inability to grasp complex concepts without direct instruction / intervention from their teachers. Online platforms were used for remote learning such as Maths Watch and Hegarty Maths, students were able to access these when in school or if they had online access at home.</p> <p>Some of our students are struggling with retrieval of basic concepts and writing methods for the four operations of subtraction, addition, multiplication, and division. Limited access to interleaving and retrieval practice through remote teaching created gaps in fluency and automacity of key skills which are routinely practiced when in school.</p> <p>Moving forward the progress of student's numeracy skills will be measured and benchmarked using the NFER standardised tests PTM online. This will inform future strategic implementation and impact.</p>
Curriculum	<p>There are now significant gaps in knowledge and skills across the curriculum for a number of students within each year group. Whole units of work have not been explicitly taught meaning that students are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Practical skills have been particularly affected, with most students not having the resources and facilities to develop and hone critical skills, particularly in subjects such as design technology, music and PE. Students have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p> <p>Addressing these gaps is particularly urgent for our current Year 11 students, who have not been in school for over 4 months of their GCSE courses.</p> <p>During this past year, a significant number of students have been required to self-isolate during periods when the school was open for face-to-face teaching, further widening gaps in knowledge and understanding.</p> <p>Autumn Term (1st September to the winter lockdown):</p> <ul style="list-style-type: none"> • Year 7 – 649 sessions missed due self-isolating: of these 155 resulted from a school contact. 26 pupils have missed 5 days+, 8 pupils 10 days+. • PP – 26 students: 104 sessions missed. 4 PP pupils have missed 5+ days, 2 have missed 10+. • SEND - 3 EHCP, 7 SEN K: 5 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+. • Year 8 - 1322 sessions missed due self-isolating: of these 841 resulted from a school contact. 79 pupils have missed 5 days+, 10 pupils 10 days+. • PP – 23 Students: 156 sessions missed. 12 PP pupils have missed 5+ days, 0 have missed 10+. • SEND - 3 EHCP, 2 SEN K: 63 missed sessions. 3 SEND pupils have missed 5+ days, 0 have missed 10+. • Year 9 - 958 sessions missed due self-isolating: of these 217 resulted from a school contact. 46 pupils have missed 5 days+, 4 pupils 10 days+. • PP – 19 Students: 94 sessions missed. 5 PP pupils have missed 5+ days, 0 have missed 10+. • SEND - 2 EHCP, 0 SEN K: 2 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+. • Year 10 - 601 sessions missed due self-isolating: of these 238 resulted from a school contact. 30 pupils have missed 5 days+, 5 pupils 10 days+.

- PP –19 Students: 98 sessions missed. 3 PP pupils have missed 5+ days, 3 have missed 10+
- SEND - 1 EHCP, 2 SEN K: 10 missed sessions. 1 SEND pupils have missed 5+ days, 0 have missed 10+.
- Year 11 - 1292 sessions missed due self-isolating: of these 1006 resulted from a school contact. 48 pupils have missed 5 days+, 11 pupils 10 days+.
- PP - 16 Students: 153 sessions missed. 4 PP pupils have missed 5+ days, 3 have missed 10+.
- SEND - 4 EHCP, 2 SEN K: 70 missed sessions. 2 SEND pupils have missed 5+ days, 1 have missed 10+.

Summer Term (from the 8th March to Friday 25th June):

- Year 7 – 303 sessions missed due self-isolating: of these 178 resulted from a school contact. 5 pupils have missed 5 days+, 0 pupils 10 days+.
- PP – 23 Students: 72 sessions missed. 3 PP pupils have missed 5+ days, 0 have missed 10+.
- SEND - 3 EHCP, 7 SEN K: 0 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+.
- Year 8 - 570 sessions missed due self-isolating: of these 372 resulted from a school contact. 38 pupils have missed 5 days+, 0 pupils 10 days+.
- PP – 23 Students: 68 sessions missed. 4 PP pupils have missed 5+ days, 0 have missed 10+.
- SEND - 3 EHCP, 2 SEN K: 0 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+.
- Year 9 - 91 sessions missed due self-isolating: of these 0 resulted from a school contact. 3 pupils have missed 5 days+, 0 pupils 10 days+.
- PP – 19 Students: 18 sessions missed. 0 PP pupils have missed 5+ days, 0 have missed 10+.
- SEND - 2 EHCP, 0 SEN K: 0 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+.
- Year 10 – 104 sessions missed due self-isolating: of these 0 resulted from a school contact. 5 pupils have missed 5 days+, 0 pupils 10 days+.
- PP –19 Students: 9 sessions missed. 0 PP pupils have missed 5+ days, 0 have missed 10+
- SEND - 1 EHCP, 2 SEN K: 10 missed sessions. 1 SEND pupils have missed 5+ days, 0 have missed 10+.
- Year 11* - 88 sessions missed due self-isolating: of these 50 resulted from a school contact. 2 pupils have missed 5 days+, 0 pupils 10 days+.
- PP - 16 Students: 7 sessions missed. 0 PP pupils have missed 5+ days, 0 have missed 10+.
- SEND - 4 EHCP, 2 SEN K: 0 missed sessions. 0 SEND pupils have missed 5+ days, 0 have missed 10+.

*Yr11 figures up to Friday 28th May.

Emotional Wellbeing	<p>Inevitably, lockdown has had a detrimental impact on the emotional wellbeing of a number of our students, who now need access to a range of pastoral interventions to rebuild their confidence and self-belief.</p> <p>A very small number of students who did a very limited amount of remote learning have returned to school' disconnected' and are struggling with the enormity of the task ahead of them in terms of catching up on lost learning time and settling into orderly routines.</p> <p>Class Charts Wellbeing Snapshot Data – 26th March 2021 (based on 649 responses):</p>

	<p>50% of students reported feeling happy or very happy 40% reported feeling neutral 10% reported feeling unhappy or very unhappy</p> <p>N.B. Next snapshot survey to take place in July 2021</p>
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Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools) Interventions funded out of Pupil Premium Budget are in BLUE, Interventions funded out of School Budget are in BLACK				
i. Teaching and whole-school strategies				
Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead	Review date?
<u>Supporting great teaching:</u> Where required, subject and lesson level planning will be completed with consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Emphasis will be placed on the teaching of threshold concepts and techniques to support memory and learning (retrieval practice, interleaving, avoidance of cognitive overload, etc).	<p>Additional time for teachers to research and plan. Interim timetable and surplus staffing have ensured additional PPA of at least 100 minutes for every member of staff.</p> <p>Additional purchasing / upgrading of resources to support staff teaching:</p> <ul style="list-style-type: none"> • within the restrictions imposed by social distancing <p>COSTS</p> <p>Staff time – covered by budget</p> <p>Visualisers £1015.50</p> <p>Replacement of 4 SMART IWBs. £9100</p> <p>Hand Chimes £770</p> <p>Adobe Creative Suite £1478.40</p> <p>Physics Equipment £2196.30</p> <p>Life Skills Textbooks £1504.95</p> <p>Embroidery software £379</p>	<p>Pupil voice survey completed in December 2020 after a term of face-to-face teaching:</p> <ul style="list-style-type: none"> - 'My lessons are well planned' (3.42), & 'I know how to improve' (3.22) received gold rating; - 'I am making good progress' (3.11) gained a good rating. <p>Home Learning Survey (End of Winter Lockdown) – March 2021:</p> <ul style="list-style-type: none"> - Over 85% felt that their children continued to make steady progress during the remote learning period. <p>2021 TAGs resulted in:</p> <ul style="list-style-type: none"> - Average Attainment 8: 59.03 - 92% achieved a 9-4 in both English and Maths, - 78% achieved a 9-5 in both English and Maths - 76 students achieve the Ebacc (strong pass). 	Core SLT	Final Review Autumn Term2021
<u>Teaching assessment and feedback</u> Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of	Regular opportunities built into lessons and homework to establish gaps in learning – low stakes testing, mastery techniques, etc.	Cohort of 2021 achieved Attainment 8 score of 59.03	ESW	Autumn '21

<p>learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p>Teachers approached revision support sessions to target the needs of disadvantaged pupils primarily and gaps in learning across the cohort.</p> <p>COSTS</p> <p>Staff time – covered by budget</p>	<p>which is in line with the historic performance of the school. This provides solid evidence that teacher assessment and feedback enables students at the school to achieve outcomes in line with previous cohort.</p>		
<p><u>Support remote learning</u></p> <p>Teachers will be supported, both through training and the purchase of relevant software and hardware to ensure effective remote learning for students absent from school due to the need to self-isolate.</p> <p>Technology will also be used to enable self-isolating staff to deliver key content to their classes from home when absent from work.</p>	<p>CPD provision:</p> <p>Sessions to be delivered on how best to utilise Smart and Office 365 packages when delivering remote sessions. Training to include specific training on Teams, SharePoint, Nearpod and Forms. Best practice to be shared via CPD sessions and Teaching and Learning Newsletter.</p> <p>Office365Teams platform made e-secure and CPD delivered to a cross section of staff on use of Teams. Further training will be provided by Edtech who are supporting school nationally with using technology for blended learning.</p> <p>A range of software packages are in place to enhance our remote learning experience, including: Nearpod, GCSE pod, Bedrock, Educake, Language nut, Maths Watch and Method Maths,</p> <p>Where necessary, staff to be provided with iPads, laptops and PCs to enable delivery of content from home.</p> <p>Improvements to be made to our remote desktop system to enable easy access to school network resources from home for home-based students.</p> <p>COSTS</p>	<p>Year 11 Pupil survey (Dec 2020) asked students who had been required to complete periods of self-isolation about their remote learning experience:</p> <ul style="list-style-type: none"> - 88% stated that the work was accessible; - 76% felt that they had made satisfactory progress; & - 82% felt the work set had been appropriate. <p>Majority of lessons delivered 'live' during the Winter Lockdown.</p> <p>Home Learning Survey (End of Winter Lockdown) – March 2021:</p> <ul style="list-style-type: none"> - Over 90% of parents felt the work set was: appropriately challenging, engaging, accessible. - Over 85% felt that their children continued to make steady progress during the remote learning period. <p>Remote desktop successful for staff and students to facilitate home working when needed.</p>	<p>BWA, SBE, SHA</p> <p>SHA</p> <p>SBE / SHA</p> <p>Core SLT</p> <p>SME, MOW.</p>	<p>Autumn '21</p> <p>Autumn '21</p> <p>Feb '21</p> <p>Autumn '21</p> <p>Autumn '21</p>

	<p>Staff CPD time – covered by budget</p> <p>Office 365 project – funded by DfE grant</p> <p>Office 365 training – delivered by Tablet Academy</p> <p>NearPod £700</p> <p>GCSE Pod £1800</p> <p>Bedrock £3978</p> <p>MathsWatch £450</p> <p>MethodMaths £500</p> <p>IT equipment – additional server memory £1269.12</p> <p>IT improvements – covered by staffing budget</p>				
<u>Transition support (KS2-3) ACA</u>	<p>Pupils will feel they have had a positive transition to PGHS with the vast majority agreeing that they have: settled well, made friends and are happy here.</p> <p>Ensure all pupils have the opportunity to mix with a wider range of students.</p> <p>Vulnerable pupil groups and those identified who have found it hard to settle will access a programme of support to ensure they have the ability to make solid friendships.</p> <p>Rebrand the Primary Liaison programme to allow Primary School Years 4-6 to build longer term relationships with departments in school and therefore provide pupils with a gradual introduction into Secondary School life.</p>	<p>Y7 Pupil and Parent Surveys completed to ascertain their viewpoints on the transition process. Report produced following this will inform future actions.</p> <p>Face to face transition visits to take place for all 2021 new entrants. Risk Assessment in place so that these can be carried out safely.</p> <p>Summer School experience provided for all new entrants to promote a positive transition to secondary school.</p> <p>Year 7 Forms to be restructured after February half term to allow pupils to meet a greater variety of students.</p> <p>Y7 Forms to be restructured again for Sept 21 to ensure balanced forms are created.</p> <p>Pupils identified by Form Tutors and RAC to access small intervention groups for 'Circle time' intervention.</p> <p>Departments work with Primary colleagues to provide a bespoke series of sessions provided both remotely and face-to-face.</p> <p>COSTS Staff time – covered by budget</p>	<p>Pupil Survey conducted with 92% stating they had settled well into PGHS.</p> <p>ACA visited all Primary Schools and collected transition data.</p> <p>5-day summer school hosted from 23rd to 27th August. Attended by 141 students (87% of the invited cohort).</p> <p>Students retruned after the second lockdown and were placed in broad ability bands.</p> <p>Forms were restructured successfully.</p> <p>This was started but due to staffing only a couple of sessions took place.</p> <p>This was planned but did not go ahead. Plans in place for a January 2022 start.</p>	<p>ACA</p> <p>ACA</p> <p>BWA/ACA</p> <p>ACA</p> <p>ACA</p> <p>ACA / KMC</p> <p>ACA</p>	<p>Feb '21</p> <p>June '21</p> <p>Aug '21</p> <p>Feb '21</p> <p>June '21</p> <p>Feb '21</p> <p>Feb '21</p>

	Summer School – separate budget			
		Total budgeted cost	£25,141.27	

ii. Targeted approaches:				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>KS3 Literacy</u> Identified students will have significantly increased rates of reading. They will be able to comprehend reading better as a result of being able to read at pace without spending their working memory decoding. They will be confident readers and dips in reading attainment will be negated. Identified students will make good progress towards their expected writing age (as measured by NO more marking project). Good progress will be made towards expected spelling age (as measured by Parallel Spelling Test).	<p>COVID-Response Reading Intervention: Year 7 (22 students). 1 hour per week using Rapid Plus.</p> <p>Accelerated Learning (Post COVID) Years 7-9 Step UP units Silver / Gold 1/ Gold 2 + Bedrock.</p> <p>Breakfast Club (Post COVID) Years 7-9. Intensive reading strategy provided by Curriculum Leader for English</p> <p>SEND: 1:1 / small groups withdrawal. IDL used to monitor progress.</p> <p>NGRT Reading Tests used to monitor impact of all communication strategies as well as No More Marking</p> <p>COSTS Staff time for AL, Breakfast Club and SEND – covered by budget Rapid Plus £493 Intervention staffing £704.27 Accelerated Reader £1600 Bedrock – see above IDL £199 NGRT Reading Tests £4813</p>	Average reading ages by year group have increased as follows from testing in May to follow up testing in September: Year 8 12.76 to 13.25 Year 9 13.25 to 14.58 Year 10 15.63 to 16.02 Year 11 15.66 to 15.97 All groups demonstrated a larger increase than the 3 to 4 months increase in their chronological age. In addition, the numbers of students who have been identified as below functional literacy (9.10 reading age) are as follows; Year 8 21 students (May Yr 7) to 9 students (Sept of Yr 8) Year 9 10 students (May Yr 8) to 1 student (Sept of Yr 9) Year 10 1 students (May Yr 9) to 2 students (Sept of Yr 10) Year 11 5 students (May Yr 10) to 4 students (Sept of Yr 11) The no more marking project provide a writing age. The	CWO/ RHO	Feb '21 Final review: Autumn '21

	<p>No More Marking £1245 Oracy Stage 1 programme £3000</p>	<p>maximum writing age it can generate is 14.1. Yr 8 actual av. Chr. Age = 12.48 Yr 8 wr age (non PP) = 12.76 Yr 8 wr age (PP) = 12.07</p> <p>Yr 9 actual av. Chr age = 13.53 Yr 9 wr. Age (non PP) = 13.64 Yr 9 wr age (PP) = 13.64</p> <p>Yr 10 did not participate in the project</p> <p>At Ks4, no more marking measure students using grades. In September 2021:</p> <p>(37.4%) 58 maintained or improved their grade compared to previous tasks.</p> <p>(23.9%) 37 dropped 1 grade</p> <p>(26.5%) 41 dropped 2 or more grades</p> <p>(12.3%) 19 no comparable data (abs during summer term 21)</p>		
<u>KS3 Numeracy</u>	<p>Improved retrieval of basic number concepts. Improvement in standard written methods for all four operations (addition; subtraction; multiplication; division).</p>	<p>Purchase of Hegarty Maths to support remote learning during lockdown.</p> <p>Purchase of KS3 textbooks</p> <p>Accelerated Learning (post COVID) Years 7-9 for pupils working below KS2 Year 3</p> <p>AQA Entry Level Components 1-8 (Maths)</p> <p>COSTS</p> <p>Staff time for AL – covered by budget</p> <p>AQA Entry Level – covered by budget</p> <p>Hegarty Maths - £1700</p> <p>Textbooks - £1449.95</p>	<p>Quality provision to pupils to access online explanations and quizzes. Platform used to track and inform planning on return to school.</p> <p>Textbooks allowed pupils to practice independently and consolidate work, developing proficiency of key skills.</p>	<p>ESW/ CWO</p> <p>Feb '21 Final review Autumn '21</p>

<u>KS4 Literacy</u>	<p>Identified students will make good progress towards their GCSE targets for both English Language and English Literature.</p> <p>English Study Plus / Menglish (instead of 1 option subject) Functional Skills Level 1 & 2 / Bedrock</p> <p>COSTS Staff time for Study Plus and Menglish– covered by budget Functional Skills entries £1000 Bedrock – see above</p>	<p>32 students entered for Level 1 FS. 31 students achieved L1 and are entered for L2 in Nov 21 1 student passed 2/3 of the elements and therefore failed. She is re-entered for L1 in Nov 21</p>	CWO	Feb '21 Final review: Autumn '21
<u>KS4 Numeracy</u>	<p>Identified students will make good progress towards their GCSE targets for both English Language and English Literature.</p> <p>Maths Study Plus / Menglish (instead of 1 option subject) Mastery units and Entry Level for least able (working below GCSE Grade 3)</p> <p>Purchase of Hegarty Maths to support remote learning during lockdown.</p> <p>COSTS Staff time for Study Plus and Menglish – covered by budget Mastery units – covered by budget AQA Entry Level – covered by budget Hegarty Maths – see above</p>	<p>1 entry for Entry Level numeracy Level 2 at end of Y10. Level 3 at end of Y11</p> <p>3 of the least able students in Y11 to be entered for Numeracy Entry Level Certificate. Accredited June 2022. Portfolio to be created 2021-2022.</p> <p>2 of the least able in current Y10 monitored for potential entry for 2022-2023</p>	ESW	Feb '21 Final review: Autumn '21
<u>Curriculum-based Intervention: Key Stage 4 (Year 11 initially)</u>	<p>Tier 1 Intervention Usual PGHS offer: Revision sessions; targeted small groups support, etc.</p> <p>Tier 2 Intervention Targeted intervention programme of 6 hours for maximum of 3 students (1:1 for certain SEND / disadvantaged students)</p> <p>School Holiday Catch-Up Programme</p> <ul style="list-style-type: none"> • February half-term: Catch-up programmes for GCSE subjects with practical component • Easter: Subject-based intervention. All subjects 	<p>Attainment 8 score = 59.03 (SISRA national figure = 51.1)</p> <p>Grade 5 + En and Ma = 77.8% (SISRA national figure = 51.7%)</p> <p>These headline figures are significantly higher than national.</p> <p>2021 TAGs resulted in:</p> <ul style="list-style-type: none"> - Average Attainment 8: 59.03 	KPO/ SHA/ JRA	Feb'21 Final Review: Autumn '21

<p>Disadvantaged students to achieve:</p> <ul style="list-style-type: none"> • top quartile for progress made by disadvantaged students in other school. • National average for attainment for all students • National average English and maths 5+ scores for similar schools (lack of national comparison data) 	<ul style="list-style-type: none"> • May Half Term: Subject-based intervention. All subjects. <p>Curriculum offer</p> <p>Reduction in number of option subjects taken by identified students (KS4 currently study 4 options plus Core Subjects). Withdrawals to be approved by KPO. Additional time gained by students used for targeted intervention / supervision of remote learning (Possible link to NTP below).</p> <p>National Tutoring Programme</p> <p>Most targeted intervention will be covered by internal Tier 2 approach (as above). However, we will use the NTP to provide remote learning for a small number of students currently unable to access school for medical reasons. A combination of face-to-face / remote learning from NTP may also be used to support students with a reduced curriculum offer during their private study sessions.</p> <p>Academic mentoring</p> <p>Academic mentors Disadvantaged Students and students on the 'Red List'. The latter have been identified following the completion of 'Progress Checks' in October 2020.</p> <p>Revision Materials</p> <p>Year 11 Revision materials subsidised or provided free of charge for disadvantaged students.</p> <p>COSTS</p> <p>Tier 1 intervention – covered by budget Catch Up Easter hols – paid @ £25 per hour. Costs £2237.50 Catch up May & August - £450 Curriculum offer – staffing covered by budget Curriculum offer – NTP 25% costs tbc Academic Mentoring – staffing covered by budget Revision Materials - £1232.55</p>	<ul style="list-style-type: none"> - 92% achieved a 9-4 in both English and Maths, - 78% achieved a 9-5 in both English and Maths - 76 students achieve the Ebacc (strong pass). <p>Catch up sessions delivered by Drama, Technology, Art & Design, Food, BTEC CMP, BTEC H&S.</p> <p><u>Disadvantaged students</u></p> <p>Due to a lack of national data comparisons have been made using FFT Aspire where available.</p> <p>Attainment 8 PP = 37.14 Grade 5+ En and Ma PP = 21.4% Grade 4+ En and Ma PP = 57.1% (+3% on national FFT Aspire figures)</p>	
Total budgeted cost			£20,124.27

iii. Wider Strategies				
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<u>Attendance</u> Attendance continues to be above national expectations for all students, and disadvantaged students at least in line with national. Reduce overall PA when compared with last year, and reduce PA gap between PP and non-PP students by 10%	AIW to trial a range of strategies aimed at improving attendance of targeted students. To include the use of a new monitoring system and video conferencing to support both the reintegration of students back into school and home learning for those currently unable to attend. COSTS Additional hours for AIW (costs shared by PP £1020.79) 75% of cost = £3062.36	Average weekly in-school attendance during school open periods at PGHS was 91.3%; the equivalent national figure was 85%. Meaning that our attendance was typically 6% above the national average. The attendance PP gap for the academic year was 4.6% during the Autumn term, and 4.3% following the Winter Lockdown. These figures are again favourable compared to national trends.	BWA	Feb '21 Final Review: Autumn '21
<u>Pastoral Mentoring</u> “Build confidence, develop resilience and rise aspirations” (EEF) which, in turn, leads to improved academic outcomes. Students have access to a professionally trained counsellor who can support them to improve their emotional health and wellbeing, enabling them to be better, more resilient learners. Students have access to a team of staff who have completed Mental Health First Aider training, thereby supporting them with their emotional health and wellbeing and building their resilience.	One-to-one sessions will focus on three key areas: attendance; homework and revision. Hire a professional counsellor via <i>Key Counselling</i> on a 1 day per week, 1-year contract. Make referrals to the team of 6 Mental Health First Aiders, providing them with dedicated time to complete this work. COSTS Counselling 1.5 days per week £11880 MHFA time – teachers covered by staffing budget MHFA 3 – 7 hrs pwk (Cover Sup) - £2810.64	2021 TAGs resulted in: - Average Attainment 8: 59.03 - 92% achieved a 9-4 in both English and Maths, - 78% achieved a 9-5 in both English and Maths - 76 students achieve the Ebacc (strong pass). MHFA saw 26 students in school on an average of 9 occasions during 2020-21. School Counsellor (<i>Key Counselling</i>) saw 17 students between February and July 2021, on an average of 6 occasions.	JRA / SIB	Feb '21 Final review: Autumn '21

<p><u>Supporting parents and carers</u></p> <p>Parents and carers have regular face-to-face contact with teaching and support staff, enabling them to help their daughter to make better progress.</p> <p>Parents and carers are provided with the knowledge and training that enables them to understand and be able to effectively support their daughter's learning.</p>	<p>Utilise a software platform e.g. <i>SchoolCloud</i>, that enables staff to talk directly to parents, via virtual means.</p> <p>Curriculum evening information was provided on the school website to equip parents and carers with valuable information regarding GCSE targets, revision techniques and school support in Yrs 10 & 11.</p> <p>A series of online resources e.g. training videos and other resources are available on the Parents section of the school website.</p> <p>COSTS</p> <p>School Cloud £450 Webcams £223.36 Headsets £179.04</p> <p>Online resources – covered by budget</p>	<p>5 x Parents Evenings were delivered virtually during 2020-21 (average attendance rate of 91%)</p> <p>Futures Evening delivered virtually in March 2021 (93% attendance rate).</p> <p>A range of resources have been uploaded to the school website and shared via the school newsletter during 2020-21, covering online safety, revision strategies, literacy and numeracy support, careers.</p>	JRA	Feb '21
<p><u>Access to technology</u></p> <p>During self-isolation students have the resources to access remote learning immediately. Through regular contact with teaching staff and teaching assistants, they are able to access all learning with confidence.</p> <p>Teachers have the necessary resources and appropriate training to deliver remote learning effectively and immediately, when required. Teachers facilitate effective home-learning with increased capacity to share resources and communicate learning to students.</p>	<p>Assign teaching staff and TAs to liaise with individual students who are having to self-isolate for extended periods of time.</p> <p>Bluetooth headsets purchased for teaching staff so that students self-isolating can access lessons in 'real time'.</p> <p>iPads and PCs loaned to both students and staff in need of technology.</p>	<p>During the winter lockdown, the majority of lessons were delivered 'live' via TEAMs or Zoom. Teachers also utilised other software and platforms, including Forms quizzes and Nearpod interactive presentations.</p> <p>Home Learning Survey (End of Winter Lockdown) – March 2021: only 5 of the 402 parents who responded identified access to ICT as a significant issue.</p> <p>Best practice was shared with a 'Remote Learning Top Tips' page on the CPD Hub. This proved incredibly popular with staff with over 1000 visit during the winter lockdown!</p>	BWA	Feb '21

	<p>COSTS Staff time covered by staffing budget Bluetooth headsets - £735.15 Loan of PCs/iPads - nil</p>			
<u>Summer Support - Year 6 Transition Summer School</u> Students have access to an engaging week of enrichment activities, designed to build ambition and curiosity. Students participate in activities designed to maximise participation and social mixing, helping to establish positive relations with both peers and staff prior to starting at PGHS. Teachers have access to up-to-date assessment data, allowing the immediate setting of students in core subjects and the effective application of adaptive teaching techniques.	<p>5-day summer school, the week before Autumn term begins.</p> <p>Summer school to provide a mixture of academic support and extra-curriculum opportunities. Activities will have a Japan / Olympics theme.</p> <p>Summer to be staff internally.</p> <p>COSTS - Funded by Summer School Grant</p> <p>Staffing: £14645.52 Premises: £3094.85 Catering: £3112 Resources: £13593.53 NB: DfE ring-fenced funding provided.</p>	<p>5-day summer school hosted from 23rd to 27th August.</p> <p>Attended by 141 students (87% of the invited cohort).</p> <p>98% of attendees rates the Summer School as either good or great, with an impressive 80% selecting great!</p> <p>All 135 pupils surveyed said they would recommend the Summer School to a friend.</p> <p>74% of respondents stated that they expected to make a good start at PGHS, with over 90% stating that the Summer School had made the transition easier.</p>	BWA	Sept' 21
			Total budgeted cost	£54,807.24
	Note: Does not yet include NTP cost	Cost paid through COVID Catch-Up	£53,929.09	
		Cost paid through Pupil Premium budget	£4,998.79	
	Note: Staffing time not calculated as individual cost as covered by budget	Cost paid through school budget	£6,699	
		Cost funded by Summer School Grant	£34,445.90	
		Total	£100,072.78	

2021/22 - ACTION PLAN FOR REMAINING CATCH UP FUNDING

BALANCE OF GRANT: £7910.91

iv. Wider Strategies

Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead	Review date?
<p><u>Attendance</u></p> <p>Attendance continues to be above national expectations for all students, and disadvantaged students at least in line with national.</p> <p>Reduce overall PA when compared with last year, and reduce PA gap between PP and non-PP students by 10%</p>	<ol style="list-style-type: none"> 1. Increased monitoring of attendance to identify genuine, non-covid, absence. Monitoring to include a wide matrix of triggers, including %, number of broken weeks, duration of absences. 2. Increased communication with all parents, constantly promoting high attendance. 3. iAttend scheme to recognise perfect attendance (no absence or lates). For each perfect week, students receive a voucher. Vouchers can be exchanged for benefits: <ul style="list-style-type: none"> ➤ special events (e.g. school cinema) ➤ discount on trips ➤ purchase of school branded stationary ➤ purchase of special items (e.g. ice cream van at sports day). ➤ discounts for Yr11 Leaver books, hoodies, prom. 4. Introduction of Attendance Partners - Senior and Pastoral Leaders to: <ul style="list-style-type: none"> ➤ Work intensively with extreme PA students ➤ Establish regular communication with home (often hard to reach parents) ➤ Agree and implement valid interventions, e.g. support catching-up with missed work and apply for help from external agencies if needed. 5. AIW procedures to be reviewed, to increase home visits and welfare checks for PAs. 6. AIW documentation to be revised to ensure appropriate evidence for sanctions if needed. <p><u>COSTS</u> £4000</p>		BWA	Jan / April / July 2022

Pastoral Mentoring	<p>Appointment of a Family & Student Support Manager</p> <p>COSTS</p> <p>Approx £35k per annum - funded by school budget £3910.91 contribution to Year 1 costs.</p> <p>Students have access to a professionally trained counsellor who can support them to improve their emotional health and wellbeing, enabling them to be better, more resilient learners.</p> <p>Students have access to a team of staff who have completed Mental Health First Aider training, thereby supporting them with their emotional health and wellbeing and building their resilience.</p>		Core SLT	April / July '22
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