

Pupil Premium Expenditure Review 2019 – 2020 (Not current)

Desired Outcomes A - Literacy	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Cost 2019 -2020
Improved literacy skills for Y7 & Y8 students including those eligible for PP	Y7 & Y8 students to access the 'Accelerated Reading Scheme' through designated English lessons to improve reading skills allowing greater access to the curriculum.	The AR programme was affected by Lockdown 1 and impact was limited. AR testing for Sept 2020 analysis of Y8 scores indicated approx. 10% negative gap between PP and Non PP.	The Accelerated Reading Scheme will be continued in Years 7 & 8, however, we have made changes to increase effectiveness. This will be led by the Study Centre and Literacy Coordinator and the Head of English.	£8,638
Improved literacy skills for Y8 students including those eligible for PP.	Y8 students to access the PIXL code phonics course throughout the year to improve reading skills allowing greater access to the curriculum	The PIXL Code programme was affected by Lockdown 1 and impact was limited as students were about to start their courses when school was disrupted.	The PIXL Code programme will continue to target students below the media functional reading age of 9.6. Both Y7 and Y8 students will access the programme if required including students eligible for Pupil Premium.	£2,728
Improved levels of literacy and numeracy for students in Year 11 who are eligible for PP to facilitate progress in English and mathematics in line with their peers. Y 9/10 students involved in programme from Spring/Summer term to make increased progress	2:1 Tutor Programme involving tuition in English and Mathematics. Academic mentoring within sessions to support all subjects. Y 9/10 involvement in the Summer Term	The tutor programme was affected by Lockdown 1. Early results from the 2:1 tutor system were very encouraging in terms of Literacy, Skills for Learning measures and in terms of positive outcomes in English and mathematics for many students. Progress feedback from tutors was positive. GCSE progress in English and Maths based on CAGs still indicates a gap between PP and Non PP students but this has narrowed.	Following disruption to the curriculum in 2020, we have decided to continue with small group tuition in 2020-2021 for KS3 to 'catch up' students in Maths and English. Tuition for Y10/Y11 students will be in Core PE time so students do not lose further curriculum time required for GCSE/Vocational courses.	£11,965
Improved levels of literacy for Y7 to Y11 incl students eligible for PP. Students who are eligible for PP make progress in English in line with their peers	Small-group intervention in English following class teacher input.	The intervention programme was affected by Lockdown 1. However, this was delivered alongside lessons in the Autumn term with small groups withdrawn from English lessons following initial class teacher input to work with the English intervention tutor. Frequent assessments of student progress were used to inform tracking. Results of	Following disruption to the curriculum in 2020, we will continue with small group tuition in 2020 - 2021 following initial class teacher input as feedback from students and staff was very positive.	£17,293

		these students compared positively with their peers.		
				Total: £40,624.00

Desired Outcomes	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Cost 2019 -2020
B - Numeracy				
Improved levels of numeracy for Y8 -11 students and those eligible for PP	TA deployment in targeted maths lessons to support students most in need of numeracy support and intervention.	Increased staffing allowed for small group interventions, some 1:1 teaching and in-class, whole group support. A particular focus on Y10 supports increased interventions in preparation for GCSE. Once again, this programme was affected by lockdown 1.	TAs will continue to be deployed within key classes in Maths.	£22,107
Y8 and Y11 students in Maths including students eligible for PP make improved progress in Maths.	Additional teaching groups in Maths in Y8 and Y11 to reduce class sizes	An increased number of classes allowed for smaller class sizes offering greater individual and targeted support. Once again, curriculum time was affected by lockdown 1.	We intend to maintain additional groups in Y8 and Y11 to support accelerated progress and a more personalised Maths curriculum. Y8 and Y11 will have been affected by loss of key curriculum time in 2020 so this intervention is needed to support their learning.	£6,603
Improved levels of literacy and numeracy for students in Year 11 who are eligible for PP to facilitate progress in English and mathematics in line with their peers. Y 9/10 students involved in 2:1 tutors programme from Spring/Summer term to make increased progress	2:1 Y11 Tutor Programme involving tuition in English and Mathematics. Academic mentoring within sessions to support all subjects.Y 9/10 involvement in the Summer Term	The tutor programme was affected by Lockdown 1. Early results from the 2:1 tutor system were very encouraging in terms of Literacy, Skills for Learning measures and in terms of positive outcomes in English and mathematics for many students. Progress feedback from tutors was positive. GCSE progress in English and Maths based on CAGs still indicates a gap between PP and Non PP students but this has narrowed.	Following disruption to the curriculum in 2020, we have decided to continue with small group tuition in 2020-2021 for KS3 to 'catch up' students in Maths and English. Tuition for Y10/Y11 students will be in Core PE time so students do not lose further curriculum time required for GCSE/Vocational courses.	See costings in Literacy section A
Improved numeracy for Maths students eligible for PP	Peer tutoring programme involving 'Most able' students in Maths paired with students in lower years. The tutoring will be: Y7s paired with Y9 students, Y8 with Y10, Y19 with Y11	This programme was affected by lockdown; it was due to start in Jan 2020 but then delayed.	This programme will not continue in 2020-2021 due to the increased PSHE focus in tutor time.	Early set up costs

	and some Y10 with Y11. The programme will target basic maths and be measured through the use of baseline testing at key intervals.			
Improved levels of numeracy for Y7 to Y11 incl students eligible for PP/ Students who are eligible for PP make progress in mathematics in line with their peers	Small-group intervention in Mathematics sometimes during lessons to target individual needs.	The Maths intervention programme was affected by Lockdown 1. However, this was delivered alongside lessons in the Autumn term with small groups withdrawn from Maths lessons following initial class teacher input to work with the Maths intervention tutor.	Following disruption to the curriculum in 2020, we will continue with small group tuition in 2020 - 2021 following initial class teacher input as feedback from students and staff was very positive.	£18,648
				Total: £47,358.00

Desired Outcomes	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Costings 2019 - 2020
C - Aspiration				
Increased engagement, progress and attainment of students including those eligible for PP	Staff CPD focus on 'Supporting the Implementation of the Knowledge Curriculum' by Alan Jervis Staff CPD on Rosenshine's Principles of Instruction	This CPD was well -received by staff and recall /retrieval techniques were implemented in all lessons to support knowledge recall.	The CPD programme for staff will continue to support Rosenshine's Principles of Instruction but there will also be staff training on a new behaviour management system aimed at creating a positive, restorative approach to behaviour in school.	CPD budget
Students in Year 11 who are eligible for PP are fully and equally prepared for the GCSE/KS4 exams	One-day Revision Conference for Year 11 students to be delivered by Elevate Education and experienced teaching staff. Focus: aspects of revision and examination preparation.	As in previous years there was excellent engagement by students in the conference exploring a variety of revision methods throughout the day. The Elevate team were efficient and dynamic and gave the students lots of ideas for a study programme which was supported by our 'in house' programme. Timetabling the conference earlier was beneficial and students made greater progress this year from 2018.	Following disruption to the curriculum in 2020, we intend to deliver this revision programme through tutor time sessions prior to internal exams and the final KS4 exams. The revision techniques programme will also be widened.	£1,341.10

Raising aspiration and motivation for boys in Y11(Incl key PP students)	Workshop led by the Elevate team for 30 boys in Y11 in November 2019	As in 2017-2018, students responded positively to this workshop and felt a greater sense of purpose towards their exams having reviewed aims and goals.	Following disruption to the curriculum in 2020, we have decided not to run this workshop in 2020 – 2021 to avoid missed curriculum time for Y11.	£237
Raising aspiration and motivation in Y9 and 10 disadvantaged students enabling increased levels of participation and progress in school	Participation in the National Enterprise Challenge with Y9 and 10 disadvantaged students	This programme through Harper Adams University was affected by lockdown 1 and only the initial parts of the programme took place involving a small group of Y10 students.	Following disruption to the curriculum in 2020, we have decided not to run this programme in 2020 – 2021 to avoid missed curriculum time for students.	£570
Encouraging students eligible for PP to engage in the student leadership roles within the school to promote pride and ownership	Opportunities for student leadership roles through Y11 Prefects, Peer Mentoring, Student Council, Sports Leaders etc	Several aspects of leadership roles were affected by lockdown such as the promotion of prefects and prefect training and the sports leaders events normally held in the summer term.	Teachers, tutors, pastoral staff will continue to actively encourage students to engage with leadership roles. Engagement will be monitored by HOY/AHOY.	Staff time
Raising aspiration and motivation for KS3, PP students enabling increased levels of participation and progress.	Use of the KS3 'Buzz Board' in the staff room to celebrate students' achievements and wider interests allowing staff to build improved relationships and increased engagement in lessons	The use of this board was affected by the lockdown in 2020 and less use of the staff room. However, several staff said that the information here allowed positive conversations with their students which helped to improve relationships and engagement.	The use of the buzz board will be reviewed as less staff use the main staff room during the day.	Admin costs / time
Raising aspiration through recognition of Y11 progress incl students eligible for PP	Use of a Progress board in the Goodere corridor to celebrate top 10 girls and boys P8 progress in Y11	Although this board has been affected by the lockdown and decisions to award CAGs, students are proud of being recognised for their progress on this board.	We intend to continue with the recognition of students for their progress.	Admin costs / time
Raising aspiration and understanding for future success through the Careers programme	All students able to access careers programme. Y11 students eligible for PP interviewed at the start of Y11 with individual plans and re-interviewed later in the year.	The Careers programme 2019-2020 was affected by lockdown and careers interviews and guidance were delivered remotely from March 2020. All PP students received early interviews (2019) and supported effectively in their applications for Sixth Form, college and apprenticeships .	We intend to increase the profile of Careers with greater emphasis on specific employment routes delivered through the School of Character programme for all years; we will continue the post 16 Careers Information and Guidance morning for Y11. Individual interviews will be arranged throughout 2020-2021 and individual plans completed. Remote	£759.51

			assemblies will still be used to deliver information throughout the year.	
				Total: £2,907.61

Desired Outcomes	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Costings 2019 - 2020
D - Behaviour				
Behaviour is improved so that students can make improved academic progress	<p>The school's Behaviour Response System is followed for all Pupil Premium eligible students. This ensures that they know exactly what consequences follow for misbehaviour and can see that it is fair.</p> <p>Students are mentored by their tutors when they have received detentions, thus providing the opportunity for Pupil Premium eligible students to receive personalised support and to agree strategies to manage potential misbehaviour.</p> <p>Pastoral Support Managers and Youth Worker to provide bespoke counselling and mentoring for Pupil Premium eligible students who are struggling to manage their behaviour. Counselling through agencies also accessed for targeted individuals.</p> <p>All exclusions result in a reintegration meeting followed by a bespoke one to one reintegration session for students to work with a</p>	In the school reporting system, 'Attitudes to Learning' and 'Attitudes to Behaviour' for PP students in all year groups and subjects were 'good' to 'outstanding' overall in the first report session. Any concerns/improvement grades were minimal and triggered interventions.	<p>We intend to implement a Restorative Behaviour system with emphasis on positive relationships, reinforcement of school routines and expected behaviours. This will be supported by staff training.</p> <p>Newly appointed Behaviour Managers will lead small group workshops to encourage positive engagement with learning. The Behaviour Managers will also support positive behaviour throughout the day.</p> <p>There will be an increased focus on counselling to support student mental health with a dedicated counselling room.</p> <p>The reorganisation of offices will allow key pastoral and Inclusion staff to work more closely and efficiently.</p>	Personnel costs £39,675

	member of pastoral staff to focus on modifying behaviour and addressing their key trigger issues if appropriate.			
				Total: £39,675.00

Desired Outcomes	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Costings 2019 - 2020						
E - Attendance										
Improved attendance rates	<p>Tutor time withdrawals for Pupil Premium eligible students to discuss attendance, address worries, provide support and set targets. All students who attend and engage receive house points.</p> <p>Structured interventions planned for when attendance dips to key levels – At 95%, 92%, 90% or below. Series of interventions including phone calls, meetings and targets, ultimately leading to prosecutions if necessary.</p> <p>ACE team meetings with students to discuss attendance targets</p> <p>Rewards: reward points, postcards, phonecalls, texts etc will be given to all Pupil Premium eligible students whose attendance improves.</p> <p>Positive attendance rewards will be given to students who engage with improved attendance/behaviours</p>	<table border="1"> <thead> <tr> <th>3rd Sept, 2019 – 9th March, 2020</th> <th>Equivalent period 3/9/18 – 8/3/19</th> </tr> </thead> <tbody> <tr> <td>All - 93.3%</td> <td>All - 95.2%</td> </tr> <tr> <td>PP - 88.16%</td> <td>PP - 93.17%</td> </tr> </tbody> </table> <p>Attendance severely impacted by Covid 19 isolations.</p> <p>House celebrations assemblies and brunches took place over the year with students recognised for excellent attendance. The annual presentation evening rewarded all students with 100% attendance from 2017-2018.</p> <p>Students were also rewarded with hot chocolate drinks, slushes, free lunches and early lunch vouchers etc which were well received by students.</p>	3 rd Sept, 2019 – 9 th March, 2020	Equivalent period 3/9/18 – 8/3/19	All - 93.3%	All - 95.2%	PP - 88.16%	PP - 93.17%	<p>The attendance policy will continue led by the DHT and pastoral teams.</p> <p>WAS will continue to be utilised by the school to support persistent non-attendance.</p> <p>A student support manager will continue to meet regularly with all HOY and AHT PP to discuss student attendance and concerns.</p> <p>Positive initiatives will continue such as an increased focus on Celebration brunches particularly in KS3 to reinforce positive associations with school.</p> <p>The School's presentation Evening rewards 100% attendance in all year groups.</p>	Personnel costs £22,350
3 rd Sept, 2019 – 9 th March, 2020	Equivalent period 3/9/18 – 8/3/19									
All - 93.3%	All - 95.2%									
PP - 88.16%	PP - 93.17%									
				Total: £22,350.00						

Desired Outcomes F – Outside barriers	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Costings 2019 - 2020
Ensuring that financially disadvantaged PP students are supported with aspects key to their attendance and well-being at The Polesworth School - uniform, transport costs, dinner money, counselling etc to ensure equality of opportunity.	Financial support for PP students is allocated on a needs basis.	From Sept 2019: Various uniform requests Taxi/travel Lunch money Year book/prom/Leavers hoodie	Families will continue to be supported with uniform, counselling, transport costs etc following requests and discussion to allow quality of opportunity and engagement.	£721.29
Ensuring that financially disadvantaged PP students are supported with academic visits/trips, workshops, music lessons and revision materials to ensure equality of provision and opportunity	Financial support for PP students is allocated on a needs basis and prioritised to curriculum essential visits such as the Geography field trip. Financial support is provided for key revision guides: English, Maths, Science, Technology, Business St, RS, PE, History and Geography	From Sept 2019 to March 2020: Grants to support visits – Conkers (3), Kip on a Ship (1), York (4), History Castles (3) Theatre trips (1) Dance workshop (2). D of E support Revision guides for Science and English Drum/Singing lessons (3) Design materials for Drama/Tech (1)	Families will continue to be supported with trips' costs following requests and discussion to allow quality of opportunity and engagement. Priority will go to curriculum focussed trips which directly support course requirements. Currently, school visits will only continue following DFE, Public Health England and Foreign Office recommendations. At present, residential trips are not allowed to continue.	£2690.55
Targeted mentoring builds stronger support networks and builds confidence and security	Support group created for students involving games, social interactions within safe environment. Morning drop-ins before school for tea and toast, providing time to relax, receive support for organisational issues and to engage in informal chat with Pastoral Support Managers/Youth Worker and Attendance Clerk.	The Breakfast club in Student Services was replaced by the provision of free toast and a drink in the canteen which the students preferred. Staff changes meant that the morning support group in its current form was changed. However, students were able to access pastoral support managers and HOH/AHOY when needed.	The intention is to continue the provision of a breakfast as necessary. The Behaviour Managers will run support groups in 2020-2021.	
Ensuring that disadvantaged students are supported in their remote learning	Laptop support following National lockdown in March 2020	Laptops were given to 16 students prior to the Government laptop scheme	The Gov laptop Scheme provided further laptops for students from June	£9,600

Other Strategies:

Desired Outcomes	Chosen action/ approach	Impact	Intentions for 2020 - 2021	Costings 2019 - 2020
Ensuring improved engagement with day to day curriculum through providing equipment	Basic stationery and equipment provided to PP students in lessons to ensure learning and equality of provision	Staff feedback is very positive about the provision of basic equipment; it leads to a positive start to the lessons and students like the availability of stationery such as highlighter pens. Pencil cases were also made available to PP students for their mock exams when requested. Maths calculators provided	Basic stationery and pencil cases will continue to be provided to staff for identified students in lessons.	£342
Improved decision making for Y8 PP students when choosing KS4 courses	All Y8 PP students and SEND students involved in 1:1 interview discussions to better inform their KS4 course choices/pathways.	Key staff met with all Y8 students eligible for PP and students identified as SEND to support their GCSE pathway decisions. The students welcomed these interviews and felt supported and positive about decisions.	Following a decision to move to a three year KS3, information and guidance interviews for Y9 students to discuss KS4 pathways will be continued in 2021 – 2022. All parents and students will be invited to an information evening.	Staff time
Improved levels of Quality First Teaching in the classroom for PP students	CPD on Rosenshine's Principles of Instruction and Teaching and Learning Toolkit throughout the year to increase levels of progress, engagement and attainment at all key stages.	This CPD was very well -received by staff and recall /retrieval techniques were implemented in all lessons to support knowledge recall.	The CPD programme for staff will continue to support Rosenshine's Principles of Instruction but there will also be staff training on a new behaviour management system aimed at creating a positive, restorative approach to behaviour in school.	CPD budget
All disadvantaged students to make progress based on formative feedback on their work	The School's marking policy requires that ex books/work from students eligible for PP are marked before other books/work.	Deep Dives and regular work trawl monitoring by HOD throughout the year evidenced effective formative marking practices. The feedback for students eligible for PP was in line with non - PP students.	This will continue to be part of the Marking and Assessment policy	Staff time
Disadvantaged students are supported in their personal development through	A detailed PSHEE programme delivered through ELD days, School	Two of the three planned ELD days were successfully delivered due to Lockdown; this included Post 16 Careers guidance in the Autumn term. The School of Character	We intend to reorganise the use of tutor time and delivery of the School of Character programme to provide more effective PSHE delivery for horizontal tutoring. ELD days will	School curriculum

effective PSHEE and School of Character strategies	of Character in tutor groups and assemblies	programme was successfully delivered by tutors covering topics such as personal and internet safety, mental health, democracy, politics and British values, national and global issues and so on. Staff felt more focus on each area over the week was effective.	be replaced by smaller off – timetable sessions to address Sex and Relationships Education and Careers as necessary. Oracy sessions will replace Autonomy sessions to support vocabulary and language acquisition as well as providing opportunities for cultural capital.	
All A – F sections	AHT with specific remit regarding students eligible for PP. Provision of support from Learning Support Manager and Inclusion Department Administration.	In-year reviews of the strategy allowed targeted responses and interventions. These reviews were shared with SLT/ DHT Curriculum for key actions as necessary. Staff and Pastoral teams liaised regularly with the AHT concerning PP students.	The AHT will continue to have responsibility for Pupil Premium.	£17,412
				Totals: £17,754.00
				Total for all sections: £183,680.45

