

# Pupil Premium strategy statement: Waddesdon Church of England School

1. Summary information					
School	Waddesdon Church of England School				
Academic Year	2020/2021	Total PP budget	£100,390	Date of most recent PP Review	Oct 2020
Total number of pupils	719 (KS3-4)	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Jan 2021

2. Context	Year 7	Year 8	Year 9	Year 10	Year 11
Number of pupils eligible for Pupil Premium by year group	22	13	17	25	18

3. Outcomes	2019	2018	2019
	Pupils eligible for PP	Pupils eligible for PP	Other pupils not eligible for PP
Progress 8 score average	0.32	0.58	0.81
Attainment 8 score average	40.11	42.2	57.6
% achieving 9 - 4 in English	56	69	90
% achieving 9 - 4 in Maths	56	54	88

## Intent:

We care deeply about the progress and outcomes of our disadvantaged pupils, and endeavour to do all we can to help them overcome the barriers they face. We want our disadvantaged pupils to enjoy life at school, to feel a part of the community and ultimately to flourish, giving them choice and opportunity when they eventually choose to leave us. Our avowed intent is to achieve similar outcomes (academic, socio-emotional and progression pathways) for all students, irrespective of background. In order to consistently enable our disadvantaged pupils to make the same progress as our non-disadvantaged pupils, we rigorously plan and evaluate the best ways to support and challenge our pupils, drawing on meaningful research and best practice.

We are proud of the progress made by our disadvantaged pupils over the past two years, with a Progress 8 score of 0.58 in 2018 and 0.32 in 2019 (demonstrating that our pupil premium pupils make excellent progress when compared to all children nationally). These results place us well above the national average for the pupil premium sub-group.

This strategy outlines the specific initiatives used to support our disadvantaged pupils further. In addition to these, so much of what we do is underpinned by our exceptionally strong and coherent school culture, with clearly defined (Christian) values that are understood by all. Teachers are incredibly kind and supportive at Waddesdon, and this values-based approach means our children, regardless of their background, are provided with excellent academic and pastoral education. Every student is seen as an individual with individual needs.

<b>4. Barriers to attainment (for pupils eligible for Pupil Premium)</b>	
Children in receipt of the pupil premium experience a wide range of complex barriers to their learning and social development. As a school, we work hard to understand the needs of every child, so that they can be effectively addressed. Although every child is unique and their needs considered in their own right, we identify some shared barriers on which we choose to focus our collective attention. These barriers are listed below. We are also mindful, for the coming year, that children will require additional support as a result of barriers faced due to lockdown	
<b>In-school barriers</b>	
<b>A.</b>	<b>KS3 academic barriers:</b> wide range of barriers seen, from lower ability children entering the school with under-developed numeracy and literacy skills, to higher ability pupils entering the school with a lack of academic aspiration and poor independent study skills. Any gaps in knowledge or skills from primary school can continue to widen through secondary if not addressed. Additionally, there is a cross-over between pupil premium pupils and SEN needs. Some of these barriers will have been compounded as a result of lockdown.
<b>B.</b>	<b>KS4 academic barriers:</b> as above, we see a wide spectrum of academic needs often highlighted through Maths and English. Some pupils lack academic ambition and do not develop the necessary self-discipline to work independently (or may lack access to a suitable work environment). As with KS3, there is a cross-over between pupil premium pupils and SEN needs. Some of these barriers will have been compounded as a result of lockdown.
<b>C.</b>	<b>Staff knowledge and awareness:</b> depth of understanding amongst staff can be a potential barrier. With such a low number of PP pupils (bottom quintile nationally), we can sometimes make assumptions that pupils will make good academic progress without the need for tailored support. When staff do not know who the children are or what their independent barriers are, differentiation and support are not effectively provided to meet individual needs.
<b>D.</b>	<b>Financial barriers:</b> some children struggle to attend opportunities available (trips, events, clubs) due to financial constraints. This barrier can also stretch into uniform and resource needs, with potential links to low aspiration, limited cultural capital and stigma.
<b>E.</b>	<b>Mental health and well-being:</b> some children develop mental health barriers, with low aspiration and low self-worth, potentially feeding into more serious mental health issues. This barrier can also be linked to behavioural and attendance barriers. Some of these barriers will have been compounded as a result of lockdown.
<b>External barriers</b>	
<b>F.</b>	<b>Attendance:</b> attendance rates for pupils eligible for pupil premium are close to, but can fall below, that of non-pupil premium pupils. Reducing school hours for some pupils causes them to fall behind on average. Our target for all children is 96%. Evidence suggests attendance can become a greater issue at KS4.

5. Planned expenditure				
Academic year	2020/2021			
Strategy and allocation of funding	Actions to be taken	How will we measure impact? How does it link to the desired outcomes? What is the rationale for this choice?	Staff lead	Review Jan 2021
Raising staff awareness  <b>£12,000 (inclusive of administration costs and TLR)</b>	<ul style="list-style-type: none"> <li>Annual 'getting to know our disadvantaged pupils' session run in September – sent via email this year</li> <li>Departments to establish 'catch-up' and 'support' lists for interventions</li> <li>Regular reminders about the need for up to date seating plans through the year</li> <li>Pupil premium tracker set up to monitor attainment and behaviour and drive interventions via Pupil Premium Champion</li> <li>Pupil Premium Champion role – responsible for identifying other ways of raising the profile of our disadvantaged pupils</li> <li>All Year 11 students included on GCSE spotlight list</li> </ul>	<p><b>Measured through</b> <i>Department and Year Team meeting minutes, Spotlight meeting updates, Progress Points</i></p> <p><i>Links to barriers A, B and C</i></p> <p><b>Rationale:</b> The DfE publication 'Pockets of Poverty' (2014) helped develop our understanding regarding the barriers faced by PP pupils. Alongside the publication, a wealth of useful information has become available, including the Education Endowment Fund website and related research. Raising awareness is often cited as a critical element of action, as staff need to know who the relevant pupils are so that the correct support can be provided.</p> <p>The transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. (Attainment Gap Report 2018, EEF)</p> <p>For many pupils, compensating for the negative impact of school closures [Covid-19] will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities. (Covid-19 Support Guide For Schools 2020, EEF)</p>	Mr Jones and Miss Barnett	•
KS3 interventions  <b>£30,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</b>  JN	<ul style="list-style-type: none"> <li>PP Champion to fully track PP attendance at extra-curricular and work with parents to encourage students to attend relevant enrichment activities (including other activities that enhance cultural capital)</li> <li>Reading intervention</li> <li>Maths use of Hegarty for interventions</li> <li>English booster sessions for selected Year 7 pupils</li> <li>Enrichment Maths and English lessons</li> <li>Transition group initiative</li> <li>LSA support</li> <li>Period 6 homework support sessions – managed by subject areas for the coming year</li> </ul>	<p><b>Measured at</b> <i>each reporting point via sub-group tracking and Head of Year progress checks</i></p> <p><i>Links to barrier A</i></p> <p><b>Rationale:</b> Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable progress as we provide intervention at point of need.</p> <p>Evidence shows that the gap between the performance of PP and non-PP pupils grows at every stage of their education. (Pockets of Poverty, DFCSF).</p> <p>The attainment gap grows wider at every transition stage of education: it more than doubles to 9.5 months by the end of primary school (Attainment Gap Report, 2018, EEF)</p>	Mr Jones and Miss Barnett	•

	<ul style="list-style-type: none"> <li>Well planned differentiation in lessons</li> <li>Use of additional catch-up funding</li> <li>SMHW used to provide lessons for those isolating/shielding. Monitored by subject leaders.</li> <li>PP Champion to interview all Year 8 students prior to options to help guide students towards suitably challenging curriculum pathways</li> <li>PP champion to survey all Year 7 and 8 students in order to engage with parents about work habits where a barrier is identified</li> <li>Post-report letters to be sent to all Year 7 and 8 PP parents highlighting key reporting points alongside actions that can be taken at home to help student progress (three tier letters)</li> </ul>	<p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (Attainment Gap Report, 2018, EEF)</p> <p>We strongly believe that if we are able to reverse this national trend at KS3, we will give pupils a far better platform for success as they begin their GCSEs.</p>		
<p>KS4 interventions</p> <p><b>£33,000(inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</b></p>	<ul style="list-style-type: none"> <li>PP Champion to fully track PP attendance at extra-curricular and work with parents to encourage students to attend relevant enrichment activities (including other activities that enhance cultural capital)</li> <li>Spotlight group interventions – additional use of catch-up funding to be allocated in this area <ul style="list-style-type: none"> <li>Maths Nurture group</li> <li>Enrichment Maths and English lessons</li> <li>LSA support</li> <li>Period 6</li> </ul> </li> <li>Careers guidance interviews – to start in Year 10 summer term, with Year 11 follow up for all PP students</li> <li>Catch up systems to be in place, post-lockdown, for all departments</li> <li>PP Champion to ensure funded laptops have been allocated to relevant students in need</li> <li>Well planned differentiation in lessons</li> <li>SMHW used to provide lessons for those isolating/shielding. Monitored by SL.</li> <li>Sixth Form team to meet all Year 11 students applying to Sixth Form, regarding chosen post-16 pathways</li> </ul>	<p><b><u>Measured at</u></b> <i>each reporting point via sub-group tracking and Head of Year progress checks.</i></p> <p><i>Links to barrier B</i></p> <p><b>Rationale:</b> Sub-group tracking indicates that pupils have a mixture of needs. The use of targeted interventions will enable progress as we provide intervention at point of need.</p> <p>Sutton Trust evaluation (February 2017) suggests that a lack of guidance about career pathways may lead pupils not to realise how much progress is required at secondary school in order to achieve their future career goals.</p> <p>Evidence shows that the gap between the performance of PP and non-PP pupils grows at every stage of their education. (Pockets of Poverty, DFCSF).</p> <p>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes (Attainment Gap Report, 2018, EEF)</p>	<p><b>Mr Jones and Miss Barnett</b></p>	<ul style="list-style-type: none"> <li></li> </ul>

<p>Academic and pastoral mentoring</p> <p><b>No direct cost, although cost in terms of teacher time against other priorities.</b></p>	<ul style="list-style-type: none"> <li>Children who were struggling academically and pastorally are offered access to a mentor. Our mentors are members of teaching staff who provide fortnightly support. This service is offered to all pupil premium pupils in Year 11 and select pupils in Years 7 to 10.</li> <li>PP Champion to meet with all Year 8 PP students in Jan/Feb to help with decisions regarding GCSE options</li> <li>Action: continue to extend mentoring opportunities to lower school students (potential focus on Year 8), where possible (due to current restrictions)</li> </ul>	<p><b>Measured at</b> each reporting point via sub-group tracking and Head of Year progress checks.</p> <p><i>Links to barriers A, B, C, E and F</i></p> <p><b>Rationale:</b> Khattab (2015) analysis of Longitudinal Study of Young People in England (LSYPE) data demonstrates that if pupils do not hold high expectations, they are less likely to convert their aspiration into high attainment at GCSE. Meanwhile, pupils who hold low educational aspirations and expectations at age 13-14 generally achieve the lowest number of A*-C GCSEs (Sutton Trust evaluation February 17).</p> <p>Mentoring on a regular basis can have a significant impact in raising aspirations and addressing academic and pastoral barriers.</p>	<p>Mr Jones and Miss Barnett</p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Well-being interventions</p> <p><b>£18,000 (School Counsellor's hours) JN</b></p>	<ul style="list-style-type: none"> <li>School Counsellor (additional investment in this area)</li> <li>Role of Form Tutor in identifying emerging issues</li> <li>Regular contact with parents of 'at risk' pupils</li> <li>Role of Head of Year – all PP pupils are documented in Year Team minutes with relevant support identified on a 1:1 basis</li> </ul>	<p><b>Measured through</b> consultation with Well-being Lead (Jst) and the School Counsellors. Also measured via attendance every term and feedback from mentors.</p> <p><i>Links to barriers E and F</i></p> <p><b>Rationale:</b> CLA/PLAA pupils are four times more likely than their peers to have mental health difficulties (NSPCC).</p> <p>In-house case study evidence provides good rationale for this focus.</p>	<p>Mr Sturla</p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Developing successful independent learners across all year groups</p> <p><b>£1,000 (external agencies) JN</b></p>	<ul style="list-style-type: none"> <li>Elevate – external organisation used to provide motivation to pupils prior to their GCSEs</li> <li>Attendance at our 'Successful Learning' sessions which teach children the art of revision</li> <li>PP Champion conducting follow up SL sessions with PP students to consolidate learning and offer support (especially in absence of mentoring)</li> <li>Help given to all Year 11 pupils in making exam revision timetables</li> </ul>	<p><b>Measured through</b> completion of exam timetables (monitored prior to mock and formal exams). Measured via outcomes in mocks and formal exams.</p> <p><i>Links to barriers A and B</i></p> <p><b>Rationale:</b> Pupils often do not have the support at home to enable them to progress (Kiernan and Mensah, 2011). Furthermore, high ability pupils who would usually have developed the capacity to work independently often have not fully developed the skills needed to manage their own study time effectively.</p>	<p>Mr Jones</p>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Direct resourcing (trips, events, clubs, uniform, resources)</p>	<ul style="list-style-type: none"> <li>Pupil premium pupils are supported in numerous ways financially, including:</li> <li>Attendance at school clubs, visits and events</li> <li>Provision of school uniform where necessary</li> <li>Provision of school resources where necessary</li> </ul>	<p><b>Measured through</b> finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</p> <p><i>Links to barrier D</i></p> <p><b>Rationale:</b></p>	<p>Mr Jones and Miss Barnett</p>	<ul style="list-style-type: none"> <li></li> </ul>

<p><b>£4,000 (allocated to direct resourcing for KS3 and 4) JN</b></p>	<ul style="list-style-type: none"> <li>• PP Champion to fully track PP attendance at extra-curricular and work with parents to encourage students to attend relevant enrichment activities (including other activities that enhance cultural capital)</li> </ul>	<p>Some PP pupils miss out on extra-curricular opportunities due to time/financial constraints. Research (Oxford, 2016) demonstrates a clear link between attendance at clubs and improvements in attendance and attitudes towards school.</p> <p>This strategy also links to questions over curriculum breadth and cultural capital. We aim to ensure students at all key stages have a broad and well-rounded education.</p>		
<p>Attendance interventions</p> <p><b>£2,000 (staff allocation for attendance tracking) JN</b></p>	<ul style="list-style-type: none"> <li>• Attendance rates tracked for all pupils on a termly basis</li> <li>• Form tutors / all staff encouraged to spot trends/patterns in absence behaviour</li> <li>• Relevant procedures for non-attendance followed</li> <li>• Parental contact made with pupils who drop below threshold measures</li> </ul>	<p><b>Measured through</b> <i>finance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.</i></p> <p><i>Links to barrier E and F</i></p> <p><b>Rationale:</b> We cannot improve attainment for pupils if they are not actually attending school.</p> <p>Internal data demonstrates attendance to be an area of concern for some PP students, especially in Year 11.</p>	<p><b>Mr Sturla</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>6. Review of expenditure 2019/20</b></p>		
<p><b>Total:</b> £87,000</p>		
<p><b>Strategy and allocation of funding</b></p>	<p><b>Actions that were taken</b></p>	<p><b>Estimated impact and lessons learned</b></p>

<p><b>Raising staff awareness</b></p> <p><b>£10,000 (inclusive of administration costs and TLR)</b></p>	<ul style="list-style-type: none"> <li>• Getting to know our disadvantaged students session run by HOY, supported by SB</li> <li>• Seating plans set up using Class Charts</li> <li>• Regular spotlight meetings through the school year</li> <li>• Jan INSET – dedicated department time towards discussion of student needs</li> <li>• Regular point for discussion in line management meetings</li> <li>• Included in all data analysis documents and department progress tracker documents</li> <li>• Whole-school tracker updated at report points and cross-school spotlight list distributed by SB</li> </ul>	<p>All staff know who our disadvantaged pupils are.</p> <p>Our tracker allows us to review areas of academic strength and concern on a child by child basis, enabling us to further raise the profile of those children who are falling behind their peers via the whole school spotlight initiative.</p> <p>Our focus on pupil premium pupils in Year 11 through the GCSE spotlight agenda allows us to continually raise the profile of students who are falling behind academically. These students are regularly highlighted at Year Team and Subject Team meetings. Progress for PP students in 2020 based on the 2019 P8 curve was 0.3 which is significantly above the national average for this sub-group.</p> <p>All in all, we see this to be a strong strategy which is relatively low cost. The strategy contributes towards our GCSE progress score, with positive outcomes over the past three years.</p> <p>P8 for PP students in 2018: 0.58 P8 for PP students in 2019: 0.32</p> <p>We plan to continue with these actions in 2020/2021.</p>
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<p><b>KS3 interventions</b></p> <p><b>£25,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</b></p>	<ul style="list-style-type: none"> <li>• Reading interventions</li> <li>• English booster sessions (Year 7)</li> <li>• Enrichment lessons</li> <li>• Maths nurture</li> <li>• LSAs supporting students in classrooms</li> <li>• Period 6</li> <li>• Transition support</li> <li>• Meetings with Year 8 PP students regarding option choices</li> </ul>	<ul style="list-style-type: none"> <li>• Reading interventions, English boosters, Enrichment lessons and Maths nurture were up and running from September and students who were most at need took part in these initiatives. Students at need were identified in conjunction with English department, Maths department and SENDCo. These initiatives were put on hold during the lockdown by the Government in March due to COVID-19.</li> <li>• Most KS3 groups have a dedicated LSA to support them in core subjects, and where possible in other subjects.</li> <li>• Transition support was co-ordinated by the HoY and SENDCo. Period 6 was monitored by HoY and LMT.</li> <li>• Meetings with Year 8 PP students took place before their options. MFL were consulted about student pathways beforehand. 4 of 11 PP students in Year 8 went on to choose a language as an option.</li> </ul> <p>Data for Year 7 on last report before lockdown initiated (Feb):</p> <ul style="list-style-type: none"> <li>• 89% of PP students were on target in all subjects at Report 2</li> <li>• English 100% on or above target, Science 100% on or above target, Maths 89% on or above target</li> </ul> <p>Data for Year 8 on last report before lockdown initiated (Feb):</p> <ul style="list-style-type: none"> <li>• 28% of PP students were on track in all subjects (comparable to last year). 73% were on target in the majority of subjects (up to two subjects off target), meaning only 3 students (27%) were off target in three or more subjects. These three students all sit on our central spotlight. We communicate this list to staff so that they are collectively aware that these children need more tailored support in lessons.</li> <li>• English 81% on or above target, Science 90% on or above target, Maths 72% on or above target. English comparable to 2018/19, Maths have improved since 2018/19</li> </ul> <p>We plan to continue with these actions in 2020/2021.</p>
<p><b>KS4 interventions</b></p> <p><b>£30,000 (inclusive of LSA hours, Maths Nurture group staffing, Specialist English Teacher, HLTA hours, Period 6 staffing)</b></p>	<ul style="list-style-type: none"> <li>• Spotlight meetings happen regularly with LMT and HODs for Maths, English and Science.</li> <li>• Careers interviews to take place in Term 2 with BBr</li> <li>• JSt monitoring LAC students and making provision where possible.</li> <li>• Morning Maths and Science interventions for targeted Year 11 students based on mock performance.</li> </ul>	<p>Spotlight meetings happened regularly, and students were discussed, and interventions put in place, both in terms of academic and pastoral support, with the use of staff mentors.</p> <p>Careers interviews took place with BBr (Careers Advisor) and information on their aspirations for Sixth Form and beyond are stored on our school system.</p> <p>Morning Maths and Science interventions were up and running, regular attendance was monitored by form tutors, and subject leaders for Maths and Science. HoY picked up on any non-attendees. In previous years this has contributed to our positive P8 score for 2018 &amp; 2019.</p> <p>P8 for PP students in 2018: 0.58 P8 for PP students in 2019: 0.32</p> <p>It is hard to quantify the performance of the 2019/2020 cohort as they did not sit their exams and were instead awarded either a CAG or an algorithm assessed grade.</p> <p>We aim to continue these measures in 2020/2021</p>



<p><b>Academic and pastoral mentoring</b></p> <p>No direct cost to the school, although there is a cost in terms of teacher time against other priorities.</p>	<ul style="list-style-type: none"> <li>Year 11 mentoring in place with all identified students allocated a staff mentor.</li> <li>Extension to lower years depending on needs. Waiting to see Year 8 report 2 to decide.</li> </ul>	<p>Though unable to see out the year due to lockdown, this is still felt to be a very positive area of support provided to students, especially in Year 11. Some of our pupils, who began to lose sight of the importance of GCSE or who were struggling with their workload, were skilfully supported, having an impact on attendance (see PP attendance data), well-being, organisation, revision.</p> <p>This has previously been shown to be very successful as seen in our positive P8 scores across the last few years.  P8 for PP students in 2018: 0.58  P8 for PP students in 2019: 0.32</p> <p>Year 8 mentors would have been put in place but lockdown prevented this. HoY and LSAs were assigned to some students across all year groups to help support those who were struggling over lockdown.</p>
<p><b>Well-being interventions</b></p> <p>£15,000 (School Counsellor's hours)</p>	<ul style="list-style-type: none"> <li>School Counsellor</li> <li>Role of form tutor in identifying emerging issues</li> <li>Regular contact with parents of 'at risk' pupils</li> <li>Role of Head of Year – all PP pupils are documented in Year Team minutes with relevant support identified on a 1:1 basis</li> <li>JSt co-ordinating access to counsellor.</li> <li>HOY meetings minutes fed back to SB and LMT</li> </ul>	<ul style="list-style-type: none"> <li>Last year we had 25 fixed-term exclusions as a school. 3 of the 25 were pupil premium pupils, with no repeat offenders.</li> <li>Whole-school exclusion rates are approximately 3% and PP exclusions are aligned (around 3%). This demonstrates that (based on last year's figures) PP pupils are equally likely to experience FTE. Nationally, PP pupils are four times more likely to experience FTE.</li> </ul>
<p><b>Developing successful independent learners across all year groups</b></p> <p>£1,000 (external agencies)</p>	<ul style="list-style-type: none"> <li>Elevate – external organisation used to provide motivation to pupils prior to their GCSEs</li> <li>Attendance at our 'Successful Learning' sessions which teach children the art of revision</li> <li>Dedicated time to focus on revision in CP lessons as well as multiple successful learning sessions on how to revise.</li> <li>HOY checked up before mocks that all had made revision timetable.</li> </ul>	<p>These initiatives are on offer to pupil premium and non-pupil premium pupils; we believe they make a difference to our GCSE outcomes across the board.</p> <p>This is seen through our positive P8 scores across the last few years.  P8 for PP students in 2018: 0.58  P8 for PP students in 2019: 0.32</p> <p>Heads of Year did ensure through CP and through relevant mentors that revision timetables were being made for mocks. Revision timetables would have been made and checked for the real exams but this was then prevented by the "lockdown" due to COVID-19 and then the absence of formally sat exams.</p> <p>We plan to continue with the same interventions strategies moving into 2020/2021</p>

<p>Direct resourcing (trips, events, clubs, uniform, resources)</p> <p><b>£4,000 (allocated to direct resourcing for KS3 and 4)</b></p>	<ul style="list-style-type: none"> <li>• Pupil premium pupils are supported in numerous ways financially, including:</li> <li>• Attendance at school clubs, visits and events</li> <li>• Provision of school uniform where necessary</li> <li>• Provision of school resources where necessary</li> <li>• Extra-curricular registers being collated this year to include in-school time clubs (Music) that have not been reported on previously.</li> <li>• SJ and JSt continue to monitor student access to resources depending on the individual's situation.</li> </ul>	<p>Putting measures in place to help ensure our pupil premium pupils attend clubs and visits and have access to the required resources (text-books, printing costs, etc.) is a critical intervention for families that struggle to afford these additional costs.</p> <p>Whilst it is difficult to quantify the impact, there is no question that our children get a great deal (academically and socially) out of the range of trips and visits available. For some students, the funds allocated to the provision of education resources directly support academic progress.</p> <p>Extra-curricular monitoring was not implemented formally as other things took priority, and then lockdown made this impossible. It is a priority for the 2020/2021 year.</p> <p>We plan to continue with this strategy next year.</p>
<p><b>Attendance interventions</b></p> <p><b>£2,000 (staff allocation for attendance tracking)</b></p>	<ul style="list-style-type: none"> <li>• Attendance rates were fully tracked for all pupils on a termly basis</li> <li>• Relevant procedures for non-attendance were followed</li> <li>• Parental contact was made with pupils who dropped below threshold measures</li> <li>• Letters sent out / contact made with parents by SJ to those who fell below threshold. Year 11 report showed attendance had improved slightly between Report 1 and Report 2</li> </ul>	<p>Average attendance rates for PP pupils increased from 93% in 2018 to 94% in 2019 and held at 94% for 2020 showing that our measures around attendance are working and continuing to work.</p> <p>We will continue with these measures in the coming year 2020/2021.</p>

## Sixth Form

Sixth Form students who are in receipt of FSM or are Ever6 or LAC/PLAA are all tracked in terms of progress, attainment, attendance and planned destination. There is a programme of additional support for these students:

- Additional one-to-one mentoring from their Form Tutor or Head of Year as appropriate
- Additional funds from the 16-19 Bursary to support their education to cover textbooks, school resources, visits and travel
- Additional one-to-one support with careers, including help with personal statements, Student Finance for university, cover letters, CVs, interview technique, and application proofing as appropriate
- Access to supported study in the Sixth Form Office or after-school supported study for additional help with homework and independent study
- Access to social-emotional support, stress and anxiety management and the School Counsellor for more complex needs

- Access to opportunities offered by external providers aimed at students from lower income families or students who are the first generation to go to university

The eleven students who completed Year 13 in 2020 made similar progress to that of students in the cohort as a whole.

Their post-18 destinations were also strong, with nine students achieving their place at university and two students entering employment.