

## Pupil Premium 3-year strategy statement

1. Summary information							
School	Skipton Girls' High School						
Academic Year	2020-21	Total PP budget	£36756	Date of most recent PP Review	NA		
Total number of pupils	641 (Y7-11)	Number of pupils eligible for PP	50 (Yr7-11) – incl. 1 Serv. Pr.	Date for next internal review of this strategy	Feb. 2021	Last reviewed	Sept 20
Percentage of cohort PP	7%						

3. Current attainment					
	Pupils eligible for PP (SGHS)				Pupils <u>not</u> eligible for PP (national average 2020)
	2016-17	2017-18	2018-19	2019-20	
% achieving 9-5 EM x5	75%	86%	100%	100%	+49.2%
Progress 8 score average	+1.15	+0.06	+0.75	+0.99	+0.01
Attainment 8 score average	70.63	60.79	68	67.25	+50.67
Progress 8 English	+1.82	+0.53	+1.19	+1.66	0.0
Progress 8 Maths	+0.33	-0.20	-0.41	+0.12	0.0
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
A.	Some members of this cohort demonstrate a lack of emotional resilience and poor self-esteem/confidence (links to home circumstances in some cases).				
B.	Some members of this cohort need literacy skills development at a higher level in order to make good progress (vocabulary, reading comprehension, extended writing skills).				
C.	Some members of this cohort struggle with recall of knowledge.				

<b>D.</b>	The progress made by PP students in Maths has historically been less than progress made in English and has not always recently been in line with national average progress. Internal data suggests that this gap is not closing quickly enough.
<b>E.</b>	Some students lack the cultural capital needed to excel across a range of subjects and articulate themselves with cogency and contextual knowledge (skills necessary for life achievement).
<b>External barriers: Home and wider societal</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Around a third of the current PP cohort live in some of the UK's most deprived locations, according to the national IDACI deprivation index – this presents a multitude of challenges such as problems funding equipment, learning resources, access to online learning and uniform. While every child in the school benefits from our laptop scheme, funded for all PP students, in some cases, this laptop is shared with siblings and family members.
<b>F.</b>	Some students in the PP cohort are unable to spend enough time on homework at home, have little workspace to do this well, with focus and confidence or struggle with organisation.
<b>G.</b>	Some students in the PP cohort have lower-than-average attendance and punctuality can sometimes be a concern.
<b>H.</b>	Some students in this cohort are culturally prohibited from participating in enrichment activities, after-school clubs or Homework Club.
<b>I.</b>	Some students in this cohort face barriers when accessing education from home. 31 of our PP students struggled to differing degrees with home learning during the first lockdown period. While every child benefits from our laptop scheme, funded for all PP students, in some cases, learning from home is little supported by parents, leading to online attendance problems or concerns with incomplete work mounting.
<b>4. Desired outcomes</b> ( <i>desired outcomes and how they will be measured</i> )	
Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.	<ul style="list-style-type: none"> <li>• Student voice indicates that students are aware of, and use, coping mechanisms to combat low mood or disorganisation.</li> <li>• Student voice indicates positivity and wellbeing. Low numbers of students require interventions to improve wellbeing (counselling, CAMHS referrals, etc.).</li> <li>• Attendance &amp; punctuality are strong (97%+) and students access lessons and enrichment successfully.</li> <li>• Students access academic and pastoral support as needed, either through self-identification or strong intervention.</li> <li>• 1-1 mentoring (SLT) in place for those students who are a cause for concern (from Y7 upwards).</li> <li>• Catch-Up Premium available to be used alongside PP funding for students who may require extra, intensive academic or pastoral support.</li> </ul>
Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.	<ul style="list-style-type: none"> <li>• Students learn well, achieving well and in line with aspirational targets. Progress measures are strong (e.g.: P8).</li> <li>• Students experience a broad and balanced curriculum with no narrowing.</li> <li>• Student voice indicates that curriculum design and teaching &amp; learning are highly effective and support long-term learning and retention.</li> <li>• Monitoring data suggest that science of learning strategies are embedded across the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice indicates positivity and wellbeing. Low numbers of students require interventions to improve wellbeing (counselling, CAMHS referrals, etc.).</li> </ul>
All students, including PP students, are explicitly taught academic vocabulary across a range of subjects. Literacy, including vocabulary development, reading comprehension and extended writing skills, is high profile across the curriculum.	<ul style="list-style-type: none"> <li>• Whole school approaches to literacy support include training on vocabulary teaching and other literacy support techniques (e.g. extended writing and reading for meaning).</li> <li>• Data &amp; teacher marks indicate that literacy is developed to a high level.</li> <li>• Monitoring data suggests that teachers incorporate explicit literacy teaching across the curriculum.</li> <li>• Catch-Up Premium workforce used to plug literacy gaps for PP students struggling with their literacy barriers.</li> </ul>
All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).	<ul style="list-style-type: none"> <li>• Improved Maths progress outcomes (especially for PP students).</li> <li>• Monitoring information and academic data suggest that PP students are on track in Maths and making good progress in all year groups and that numeracy is developed and accessed well across the curriculum.</li> <li>• Maths line management minutes clearly evidence challenge and support for Maths leaders and discussion around strategies and intervention in place (as appropriate).</li> </ul>
All Pupil Premium students fully access school, the curriculum, enrichment opportunities (including visits) and home learning in an inclusive way, regardless of family income and personal circumstances.	<ul style="list-style-type: none"> <li>• All PP students have a laptop and engage in innovative learning alongside their peers.</li> <li>• Pupil Premium questionnaires/student voice information indicate that this cohort are fully accessing school, the curriculum and homework, even from home.</li> <li>• Student engagement data during periods of remote teaching show that PP students are engaging in learning from home.</li> <li>• PP students are supported to wear high quality uniform and have appropriate learning equipment for school, such as a laptop and PE kit.</li> <li>• PP students have full access to the educational visits programme and all take part in <u>at least one</u> educational visit in the year to support their learning.</li> <li>• All (incl. PP) students access at least one lunchtime/after school club or an enrichment activity outside school.</li> <li>• PP students are supported to complete homework through Homework Club and other study sessions/targeted support/opportunities.</li> </ul>
Students (particularly targeted students) can access learning outside of the curriculum in an environment conducive to learning.	<ul style="list-style-type: none"> <li>• PP students (and others) are supported to complete homework through Homework Club.</li> <li>• PP students (and others) use the VLE extensively and routinely.</li> <li>• PP students (and others), make use of the Library.</li> </ul>
Attendance of all PP students in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.	<ul style="list-style-type: none"> <li>• Attendance for all PP students at 97%+.</li> <li>• Attendance of individual 'problem' students improves.</li> <li>• Punctuality of individual 'problem' students improves and all PP students are arriving on time to school.</li> </ul>

<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure an end goal is envisaged.</p>	<ul style="list-style-type: none"> <li>• All Y11 &amp; 13 Disadvantaged students receive a careers interview in the first half-term (and Y12 in the second half-term).</li> <li>• Disadv. students in Y12, Y10 and Y9 are prioritised for careers-linked support, guidance and opportunities, such as the Y9 careers conference, workshops, summer schools and university visits.</li> <li>• All Y7-10 PP students receive a careers interview during the year as priority students.</li> <li>• The PSHE programme for all year groups includes a specific programme of careers education.</li> <li>• All students will have meaningful encounters with employers and people who have taken varied career paths.</li> <li>• All Y11 &amp; 13 Disadvantaged students will be targeted for the National Citizenship Service programme.</li> </ul>
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## 5. Planned expenditure

**Academic Years**

**2019-20, 2020-21, 2021-22**

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

### i. Quality of teaching for all

Desired outcome/ Success criteria	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & expected cost	When will you review implementation?
<p>Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.</p>	<ul style="list-style-type: none"> <li>• Whole school focus on mental health and wellbeing continues across the curriculum/through teacher awareness as well as via pastoral means.</li> <li>• PHSE programme, Tutor Time &amp; gatherings all support understanding of coping mechanisms (e.g.: 5 ways to wellbeing, etc.).</li> <li>• Wellbeing continues to be a focus of tutor time activities during periods of remote learning.</li> <li>• Personal Tutors support students on an individual basis.</li> <li>• Student Progress team to work with struggling students.</li> <li>• Staff CPD: 'Student Wellbeing &amp; Achievement' strand enables all teachers to support students effectively.</li> <li>• Curriculum support as well as extra-curricular provision help students to succeed and access the curriculum.</li> <li>• 1-1 support from Student Progress as appropriate.</li> <li>• SLT mentoring, as appropriate.</li> <li>• External counselling as appropriate.</li> <li>• Catch-Up Premium mentoring as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong need for mental health support identified nationally and locally. Work last year had impact.</li> <li>• EEF Toolkit – suggests supporting student social and emotional learning has impact.</li> <li>• Developing culture of talking about mental health is enabling students to access more support.</li> <li>• Personal Tutor role is key daily point of contact for students.</li> <li>• SP team have experience of support and record of success.</li> <li>• Teachers asked for more training in this area (CPD survey).</li> <li>• Student voice indicates this approach helps.</li> <li>• Mentoring/1-1 support has benefitted many students previously.</li> <li>• External counselling has enabled many students to achieve well previously, as has peer mentoring (EEF Toolkit recommends this).</li> <li>• EEF three tier guide suggests an action plan that dovetails pastoral and academic mentoring approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued priority throughout SDP. Key leadership focus.</li> <li>• Leaders resp. for PSHE/TT/gatherings check on progress.</li> <li>• House briefings continue &amp; monitoring to ensure it is happening.</li> <li>• Senior leaders monitor Student Progress roles/work.</li> <li>• Senior leaders plan/lead CPD.</li> <li>• VAF to ensure mentors are appointed as necessary and Catch Up funds deployed effectively.</li> <li>• Monitoring/QA procedures ensure implementation.</li> <li>• Y12 mentor training.</li> </ul>	<p>Various (FAM, JAH, VAF).</p> <p>Student progress 1-1 support = £9000 (part-payment of salary)</p> <p>External counselling = £4000 (part-payment of Counsellor salary)</p>	<p>Jul. 2021</p>

<p>Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.</p>	<ul style="list-style-type: none"> <li>• CPD includes strong focus on “at risk groups” and will enable teachers to reflect on/ review curriculum and teaching in subjects, making necessary improvements and planning together.</li> <li>• Leadership team training will focus on leaders at all levels developing their curriculum effectively and ensuring good practice in lessons.</li> <li>• Teachers will continue to embed Science of Learning/long-term retention techniques in lessons/across the curriculum.</li> <li>• PSHE will teach students explicit science of learning techniques.</li> <li>• Staff T &amp; L Library supports development of curriculum design and science of learning techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern psychology and cognitive theory suggest that people learn effectively when challenged, when recall is promoted regularly and when practice is engaged in. In addition, memorisation and spacing techniques can support retention of knowledge.</li> <li>• EEF Toolkit suggests that mastery learning has positive impact on learning and outcomes.</li> <li>• EEF Implementation Guidance recommends research, reading and trial of strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular staff CPD – sustained approach.</li> <li>• Regular evaluation of impact of CPD.</li> <li>• Design CPD in an adaptable format, responding to staff and student need.</li> <li>• Updating T &amp; L Library to ensure relevant books can be borrowed by staff.</li> <li>• Monitoring (learning walks, work scrutiny, looking at Firefly/curriculum resources, etc.).</li> </ul>	<p>JSH/JER and VAF</p> <p>Approximate cost of £50 for books.</p>	<p>Jul. 2021</p>
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<p>All students, including PP students, are explicitly taught academic vocabulary across a range of subjects. Literacy, including vocabulary development, reading comprehension and extended writing skills, is high profile across the curriculum.</p>	<ul style="list-style-type: none"> <li>• ‘Curriculum Pedagogy’ CPD strand continues to include training on vocabulary teaching and other literacy support techniques (e.g. extended writing) when needed for a department area.</li> <li>• Data &amp; teacher marks indicate that literacy is developed to a high level.</li> <li>• Monitoring data suggests that teachers incorporate explicit literacy teaching across the curriculum.</li> <li>• Explicit intervention groups/Catch Up groups identified and responded to with high quality modelling, direct instruction and deliberate practice time.</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper data on reading comprehension and staff voice suggest that vocabulary and reading skills are not always as high as we assume.</li> <li>• Testing can sometimes reveal illusions of mastery, where students are able to rote learn highly literate responses, but understanding is not there or adaptations to new questions are not made.</li> <li>• Some year group internal data shows that literacy may be a barrier, even when EAL is not recorded for some students (English and Humanities data and some reading score data reveals this).</li> <li>• Many subjects involve extended written responses as part of the exam/assessment.</li> <li>• Exam outcomes suggest extended writing is an</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring (learning walks, work scrutiny, etc.).</li> </ul>	<p>SLT line managers. Learning Directors.</p> <p>No additional cost.</p>	<p>Jul. 2021</p>
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<p>All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).</p>	<ul style="list-style-type: none"> <li>• Line management structures hold Maths leaders to account for improving and developing teaching of Maths and support for PP students in particular.</li> <li>• Maths leaders to seek external support/partnerships re. achievement of PP students and explore <u>new</u> good practice consistently across the faculty.</li> <li>• Rigorous monitoring of PP student progress and achievement in Maths &amp; timely interventions to boost progress in all year groups.</li> <li>• Maths team to seek support from Student Progress/Senior Leaders with home liaison when necessary/appropriate.</li> <li>• Maths team to explore how to engage, enthuse and build confidence of (PP) students more effectively lower down the school.</li> <li>• Continued review of mixed ability teaching (decision implemented in 2019/20). Does this have the intended impact on PP students?</li> </ul>	<ul style="list-style-type: none"> <li>• Data suggests PP students do not achieve as well in Maths as other subjects (especially English).</li> </ul>	<ul style="list-style-type: none"> <li>• Rigorous line management.</li> <li>• Close monitoring/QA. Upskill leaders in following lines of enquiry and responding to work scrutiny patterns at curriculum, teaching and learning and at an intervention level.</li> <li>• External training/seeking out good practice and effective partnerships: follow-up.</li> </ul>	<p>MKT/GAH/LOC/VAF</p> <p>Possible cost of transport to other schools to visit and seek out good practice.</p>	<p>Jul. 2021</p>
<p><b>TOTAL ESTIMATED COST:</b></p>				<p><b>£13050</b></p>	

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead &amp; expected cost</b>	<b>When will you review implementation?</b>
<p>All Pupil Premium students fully access school, the curriculum, enrichment opportunities (including visits) and home learning in an inclusive way, regardless of family income and personal circumstances.</p>	<ul style="list-style-type: none"> <li>• Laptops purchased for all PP students.</li> <li>• Family loan laptops given during periods of remote learning where families/siblings may be at risk of compromising online learning timetable of SGHS student.</li> <li>• Catch Up Premium funds considered also in targeted support of students who fall into both PP and CUP groups.</li> <li>• Uniform allowance of £65 per Y7 PP student (to be spent in Y7 or Y10).</li> <li>• Educational visits subsidised/paid for (to the value of up to £100 per PP student – Enrichment Week + additional contributions for other visits).</li> <li>• Duke of Edinburgh paid in full for all PP students.</li> <li>• Students accessing 1-1 support from Student Progress and Catch Up Premium where needed (e.g.: literacy, numeracy, study skills, subject-based work).</li> <li>• Targeted revision with specialist</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit (Arts Participation, Digital Technology, Small Group Tuition, etc.).</li> <li>• All to enable equity of education.</li> <li>• IDACI deprivation information (some of our students come from extremely deprived backgrounds and need support to access school in a completely inclusive way).</li> <li>• Recent DfE evidence points to disadvantaged students showing wider gaps than rest due to pandemic (Sir Kevan Collins).</li> <li>• Duke of Edinburgh Award reveals numbers of PP students accessing the award still low.</li> </ul>	<ul style="list-style-type: none"> <li>• Finance team to liaise regularly with SLT/Leadership to ensure funding is provided where needed.</li> <li>• VAF and JAH to work closely with Student Progress and Catch Up Premium team to maximise support for PP cohort.</li> <li>• VAF/Student Progress team to work with staff leads to regularly evaluate impact and needs of individual students.</li> <li>• Student voice to ensure students are fully accessing the</li> </ul>	<p>VAF/JAH/JEB</p> <p>Laptops: = £8820</p> <p>Add loan laptops = £3400</p> <p>Uniform = £650 Stationery packs = £735 Headphones = £812.50</p> <p>Visits = £2600</p> <p>Student Progress (see above)</p> <p>Homework Club = £2000</p>	<p>Feb. 2021</p>

<p>Students (particularly targeted students) can access learning outside of the curriculum in an environment conducive to learning.</p>	<ul style="list-style-type: none"> <li>• PP students need bespoke support, designed after one to one conversations about remote/home learning.</li> <li>• National Tutoring Programme assessed for its validity in addressing the needs of our particular PP cohort.</li> <li>• PP students (and others) are supported to complete homework through Homework Club.</li> <li>• PP students (and others) use the VLE extensively and routinely.</li> <li>• PP students (and others), make use of the Library.</li> <li>• PP students (and others) access faculty study support/catch-up.</li> <li>• Student Progress support.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Toolkit (Homework, Digital Technology, etc.).</li> <li>• Student/tutor feedback indicates not all students have an environment suitable for work outside of school.</li> <li>• Student engagement data from lockdown in 2020 reveal large number of students struggling to access online learning with similar success as wider school community (see above).</li> </ul>	<ul style="list-style-type: none"> <li>• Gather student voice/attendance data &amp; feedback on study sessions/Hwk. Club.</li> <li>• Ensure all have Firefly training/updates.</li> <li>• Liaise with SP re. students supported/progress.</li> <li>• Leadership team to monitor faculty study support.</li> <li>• Y7/12 Library training.</li> <li>• Gather, track and analyse PP data on participation and impact.</li> </ul>	<p>VAF &amp; JSH/JER</p> <p>Homework Club (see above)</p> <p>Laptops (see above)</p> <p>Student Progress (see above)</p>	<p>Feb. 2021</p>
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<p>Attendance of all PP students in line with the expectation for all (97%+). All students arrive on time and punctuality is exemplary.</p>	<ul style="list-style-type: none"> <li>• Attendance Tracker and forensic attendance/punctuality monitoring by Attendance Manager &amp; Student Services.</li> <li>• Individualised action plans and support from Student Progress Faculty: home-school liaison.</li> <li>• Personal Tutor monitoring &amp; home liaison.</li> <li>• Learning expectations clear to parents and students from outset of academic year 2020-21 that ALL students are to access normal timetable online if learning from home.</li> <li>• Student engagement tracking provides lesson by lesson, daily, weekly, per faculty picture of students not engaging in learning from home and expectations clear for teachers in how to respond and follow up.</li> <li>• PP students prioritised for in school supervision if home learning continues to be unsuccessful during remote periods of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Various research sources &amp; school data clearly demonstrate that low attendance links to poor attainment.</li> <li>• A small number of students have lower attendance than their peers and this needs further work.</li> <li>• 31 of our PP students struggled to differing degrees with home learning during the first lockdown period. While every child benefits from our laptop scheme, funded for all PP students, in some cases, learning from home is little supported by parents, leading to online attendance problems or concerns with incomplete work mounting.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous attendance monitoring and liaison between Student Services, Student Progress and SLT.</li> <li>• Interventions as necessary.</li> </ul>	<p>FAM, JAH, VAF, ANF/HRL &amp; JEM</p> <p>No additional cost</p>	<p>Feb. 2021</p>
<p><b>iii. Other approaches</b></p>					

<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure end goals are envisaged.</p>	<ul style="list-style-type: none"> <li>• All Y11 &amp; 13 Disadvantaged students receive a careers interview in the first half-term and will be targeted for NCS programme.</li> <li>• Disadv. Students in Y12, Y10 and Y9 are prioritised for careers-linked support, guidance and opportunities, such as the Y9 careers conference, workshops, summer schools and university visits.</li> <li>• The PSHE programme for all year groups includes a specific programme of careers education.</li> <li>• All students will have meaningful encounters with employers and people who have taken varied career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated government guidelines for careers education.</li> <li>• Student voice interviews indicate that students sometimes have a lack of aspiration or clarity around career goals (or even an understanding of a range of career possibilities).</li> </ul>	<ul style="list-style-type: none"> <li>• Close liaison with external Careers Advisor to ensure relevant students receive priority guidance.</li> <li>• VAF to collate information on guidance/opportunities received to ensure fairness and needs met.</li> <li>• JAH to monitor and oversee PHSE curriculum and offer.</li> <li>• FAM to ensure students have meaningful encounters with employers/those who have taken varied career paths.</li> </ul>	<p>FAM/JAH/CEC/VAF</p> <p>£350 transport costs for coach travel to Y9 careers conference.</p> <p>External Careers Advisor = £6500 (part-payment of salary)</p>	<p>Feb. 2021</p>
<b>Total estimated cost</b>					<b>£25,867</b>
<b>Approx. OVERALL TOTAL</b>					<b>£38,917</b>

**6. Review of expenditure & impact**

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (continue with this?)	Cost
Students further develop their resilience and are aware of coping mechanisms when feeling low or struggling with work and organisation. They can access the curriculum and daily school life because of strong academic support, as well as support of their mental health and wellbeing.	<ul style="list-style-type: none"> <li>• Whole school focus on mental health and wellbeing continues across the curriculum/through teacher awareness as well as via pastoral means.</li> <li>• PHSE programme, Tutor Time &amp; gatherings all support understanding of coping mechanisms (e.g.: 5 ways to wellbeing, etc.).</li> <li>• Personal Tutors support students on an individual basis.</li> <li>• Student Progress team work with struggling students.</li> <li>• Staff CPD: 'Student Wellbeing' strand enables all teachers to support students effectively.</li> <li>• Curriculum support as well as extra-curricular provision help students to succeed and access the curriculum.</li> <li>• In school provision targeted for students who find learning from home a challenge.</li> <li>• 1-1 support from Student Progress as appropriate.</li> <li>• 1-1 SLT mentoring, as appropriate.</li> <li>• Small group Catch-Up Premium targeted academic support, as appropriate.</li> <li>• External counselling as appropriate.</li> <li>• Y12 peer mentoring.</li> <li>• Staff share and make use of a rich bank of strategies that work for individuals in this cohort, including those relating to social and emotional wellbeing.</li> </ul>	<p>All students (PP and non-PP) have benefitted from the fact that mental health and wellbeing is talked about widely and mental health is now a standard consideration when staff are planning lessons/tutor time.</p> <p>The PSHE curriculum, Tutor Time and gatherings have continuous underlying messages, as well as explicit content on mental health, which is well-received by students and has led to more talking about the '5 Ways to Wellbeing' and combatting mental illness. The Head Girl Team established a weekly Wellbeing drop-in session open to all students.</p> <p>Student Voice during lockdown 2020 revealed SP team and wellbeing support crucial for some cohorts to thrive out of school building. As above, data reveals there is a sizeable cohort struggling with online learning, to differing degrees within the PP cohort.</p> <p>Students benefitted from relevant, personalised and targeted support from teachers, Learning Directors, SLT mentors, the School Counsellor and Student Progress, and there were many individual success stories in terms of excellent outcomes. The P8 score for PP students in 2019 was +0.75 and +0.85 in 2020..</p>	<p>A sustained approach to supporting mental health and wellbeing is important, and the fact that students now talk about mental health and wellbeing openly in school is an indication that this aspect of the strategy is working.</p> <p>Student voice needs to be gathered and reviewed again during the next academic year to ensure students feel their needs are being met.</p> <p>Students are clearly accessing the curriculum and attending well.</p> <p>Remote learning periods continue to provide us with a clear picture of who needs more in school support during lockdowns. With future lockdown learning/blended learning, a forensic eye will need to be placed on this cohort. VAF to conduct one to ones</p>	<p>Student progress 1-1 support = £9650 (part-payment of salary)</p> <p>External counselling = £8000 (part-payment of Counsellor salary)</p>

		<p>The bank of barriers &amp; strategies for PP students is firmly established and staff make use of this routinely in their planning, as well as the shared central document. Results data and monitoring data show that Disadvantaged students (and others) benefit from some excellent teaching and personalised learning.</p> <p>Behaviour data suggest that PP students received very low numbers of sanctions for lack of organisation, homework or equipment.</p> <p>Attendance for PP students in 2018-19 was 96.4% (for non-PP 96.7%). 2019-20 data offers more concerns with online engagement (as above).</p> <p>Low numbers of referrals to external agencies for PP students suggest this strategy aspect is successful.</p>	<p>Going forwards, staff will be given more time to explore students who are not making expected progress, both in PP cohort and beyond, using CUP data on SISRA to monitor and lead these curriculum-based discussions.</p> <p>New engagement plan dictates that students who are not in an online lesson are contacted at the point they are reported absent. The aim is to have a zero tolerance approach to disengagement and absence. Where this is not complied with, SP and pastoral team are notified and further contact home is made.</p>	
<p>Curriculum design supports effective learning and linear specifications, in turn supporting wellbeing.</p>	<ul style="list-style-type: none"> <li>• CPD strand: 'Curriculum Pedagogy' will enable teachers to reflect on/ review curriculum planning in subjects, making necessary improvements. All staff have planned their intent and are still working on implementation and impact.</li> <li>• 'Cross-Curricular Pedagogy' CPD strand will also develop staff knowledge and use of effective memorisation and spacing techniques.</li> <li>• More blended approach to Teaching and Learning, Curriculum and 'Wellbeing' CPD makes for a triangulated, student-focused approach.</li> <li>• Move towards 'mastery' learning, particularly at KS3.</li> </ul>	<p>In the staff CPD survey 2019 and 2020, teachers reported that the Curriculum Pedagogy strand was time well spent. They rated it an average of 3.3/5 in terms of impact on their students. They asked for more time in subjects to develop subject/curriculum in 2020-21. Staff rated the Cross-Curricular Pedagogy CPD strand an average of 3.9/5 in terms of impact on students.</p> <p>Students, staff and parents/carers have now embraced the KS3 'mastery' learning, with all students aiming to achieve at least 'secure' levels of understanding/skill/knowledge in their subjects. Monitoring data suggests this approach is embedded.</p> <p>The T &amp; L Library was again expanded in 2019-20 and the lending records show that staff often borrow</p>	<p>Both these strands of CPD will evolve and continue in 2019-20 and 2020-21, with more time for subject/curriculum development.</p> <p>Staff will need more time to refine how to maintain these principles in an online setting. As of January, 2021, Staff Teams channel shows staff are adapting their practice daily, hourly, lesson per lesson. There is still some work to do on effective feedback, and yet, some staff feel their snapshots of student learning through virtual EFA techniques are perhaps faster/more robust/address whole class picture more easily than ever</p>	<p>T &amp; L books = £58</p>

	<ul style="list-style-type: none"> <li>• Staff T &amp; L Library supports development of curriculum design and planning to suit student needs.</li> </ul>	<p>these books. They were also used in some CPD sessions as resources. Many staff also accessed a range of free webinar/online pedagogy during 2020 lockdown.</p>	<p>before. In fact, 88% of staff responses in our online teaching and learning staff voice showed staff to be reflecting on the quality and inclusion of EFA strategies online.</p> <p>Furthermore, Staff voice reveals that 23% (of staff who responded) are coping with remote teaching with ease, 49% of staff are “ok” with their practice and 28% feel “very well supported”, with no staff feeling unsupported by the CPD we have offered for this (EdTech webinars/YouTube channel, rigorous induction for new staff and SCITT in teaching with technology).</p> <p>Further work on curriculum intent and refinement is necessary in 2019-20 and 2020-21 to ensure even greater focus and purpose.</p> <p>Middle leader lesson visits, curriculum conversations with middle leaders and coaching for members of teaching teams will be actioned in 2020-21, to facilitate further development of subject pedagogy, embedding of science of learning techniques and curriculum refinement.</p>	
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<p>All students are explicitly taught how to structure and deepen extended written responses effectively across relevant subjects. Extended written responses are therefore of a high quality.</p>	<ul style="list-style-type: none"> <li>• Line management structures &amp; Leadership training hold middle leaders to account for improving and developing teaching of extended writing skills in relevant subjects. This will include rigorous exam analysis and examination of marks for extended written responses.</li> <li>• 'Cross-Curricular Pedagogy' CPD strand will explore and develop use and extension of vocabulary with several key staff/subjects, then disseminate findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific focus in Humanities and English development planning on teaching extended writing skills.</li> <li>• LM meeting action minutes show some (varied) focus on this aspect of teaching and learning.</li> <li>• Vocabulary group in 'Cross-Curricular Pedagogy' CPD strand disseminated research and good practice findings in June 2019.</li> <li>• 'Curriculum Pedagogy' CPD strand included a specific focus on teaching extended writing skills across the curriculum.</li> <li>• Monitoring data suggests this approach was rolled-out in some faculties, particularly Humanities, CREATE and English.</li> <li>• Exam analysis (2019) suggests some improvements, but this is still needing attention.</li> </ul>	<p>Upon review, it is evident that more of a centralised approach to Literacy in CPD is necessary to action firm improvements. The approach in 2018-19 did not ensure enough coverage with all staff. In 2019-20, the CPD programme will therefore feature some more centralised staff training on Literacy.</p> <p>In addition, the focus needs to be more on vocabulary development and comprehension, as data shows that the changing cohort at SGHS needs more on this, particularly lower down the school.</p>	<p>NA</p>
<p>All PP students (and others) make good progress in Maths (and Y11 make above national levels of progress).</p>	<ul style="list-style-type: none"> <li>• Line management structures hold Maths Learning Director to account for improving and developing teaching of Maths and support for PP students in particular.</li> <li>• Maths leaders to seek external training/support re. achievement of PP students and explore good practice.</li> <li>• Rigorous monitoring of PP student progress and achievement in Maths + timely interventions to boost progress in all year groups.</li> <li>• Learning Director for Maths to seek support from Student Progress/Senior Leaders with home liaison with regard to supporting PP students that are harder to reach.</li> </ul>	<ul style="list-style-type: none"> <li>• Maths KS4 outcomes: 2019 Maths P8 = +0.1, Disadvantaged Maths P8 = -0.41 (Disadvantaged English P8 = +1.19). 2020 Maths P8 +0.52 Disadvantaged Maths P8 = +0.12 (Disadvantaged English P8 1.66)</li> <li>• Y11 made in line with (only very slightly higher than) national progress.</li> <li>• Disadvantaged students did not make as good progress in Maths.</li> </ul>	<p>More needs to be done in terms of diagnosing problems/issues/barriers in terms of Maths learning for Disadvantaged students in 2019-20. A different T &amp; L approach is necessary, but the focus needs to be unrelenting in this area.</p> <p>Work scrutiny suggests feedback and using feedback for responsive teaching may be</p>	<p>NA</p>

	<ul style="list-style-type: none"> <li>• Maths team to explore how to engage PP students more effectively lower down the school.</li> <li>• Careful review of mixed ability teaching after the summer exams. Has this had the intended impact in this first examined year?</li> </ul>		an issue to build better practice in Maths.	
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (continue with this?)	<b>Cost</b>
Students accessing school, the curriculum and home learning in an inclusive way, regardless of family income and personal circumstances.	<p>Laptops purchased for all PP students.</p> <p>Uniform allowance of £65 per Y7 PP student.</p> <p>Educational visits subsidised/paid for.</p> <p>Access to Student Progress pastoral support.</p> <p>Attendance/punctuality support.</p>	<p>Laptops – all students had these and used them successfully to enhance and deepen learning, through 24hr access to learning resources (Firefly VLE, etc.). These students would have otherwise missed out on many learning opportunities.</p> <p>All students were able to 'blend' in with other students with suitable uniform. No PP students came to school in poor quality clothing.</p> <p>Prior to 2020 lockdown, data reveals that 83% of PP students accessed at least one educational visit and all were involved in Enrichment Week. Student/staff voice suggests this is highly effective in enriching the lives of these students.</p> <p>Student Progress continue to provide invaluable support to all students.</p> <p>Attendance for PP students remains high, relative to national figures (see below). The gap between</p>	<p>Continue this approach.</p> <p>Continue this approach.</p> <p>Continue this approach but ensure all PP students access at least one (ideally more) visit. We will also look at paying Duke of Edinburgh fees in full for PP students. Invest more in this approach in terms of targeting students for experiences. We need to research more radical approaches to engaging non-represented students in</p>	<p>£6460 (laptops)</p> <p>£455</p> <p>£3336.12</p> <p><b>Future spend for DofE?</b></p>

	<p>External counselling (as appropriate).</p> <p>Homework Club.</p>	<p>PP/non-PP at SGHS is narrowing (in 2018-19 this was 0.3%, the year previous it was 0.8%, in 2019-20). In 2020-21, to date, there is a 1.7% attendance gap between PP and non-PP cohorts.</p> <p>Historical averages of Homework Club attendance is around 10%. Many other students also use this facility on a regular or ad hoc basis.</p>	<p>educational visits/supra-curricular experiences.</p> <p>We need to continue to closely monitor, use the pastoral team to unpick personal reasons for higher pandemic absence in PP cohorts this year and ruthlessly prioritise PP students for pastoral one to one, parental engagement and academic catch up.</p> <p>Continue (see above).</p> <p>Continue, as this has had a large impact on attendance.</p> <p>Continue use of counselling, as it is hugely beneficial to the school community as a whole.</p> <p>Continue this approach but target more PP students effectively for this.</p>	<p>£9650 (towards SP salaries)</p> <p>No additional cost.</p> <p>No additional cost.</p> <p>£8000 (see above)</p> <p>£2000</p>
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Students able to access learning outside the curriculum in an environment conducive to learning.	Access to 24/7 learning for all students via Firefly VLE; use of cloud-based platform to support home-school work link (Office 365); Homework Club Mon-Thurs; faculty support sessions throughout the year; use of LRC resources; personalised support from Student Progress Team.	Firefly/Office 365 has had a large impact on students accessing lessons when absent and catching up, also on revision and home learning. This is also beneficial to students in terms of personalised learning.	Target more PP students for Homework Club and liaise with home about this more consistently. This will ensure all can and do access a home learning environment conducive to work at least up to 5pm Mon-Thurs.	£2000 (see above)
Attendance of all PP students in line with non-PP students.	Attendance Tracker and forensic attendance/ punctuality monitoring by Student Services & Attendance Manager. Individualised action plans and support from Student Progress team: home-school liaison. Personal Tutor monitoring and liaison with family.	<b>SGHS PP av. attendance 2018-19 = 96.4%; SGHS non-PP av. attendance = 96.7%; FSM av. attendance (national) = 90.8%; non-FSM av. attendance (national) = 95% (2017-18). In 2020-21, to date, there is a 1.7% attendance gap between PP and non-PP cohorts.</b>  The PP figure was pulled down by a small number of individuals with issues relating to chronic illness and Eid, both of which are very difficult to tackle/change. However, we will continue to work with students and parents using a variety of strategies to improve this. The current figure is also skewed due to Year 11 showing particularly high absence (compared to other year groups), with 4.2% gap for Year 11 PP and Year 11 non-PP students (due to two particular students with complex pastoral needs).	Continue to target individuals (particularly those who have been a problem) even more forensically in association with Attendance Manager and Student Progress. Explore possibilities with regard to Eid and those with medical conditions and continue to work on maximising attendance of these students.	No additional cost.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (continue with this?)	<b>Cost</b>

<p>All students benefit from strong careers guidance and support.</p> <p>PP students are targeted specifically for early/extra guidance and support, in order to raise aspiration and ensure an end goal is envisaged.</p>	<p>All Y11/13 Disadv. students to receive a careers interview in the first half-term (and Y12 in the second half-term). Disadv. students in Y12, Y10 and Y9 prioritised for careers-linked support, guidance and opportunities, such as the Y9 careers conference, workshops, summer schools, NCS and university visits. All Y7-10 PP students receive a careers interview as priority students. The PSHE programme for all year groups includes a specific programme of careers education. All students have meaningful encounters with employers and people who have taken varied career paths.</p>	<p>All students were effectively targeted and had careers interviews and guidance as indicated.</p> <p>All students benefitted from PSHE lessons around Careers.</p> <p>All students experienced meaningful encounters with employers/people who have had varied career paths (e.g.:</p>	<p>More external opportunities need to be accessed for students in terms of NCS, Careers fairs/conferences and university visits.</p> <p>Continue with this approach, as aspiration and focus is vital for all students, but especially this cohort.</p>	<p>External Careers Advisor = £8500 (part-payment of salary)</p>
<b>Total expenditure</b>				<b>£38459.12</b>

## 7. Additional detail

- It must be noted that the barriers to learning faced by any of our Pupil Premium students are very individual and there are few obvious trends. For example, in terms of attendance, only a small number of students caused concern in terms of falling below 90% attendance.
- The 'dip' in GCSE attainment and progress for PP students in 2018 was in line with an overall dip. There were many perceived reasons for this, which all leaders can support with evidence. Leaders do not believe that this dip was uniquely a PP issue, and the data above for 2019 suggests that this is the case.

**SLT member responsible for the achievement of Pupil Premium students:**

**Mrs V Fox**

**(Assistant Headteacher)**