Review of expenditure

Previous Academic Year	2020-2021

i. Quality of teaching for all	**Cost: £76, 500**

Action	**Intended outcome**	**Impact:** *Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).*	**Lessons learned** *(and whether you will continue with this approach)*
Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	Whole school INSET on T&L strategies to support progress and timely intervention (questioning, AFL, collaboration, growth mindset, metacognition).	See faculty review documentation. No external validated data due to Covid.	Continue with calendared staff CPD. Moving forward, staff CPD will be tailored to staff needs.
Improved 'Communication skills' for PP students, closing the 'vocabulary gap'	Whole school INSET on strategies based around the work of Alex Quigley (Closing the vocabulary gap) and Averil Coxhead (Academic word list). Developing key strategies for using language of the expert in the classroom	Staff voice shows that the INSET was well received. Strategies were delivered during PD time. Use of 'Tier 2' and 'Tier 3' vocabulary on school SoW templates.	Continue with this approach. Revisit strategies through Friday teaching and learning sessions
Improved 'Communication skills' for PP students, closing the 'vocabulary gap'	Form time programme of 'Communication' planned and delivered to each year group. Focus on etymology, prefixes, suffixes, idioms, exam command words and 'register and read'	PD 'Communication' slot weekly. Pupil voice: Do you think the form reader has helped expand your vocabulary? 250 responses ● Yes 51.6% ● No 48.4%	Continue with this approach. It is embedded as part of the PD curriculum.
Improved 'Communication skills' for PP students, closing the 'vocabulary gap'	Form time programme of Reading planned and delivered for Y7-10. Each class reader has a teacher guide with vocabulary and student questions to promote the skills of	Pupil voice shows:	Continue with this approach.

retrieval, comprehension, inference and prediction.		How much are you enjoying your Form Reader? 250 responses 24.8%	11.6%	23.2%	40.4% ● Not really ● A little ● Quite enjoying ● Really enjoying it	
Improved attainment / progress across the curriculum for PP students, narrowing the gap with other students.	Online learning systems developed alongside classroom teaching to ensure no lost learning in the event of closure.	New Synergy 'Classwork' system introduced. 'Live lessons' for all pupils self-isolating continued throughout the academic year. Most students were accessing their online learning.	Continue with these facilities, particularly when students are absent from school, but are able to work and access live lessons.

ii. **Targeted support**			**Cost: £60, 400**
Action	**Intended outcome**	**Impact:** *Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).*	**Lessons learned** (and whether you will continue with this approach)
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Indirect Dyslexia Programme. Used in lesson time.	Baseline testing completed Oct2020. Y7 started IDL Oct 2020 and Y8 form time Nov 2020. <u>IDL re-testing July 2021</u> - Did not take place due to Covid isolation.	IDL to be continued in the next academic year. Use of PD time.
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Assistant SENCO and TA trained in providing phonics for small group/one to one tuition. Focused support for identified students.	Initial training 20.11.20	Issues with launching due to Covid. Phonics intervention to be reviewed and timetabled as part of the curriculum moving forward.
Improved Year 7 and 8 Literacy progress	Delivery of Accelerated Reader programme to small groups of students. Aims to develop reading and comprehension skills in a structured programme using zones of proximal development.	Star testing completed on Y7 and Y8 Oct 2020. <u>Data drop 1 Year 7 English</u> Set 7 CG 0.92 target 1.52 <u>Data drop 1 Y8 English</u> Set 7 CG 0.78 target 1.72 No formal end of year data analysis due to high numbers of students isolating.	Continue with the use of Accelerated Reader. Timetable initial star reader tests in September as well as the end of year test.

		Data drop June 2021- Year 8 English - No formal end of year data analysis due to high numbers of students isolating	
Improved Year 7 numeracy progress.	IDL Numeracy Programme. Used in lesson time and form time.	Data drop 1 Year 7 maths Set 4 CG 0.48 Target for end of year 1.36 No formal end of year data analysis due to high numbers of students isolating.	Numeracy intervention to be delivered through KS2/3 teacher in the new academic year as part of a timetabled slot.
Improved Year 8 and 9 literacy/numeracy progress	For identified students, an additional core skills class taken rather than an MFL lesson. Aims to ensure mastery of basics needed to access curriculum.	Data drop 1 Year 8 English: CG 0.78 target 1.72 Maths: CG 0.41 target 1.56 Year 9 English: CG 1.24 target 2.40 Maths: CG 1.40 target 2.14 Data drop June 2021 No formal end of year data analysis due to high numbers of students isolating.	Literacy and Numeracy intervention to be delivered through KS2/3 teacher in the new academic year as part of a timetabled slot.
Improved progress of Y11 boys and a narrowing of the gender gap.	Targeted academic intervention at Faculty level to raise outcomes for PP boys. Progress Leaders to identify key PP boys at each data drop. 'Hitlist' mentoring focuses on narrowing the gender gap through revision strategies, metacognition and self-regulation.	Data drop 1 2020 P8 forecast Non-PP 0.08 PP -0.55 ATL Boys 3.28 V girls 3.96 (all students) PP cohort (46 students) SPI boys -0.66 V girls -0.03 No validated external data due to TAG's	Continue to ensure that PP students are targeted and prioritised for intervention where relevant. Faculty level approach to PP students to be more of a focus to help close the gap. School improvement group established for the new academic year to ensure that the profile of PP students remains at the forefront.

iii. Other approaches			Cost: £96, 000
Action	**Intended outcome**	**Impact:** *Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).*	**Lessons learned** (and whether you will continue with this approach)

Increased attendance rates Reduced Persistent absence	Attendance Officer and new AIW (dedicated PP) to monitor students and follow up quickly on truancies. First day response provision. Attendance Action Plan in place.	**Attendance to end of term 2:** Year 7- PP 92.8% Non-PP 96.7% Year 8- PP 89.2% Non-PP 96.3% Year 9- PP 86.5% Non-PP 95.3% Year 10- PP 89.1% Non-PP 95.9% Year 11- Pp 90.3% Non-PP 94.9% Persistent absence. Year 7- PP 3.2% Non-PP 0.15% Year 8- PP 5.4% Non-PP 0.8% Year 9- PP 8.07% Non-PP 1.42% Year 10- PP 7.3% Non-PP 1.2% Year 11- PP 4.6% Non-PP 2.2%	Attendance was difficult to track due to high numbers of isolation and lockdown. Home visits to continue for persistent absentees. Key students to be flagged up to the attendance team. Attendance rewards to continue.
Increased attendance rates Reduced Persistent absence	Roll out 'Attendance forms' to include all Year groups. Experienced form tutors used to ensure all students understand school's expectations around attendance.	Attendance forms created for y7-y11.	Continue with attendance forms. These forms will have their own attendance competition moving forward, to ensure that improvements are recognised.
Increased attendance rates Reduced Persistent absence	Maintain number of attendance panels and use FPN to raise the importance of attendance.	**Attendance to end of term 2:** Year 7- PP 92.8% Non-PP 96.7% Year 8- PP 89.2% Non-PP 96.3% Year 9- PP 86.5% Non-PP 95.3% Year 10- PP 89.1% Non-PP 95.9% Year 11- Pp 90.3% Non-PP 94.9% **Persistent absence.** Year 7- PP 3.2% Non-PP 0.15% Year 8- PP 5.4% Non-PP 0.8% Year 9- PP 8.07% Non-PP 1.42% Year 10- PP 7.3% Non-PP 1.2% Year 11- PP 4.6% Non-PP 2.2%	Continue this approach.
Increase aspiration for PP students, leading to	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews.	PP students prioritised for Career Interviews. Year 11 had 2 meetings and more if deemed necessary.	Continue to prioritise PP students for appointments and promote the need for additional appointments for relevant students.

further engagement with education.	College taster days/mock interviews/work –related activities.	Y10 roll out started.	
Improved levels of parental support and parental engagement with school	Continue with 'Information Evenings' at start of academic year to ensure parents are aware of school systems and expectations. Monitoring of attendance at Parents' evenings. Attempts made to arrange alternative visit/phone call updates with absent parents. Parent meeting on re-admission after exclusion	Due to COVID, information Evenings were cancelled and information distributed via Synergy and website. Y10 Parents Eve 04.11.20- done by form tutor phone call. 73% of parents contacted. Non-PP 76% PP 69% Y11 Parents' Eve 03.12.20 Overall attendance 61% Non-PP 68% PP 43% Y7 Parents' Eve 10.12.20 Overall attendance 72% Non-PP 82% PP 45% Y9 parents' Eve 11.02.21 Overall attendance 71% Non-PP 77% PP 47%	Continue to utilise the option of online parents' evenings. This is to be judged based on Covid cases.
Improved levels of parental support and parental engagement with school	Development of 'Synergy' parent portal to support improved home-school communication and as an online learning platform.	More parents/ carers are accessing the Synergy portal and are much more confident contacting school via this.	Continue to promote and use Synergy portal, particular at teaching staff level to promote relationships with home.