1. Review of expenditure : pupil premium				
Previous Academic Year		**2019-2020**		
i. Quality of teaching for all				
Action	**Intended outcome**	**Estimated 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)	**Cost £70,000**
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).	CPD calendar focused on developing SOW, curriculum intent ALL FIGURES 2019 DUE TO SCHOOL CLOSURE Gap PP V Non PP -0.79 2019 (2018 -0.76) Basics Eng and Maths 9-4 51.4% (2018 41.7%) 9-5 35.5% (2018 25%) 9-7 5.7% (2018 2.8%)	Closing the attainment gap: key lessons learned in the EEFs first 6 years (April 2018) 'What happens in the classroom makes the biggest difference' 'Great teaching is the most important lever schools have to improve outcomes for their pupils.' EEF Covid 19 Report (June 2020) Continue to provide high quality INSET to ensure 'Quality First Teaching'.	
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). language of the expert in the classroom Developing key strategies for using language of the expert in the classroom	All SOW now include Tier 2 and Tier 3 vocabulary. Lesson observations evidenced pre- teaching of vocab.	Continue with this approach and continue to develop staff's confidence in 'Disciplinary Literacy' EEF Improving Literacy in Secondary Schools guide (July 2019) • Prioritise 'disciplinary literacy' across the curriculum	

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'	Staff voice questionnaires sample: 19 responses Dec show: I can see how understanding word roots will help students in all subjects. 100% of staff I feel more confident talking about words than I did a year ago 63% of staff I feel the resources are well planned. 95% of staff I feel the students enjoy communication in form time 63% of staff Unable to complete student voice due to school closure.	Continue with this approach as part of the 'Personal Development' curriculum during form time.	

ii. Targeted support				
Action	**Intended outcome**	**Estimated 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)	**Cost £68,520**

Improved Year 7 and 8 literacy progress. Students selected for intervention.	Indirect Dyslexia Programme. Used in lesson time.	Baseline data completed Oct 2019 FEB re-testing shows: average increase of 6 months. No summer re-resting due to school closure.	Continue with IDL.	
Improved Year 7 and 8 literacy progress. Students selected for intervention.	Assistant SENCO trained in providing phonics for small group/one to one tuition. Focused support	Baseline testing completed No summer re-resting due to school closure.	Continue with phonics for identified students.	
Improved Year 7, 8 and 9 Literacy progress	Delivery of 'Readingwise' programme to small groups of students. Aims	Readingwise encountered reliability problems. Some pupils not able to access. Ongoing issues (Jan 2020) Unable to re-test due to school closure.	Not renewing Readingwise.	
Improved Year 7 and 8 numeracy progress.	IDL Numeracy Programme. Used in lesson time.	Unable to measure progress due to school closure	Continue to use IDL Numeracy	
Improved Year 7, 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.	<u>Data drop 2</u> English 8.3A GA 1.53 target 1.92 English 8.3B GA 1.29 target 1.86 English 8.3C GA 1.20 target 1.93 Maths 8.7 GA 1.67 target 1.69 <u>Year 9</u> English EN4 GA 1.58 target 2.09 Maths 9.7 GA 1.57 target 2.17 NO DATA DROP 3 DUE TO SCHOOL CLOSURE	Continue this approach	

Improved attainment / progress in English and Maths for Y10 and Y11 PP students, narrowing the gap with other students.	Additional Intervention lesson delivered by SLT/PL for English and Maths. 2 X Y10 2 X Y11	Unable to measure due to school closure	New timetabling includes additional staffing to provide smaller group sizes instead.	
Improved attainment / progress across the curriculum for Y10 &11 PP students in the 'Open bucket', narrowing the gap with other students.	Targeted academic intervention at Faculty level to raise outcomes for PP students. P Leaders identify key PP students at each data drop. Horsforth Quadrant used effectively. Classroom teachers focused on key PP students	Y10 Oct Open P8 +0.13 Y11 Nov Open P8 + 0.08 Y10 Feb Open P8 + 0.23 Y11 March Open P8 +0.11 NO FURTHER DATA DROPS DUE TO SCHOOL CLOSURE.	Continue with analysis at each data drop and use of Horsforth.	
Improved progress of Y11 boys and a narrowing of the gender gap.	Targeted academic intervention at Faculty level to raise outcomes for PP boys. P 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.	Y11 Nov data Boys SPI -0.25 Girls SPI +0.45 Gap -0.70 Y11 March data Boys SPI -0.18 Girls SPI + 0.54 Gap -0.72 No further data due to school closure	Narrowing the gender gap continues to be a school priority. SLT lead appointed and working group established.	

iii. Other approaches

Action	Intended outcome	Estimated 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)	Cost £94,500

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.	Term 1 data 2018-2019 Term 1 PP attendance was 94.0% 2019-2020 Term1 attendance was 94.3% 65 home visits made to PP students. School closure March 2020.	Continue this approach	
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 form data term 1 	2018/19 % Attend PP (Number of students)	2019.20 % Attend PP (Number of students)
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unknown	91.33 (9)
84.93(14)	89.76 (18)
85.03(17)	85.13 (18)
90.86 (9)	91.02 (10)
84.44 (11)	89.28 (10)
85.9 (51)	**88.8 (65)**	 No further data due to school closure	Continue this approach.	
Increased attendance rates Reduced Persistent absence	Maintain number of attendance panels and use FPN to raise the importance of attendance.	PP Pupils on Medical evidence 2019-2020 Term 1: 89 65 PP home visits in Term 1 9 PP attendance panels in Term 1 No further data due to school closure	Continue this approach	

Increased attendance rates Reduced Persistent absence	Phoenix centre used to enable long term absentees get support to gradually get back into class/ gain confidence.	**Phoenix provision is enabling hard to reach students the opportunity to reintegrate.** On average, 6 students have timetabled slots in the centre to support a reduced timetable and re-integration.	Continue this approach	
Increase aspiration for PP students, leading to further engagement with education.	Careers Advice and guidance – support sessions regularly provided, including 1-2-1 interviews. College taster days/mock interviews/work –related activities.	**CEIAG mapping evidences a wide range of experiences for PP students.** Some activities not delivered this year due to school closure; however, CEIAG resources were provided online for students to access.	Continue this approach.	
Improved levels of parental support and parental engagement with school	Trial of '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	Y10 Parents Eve 6.11 All: 71% PP 52% non PP 80% Year 7 Parents Eve 10.12.19 All: 83% PP 75% non PP 87% Year 8 Parents Eve 24.01.20 All: 70% PP 48% non PP 81% Year 9 Parents Eve All: 85% PP 73% non PP 90% PP TA followed up absent parents with phone calls after each PE. Students are not re-admitted after exclusion without a parent meeting taking place.	Continue with this approach	

Improved levels of parental support and parental engagement with school	Roll out of 'Synergy' parent portal to support improved home-school communication. Reports/behaviour logs and homework all available for access	TERM 1 Year 10 reports 90% read on line Year 11 reports 83% read on line Year 9 reports 94% read on line Year 8 reports 82% read on line Year 7 reports 93% read on line **Parental feedback to Synergy has been positive.**	Continue this approach and further develop Synergy to use as an online learning platform.	

2. Additional detail