

Disadvantaged Pupils' Improvement Plan 2020-21 (to complement whole school strategy)

Focus	Success Criteria	What / How	Who	Details	Staff i/c	Improvement evidence
To improve PA %, individual and group attendance.	Higher than 95% Less than National Average (27%) PAs (23.2% FSM6)	Group time discussion. Attendance Panel meetings 1-1 sessions	All disadvantaged pupils PAs Any disadvantaged pupils below 95%	1-1 meetings with all pupils identified as PA Parental involvement Clear targets, rewards and monitoring Analysis of attendance with BOA Home visits for PAs (extreme cases)	LOV/STL/GER/BOA/ Tutors	
More positive and fewer negative events from cohort.	Evidence on G4S Aim for 65% positive events (35% negative events) per pupil	Group time focus and monitoring. Encouraging use of G4S – Help sessions at Parents' evenings (data team in attendance)? Encourage staff to enforce positive rewards system	All disadvantaged pupils. Parents CPD – Staff EDG	Weekly monitoring and encouragement. KS3 target setting sessions Looked at G4S individually with pupils Use of G4S to analyse behaviour patterns and report back to staff/SLT Focus on supporting Y7 pupils with timetabling homework into their weekly routine to ensure they make progress. CPD with whole staff to encourage identification of PP students and rewarding them. Separate 'mini Ofsted prep' session on PP delivered by EDG Monitor league tables to check which staff are using the behaviour systems. Supporting parents with use of G4S (changes to website made and support at parents evening offered). Make contact with Parents through post/text in advance of relevant evenings e.g. Parents' evenings, Work Experience etc.	LOV/STL/GER/data team and all staff	

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<p>Academic support provided for all those in need.</p>	<p>Record of sessions/time spent.</p> <p>Revision guides provided.</p> <p>Intervention attendance data.</p>	<p>Departments to arrange and provide revision guides and additional support/materials (check with pupils when meet with them – fill any gaps with reminders to individual staff).</p> <p>Analyse progress of KS4 pupils to individualise intervention following mocks.</p>	<p>All disadvantaged pupils</p>	<p>Maths and English (Reg. Intervention) Pupils requiring intervention sent to HAL/BEA by HODs – STL/GER to pick out disadvantaged pupils.</p> <p>Taxi home/revision day provided if necessary. (£2000 approx.)</p> <p>Meeting with students regularly after mock exams.</p> <p>Photographs of PP students put in required reading so that staff can track KS3/4 progress of students.</p> <p>HODs to analyse progress of PP students at KS3/4 using ALPS</p> <p>Whole staff CPD focusing on strategies for improving outcomes of PP students.</p> <p>Working in partnership with Litcham to share good practice.</p> <p>Checked KS4 revision plans, meetings to check that they are on track and working with HODs to ensure they are accessing intervention and revision sessions. (Use wider margin of error on IIEFGs to make sure no one 'slips through the net')</p>	<p>BEA/HODs</p> <p>LOV/GER/STL HAL/CNL</p> <p>EDG</p> <p>P Clarke (i/c PP at Litcham)</p>	
<p>Highest standard of uniform and equipment.</p>	<p>G4S uniform and equipment –via events.</p>	<p>FUL to provide uniform</p> <p>STL/GER have a small supply of pencil cases for identified pupils (in TE1).</p>	<p>All FSM pupils</p> <p>Identified disadvantaged pupils</p>	<p>Funded from school's PP budget. Early help provided at summer school for parents requiring uniform and help with FSM forms.</p> <p>Year 6 Induction Evening attended to support parents with concerns.</p> <p>Pencil cases funded via PP budget (£20)</p>	<p>LOV/STL/GER/ FUL Tutors</p>	

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Participation in extra- curricular activity.	Monday morning mentoring Staff CPD	All pupils encouraged to join lunch or after school club	All KS3 disadvantaged pupils	Personal encouragement and promotion – Year 7 pupils rewarded for joining a club (chocolate). Club leaders came to morning mentoring session to encourage involvement Clubs advised at 1:1 sessions with PP students linking with HOY.	LOV/STL/GER/ Activity Leaders Pastoral leaders	
Aspirational, motivational careers and general activities.	All KS4 pupils targeted for career support	OSB to lead trip to Easton/City College Session for high achievers during form time. Weekly meetings with Y10 pupils to ensure that they are seeking useful work experience places	Disadvantaged pupils often follow vocational path High achieving KS4 pupils Y10 PP pupils	Cost of visits free – PP funding to cover transport/cover Saturday session at Easton College offered to selected KS4 students for post-16 advice and support on options. University trip for high achieving PP students (Friday 23 rd Nov mini open day) Working with G&T co-ordinator to ensure that the high achieving PP students reach or succeed their targets at KS4. Sixth form students to mentor high achieving PP students in specific subjects. (*not this year due to COVID-19)	LOV/STL/GER/ EDI College Pastoral/MGI AND	
Personal and social development of weakest.	Residential Trip Organised	Hilltop Adventure Centre, December.	10 KS3 pupils who need emotional and social support.	Residential trip (*in doubt this year due to Covid-19)	CNL/STL+SLT member	

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Communication with parents	All parents contacted throughout the year		<p>Y6 disadvantaged pupils</p> <p>Y9 disadvantaged pupils</p> <p>Y10 disadvantaged pupils</p> <p>Yr11 disadvantaged pupils</p> <p>All disadvantaged pupils</p>	<p>Summer School – encourage early communication (*not this year due to COVID-19)</p> <p>Supporting Y9 options process, checking parental attendance and parental use of G4S (to view full report)</p> <p>Identifying parents (and contacting via phone) who have not attended:</p> <ul style="list-style-type: none"> • parents evening • open evenings • Options evening • Work Experience evening • Yr7 settling in evening <p>WEX – contact Y10 parents to help ensure attendance at key meetings</p> <p>Post mock contact for update on progress and discuss any potential intervention/support</p> <p>Parents' Evening attendance & Go4S for reports & progress</p>	LOV/STL/GER/EDI/HOYs	
Bridging progress gap and supporting transition (Y6-Y7) (*not this year due to COVID-19)	Encourage 75%+ of incoming disadvantaged pupils to attend a 1 week summer programme	<p>Pupils identified and liaise with primary schools.</p> <p>Parents contacted via letter</p> <p>Meet parents at Y6 Open Evening</p>	Y6 disadvantaged pupils in catchment/likely to attend	<p>£2000 budget for a 1 week programme to support 30-35 pupils with transition.</p> <p>Time in school, literacy developed through diary writing each day.</p> <p>Cultural visits and opportunity to meet staff and get used to school rules before starting in September.</p> <p>Catch up premium used and progress of PP pupils monitored</p>	LOV/STL/FUL	
Communicating all information to staff (and new staff)	<p>Staff aware of strategies and individual circumstances of PP pupils.</p> <p>CPD for NQTs and new staff</p>	<p>Information sharing at HoDs meetings and weekly staff bulletin entries.</p> <p>Part of induction programme.</p>	<p>All disadvantaged pupil</p> <p>NQTs and new staff</p>	<p>Weekly report emailed to all staff as part of weekly bulletin.</p> <p>GER leads session on strategy and school approach.</p>	<p>GER/LOV</p> <p>GER</p>	<p>Staff awareness, acknowledgement and support of pupils.</p> <p>Attendance leading to furthering knowledge.</p>

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Breakdown by year group:

Year 7 – Summer school, residential trip (to develop social skills), Monday morning additional induction sessions (whole group), Friday morning support sessions (small group of identified students)

Year 8 - Residential trip (to develop social skills), focused attendance meetings for students below 95% and 1:1 discussions/monitoring throughout the year. Support with new mini options choices.

Year 9 - Residential trip (to develop social skills) and support with options choices

Year 10 – Work Experience placement support, trips to colleges and universities for post-16 options, mentoring mornings for students lacking motivation/aspiration.

Year 11 – Mentoring for students who are lacking motivation and aspiration (to fit around current subject intervention), liaising with staff to ensure all GCSE students have resources needed (e.g. revision guides), intervention with EDG/GER/STL following mock result analysis. Help and guidance on post-16 options, applications, open day visits

In addition to this one of the Pupil Premium Co-ordinators will join the school's 'Curriculum Development Group' and ensure that Pupil Premium is a regular focus of the group and needs to be considered in every decision. EDG to attend all HoDs meetings as pastoral link to also keep PP profile high in discussions and contribute to any decisions made.