



## Pupil Premium - Allocation, Spend and Impact

### Executive Summary 2020

#### Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Maths/English 1:1 – Tutoring for students at risk of not meeting age related expectations in KS4 and KS3	£65,000	
Additional Staffing in core subjects – To reduce class size at KS4 and provide literacy/numeracy tutor groups and teaching sets in KS3	£70,000	
Alternative Curriculum Centre and increased pastoral support – To provide support programmes for our most vulnerable students including Cognitive Behaviour, Self Esteem, Anger management, Anxiety and Stress. Increased personnel to support with most vulnerable students, home visits, support programmes and parental engagement	£85,000	

## Pupil premium and 2020 Catch-Up Premium strategy / impact

1. Summary information – Pupil Premium							
<b>Academic year</b>	2020-2021		<b>Total PP budget</b>	£400,720		<b>Date of most recent PP Review</b>	June 2020
<b>Total number of pupils</b>	399		<b>Number and %age of pupils eligible for PP</b>	252 – 63%	147 - 37%	<b>Date for next internal review of this strategy</b>	June 2021
	<b>KS3</b>	<b>KS4</b>		<b>KS3</b>	<b>KS4</b>		
<b>Number of PP eligible pupils by key stage</b>	252	147	<b>Budget split by key stage</b>				
<b>Allocation of PP funding</b>	<b>Ever 6</b>		<b>£354,305</b>	<b>LAC</b>	<b>£44,555</b>	<b>Service Children</b>	<b>£ 1,860</b>

Current achievement – Winton					
2020 Outcomes (Centre Assessed Grades, including any upward adjustment in final awards)	Pupils eligible for PP (previous year in brackets)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – most recent year available)	UL target for PP students	Difference outcome to previous year (RAG)
<b>Progress 8 score average</b>	+0.78 (0.41)	+1.1	0.13		+0.37
<b>Attainment 8 score average</b>	52.82 (49.2)	59.03	50.1		+3.62
<b>4+ Basics</b>	67% (63%)	92%	71.5%		+4%
<b>5+ Basics</b>	62% (47%)	78%	50.1%		+15%
<b>5+ GCSEs including English and maths (9-4)</b>	67% (63%)	88%			+4%

<b>Current achievement – Glenmoor</b>					
<b>2020 Outcomes</b> <i>(Centre Assessed Grades, including any upward adjustment in final awards)</i>	<b>Pupils eligible for PP</b> <i>(previous year in brackets)</i>	<b>Pupils not eligible for PP</b> <i>(your school)</i>	<b>Pupils not eligible for PP</b> <i>(national average – most recent year available)</i>	<b>UL target for PP students</b>	<b>Difference outcome to previous year (RAG)</b>
<b>Progress 8 score average</b>	+1.28 (+0.96)	+1.63	0.13		+0.32
<b>Attainment 8 score average</b>	57.75 (51.2)	62.79	50.1		+6.55
<b>4+ Basics</b>	89% (86%)	94%	71.5%		+3%
<b>5+ Basics</b>	82% (62%)	87%	50.1%		+20%
<b>5+ GCSEs including English and maths (9-4)</b>	89% (71%)	94%			+18%

- *This page outlines the most recent data according to UL and national headlines. It reflects the targets set in September for PP, which is information school leaders, including governors, should know.*
- *The national average column is the same for all schools and shows how your PP data compares against national for nonPP. (Early in the academic year this will have to be NA for the previous year.)*
- *The (previous year) in brackets shows whether your outcomes are rising or falling.*
- *The final column RAG rates the rise or decline in PP achievement.*
- *For summer 2020, the school should calculate this analysis based on Centre Assessed Grades awarded. Although there is no public reporting of headline data for 2020, school leaders should still review and reflect on the achievement of PP-eligible students as assessed by subject leaders and on the impact of strategies to support disadvantaged pupils (prior to lockdown).*

2. Planned expenditure 2019 – 2021 (including how you will spend the 2020 Catch-Up premium)		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
Increase in staffing for English, maths, ethics and science to allow for; Class size reduction in Year 11 EMS and ethics Literacy teaching groups KS3 Specialist English/maths tutor groups at KS4	Increased number of teaching groups, reduction in class size and therefore improved outcome for students in English, maths and science at KS4. Increased number of teaching sets at KS3 with improved outcomes for students in literacy at KS3. Strongest teachers with most disadvantaged students.	£70,000
Investment in technology resources to support Teaching and Learning e.g Visualisers and IRIS	Improved knowledge around pedagogy and decreasing the variance in quality of teaching across year groups and subject areas by sharing best practice. Improved outcomes for most disadvantaged learners.	£18,000
Continued investment in quality CPD and JPD Whole class feedback, Rosenshine Principals, Stretch and Challenge etc. Introduction of regular subject masterclasses to improve subject knowledge and commitment to my CPD weeks.	Improved progress for High Prior Attaining PP students identified at not meeting expected progress during KS4. PP student's attainment and progress in line with non-PP students In school variation of quality of teaching and learning for PP students is reduced	£19,000
<b>Total budgeted cost</b>		<b>£107,000</b>



<b>ii. Targeted support and intervention</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Maths/English 1:1 tutoring programme KS4	Improvement in attainment and progress of PP students in English and maths at KS4 and in line with national average.	£65,000
Maths/English 1:1 remote tutoring programmes for those below ARE	Improvement in attainment and progress of PP students in English and maths at KS3 and in line with national average.	£10,000
'Aim to write' programme	PP Students identified as being below age related expectations at KS3, achieve in line with non-PP peers and national average.	£2,000
Literacy and Numeracy tutor groups in Year 7, 8, 9	Literacy and numeracy levels of PP students in years 7, 8 and 9 to improve, in order to be able to access the curriculum.	Cost neutral (additional)
CPD investment for internal counselling services and increased capacity for ELSA	To continue to be able to offer an in-house counselling programme and reduce the waiting time for external agency support.	£3,500
CPD related to Anger Management and dealing with challenging behaviour	Support students with anger issues, reducing reflections and improving the time in lessons to support learning	£2,800
BRIAVE and BEAT programme delivery	Reduce barriers to learning for school anxious or school refusers. Improvement in attendance, reduction in FTE and PA.	£3,500
SHINE project	Reduce barriers to learning by supporting students with anxiety issues and building confidence	£1,000
<b>Total budgeted cost</b>		<b>£87,800</b>

<b>iii. Behaviour and Attendance improvement strategies</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Attendance officers, Educational Welfare	Increased attendance rates for PP students. Early intervention for school refusers or students with significant barriers to learning due to nonattendance.	£32,000
School counselling services	Increased in attendance, reduction in FTE, raised attainment within PA students, school anxious, vulnerable learners etc. Reduction in waiting time to access outside agency support for most vulnerable learners.	£25,000
Pastoral support	Fewer isolations recorded for pupils, without compromising the whole school behaviour policy.	£50,000
Alternative Curriculum Provision Centre	Provision of short-term alternative curriculum programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable.	£32,000
<b>Total budgeted cost</b>		<b>£139,000</b>
<b>iv. Catch-Up strategies (including transition Y6-Y7)</b>		
<b>Action</b>	<b>Intended outcome</b>	<b>Cost</b>
Introduction of a 'Transition Coordinator'	Improvement in communication and transition for PP students KS2 to KS3. Early identification and intervention for 'at risk' students' e.g. mentoring, counselling, literacy/numeracy interventions.	£7,000
Increased pastoral support within Year 7	Improvement in support for students struggling with transition from primary to secondary by introducing a deputy head of year	£5,000



Increased capacity within Lexonic/Corrective reading programme	Improvement in reading ages and more students at age related expectations	£11,000
Year 7 Literacy and Numeracy tutor and teaching groups	Literacy and numeracy levels of PP students in years 7 to improve, in order to be able to access the curriculum. Transition groups, literacy, numeracy tutor groups to be able to run due to increased staffing.	Cost neutral (additional staffing)
<b>Total budgeted cost</b>		£23,000
<b>v. SEND improvement strategies (PP eligible pupils who also have identified SEN)</b>		
<b>Action</b>	<b>Intended Outcome</b>	<b>Cost</b>
CPD for specialist Learning Coaches	Improved outcomes for PP students with complex needs. Upskilling of Learning Coaches using up to date research and intervention methods. Dissemination of best practice to upskill general teaching body.	£2,000
Provision of chrome book computers	Students requiring EAA have been able to utilise technology to complete homework, support classwork and access online learning platforms such as Hegarty, Seneca and SMHW. SEND pupils have performed above National Average and have made positive progress.	£4,500
Alternative Curriculum Provision Centre	Provision of short-term alternative curriculum programmes for our most vulnerable students. A reduction in the number of exclusions and increase in attendance for the most vulnerable. Improved attainment and progress for students with SEND.	Cost neutral (costed above)
SEND GCSE mentors and exam preparation workshop staffing	Students will receive individualised support with anxiety, stress, organisation and revision in lead up to major examination periods, improving attainment and progress for students.	£1,000
<b>Total budgeted cost</b>		£7,500

### 1. Additional comments

**The remaining funding has been utilised to reduce barriers to learning for students;**

- Assistance with transport (taxi and bus passes)
- Uniform and equipment
- Trip subsidies
- Curriculum resources (e.g. cooking ingredients, paints etc)
- Revision guides, workbooks and learning resources
- Other costs as they arise from PP contingency

### 2. Impact Statement (adapted to review the impact of remote learning during lockdown 20.03.20 – 01.09.20)

#### i. Quality teaching for all

Action	Impact	Lessons learned (and whether you will continue with this approach)
Additional Staffing in core subjects English, maths and science	Improvement in attainment and progress across English, maths and science for PP students against NA at KS4.	This approach is driven by data. Moving forward more funding will be utilised for PP boys in English.



Investment in CPD for quality Teaching and Learning	Time has been allocated to develop and evolve feedback and T&L within the academies. Funding has been utilised for bespoke CPD events and upskilling of members of the team.	Further investment will be made into T&L resources such as visualisers, CPD library and optional CPD events.
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- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

During lockdown, GW's CPD offer to staff continued and if not improved with additional support and training on how to use online platforms and technical support to ensure all students received high quality lessons and feedback. Raising Standards and Pastoral leads at GW worked tirelessly to ensure all students, including PP students had access to appropriate synchronous and asynchronous learning. Alongside this, we reviewed and removed barriers to learning by auditing those disadvantaged by a lack of access to technology by providing laptops and internet dongles to ensure all students had access to live lessons and communication with their teachers. Each week, tracking and monitoring took place to track workflow and completion rates expects, which allowed a rigorous cycle of monitoring and further support. Through student and parent questionnaires we were able to offer technical equipment that was suitable for work (e.g Chromebooks and laptops rather than tablets), this highlighted that a large proportion of student did not have access to suitable technology. We were able to monitor and track number of students accessing live learning and provide additional support for those not consistently accessing, with weekly parental communication and weekly tracking. In order to ensure students were not disadvantaged, we utilised blending learning and live 'feedback' lesson, so that all students were able to learn, correct and break down misconceptions, through whole class feedback.

ii. Targeted support and intervention		
Action	Impact	Lessons learned (and whether you will continue with this approach)
Maths and English 1:1 Programme	Sustained high outcomes for pupils at KS4 at 4+, 5+ and progress 8 against NA	Pupil Premium students accessing this programme, achieved above National Average in all headline measures.
<ul style="list-style-type: none"> <li>• How did you target the needs of PP pupils during lockdown?</li> <li>• How successful were you and how do you know?</li> <li>• What lessons did you learn?</li> </ul>		
<p>As discussed above, technological support was offered to students which allowed the continuation of high-quality lessons and progress to be made. To raise aspirations for our year 11 students at the latter end of the academic year, bridging work was set for this cohort, specifically linked to a wide range of subjects and courses to be prepared for their post-16 options. Increased staffing to produce resources and offer lecture style lessons to support both key stages, especially within Literacy and numeracy at KS3 and English and maths at KS4.</p>		

iii. Behaviour and Attendance improvement strategies		
Action	Impact	Lessons learned (and whether you will continue with this approach)
Attendance officers and support	Improved attendance rates for PP in line with non-PP students nationally. Attendance and punctuality records improvements for most students across most year groups at 95% +.	Although attendance rates have improved and are above National Average, attendance rates for a core number of PP students remains a focus, particularly those that fall in the 'persistently absent'. The attendance officer role is vital for this.
Pastoral Support Workers	Improved attendance rates, as we have had members to support with first response calls, parental meetings and home visits. Fewer incidences of FTE and isolations with some of the most vulnerable students, as additional pastoral support has provided more support mechanisms available to both parents and students.	We have increased this provision further to incorporate a pastoral support worker per year group, a pastoral manger and two additional support workers who bridge the gaps between pastoral, ACC and inclusion, working with a specific caseload of students.

Alternative Curriculum Centre	Attainment and progress made by students accessing the ACC has improved significantly. Exclusion and isolation rates have significantly reduced and attendance of PA students has increased. This has been most evident with PA students at KS3.	There is an increased need to support students with SEMH complexities and future funding will look more towards upskilling and enhancing knowledge and support within this area.
<ul style="list-style-type: none"> <li>• How did you support PP pupils to participate in remote learning during lockdown?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>		
<p>Clear weekly tracking on the completion of work was carried out by all teaching staff and monitored by the Raising Lead of that key stage in addition to the Pastoral team. Weekly communication via the Pastoral team ensured students completed a minimum expectation of work. For those students who were hard to reach especially in KS4, a senior leader mentor was provided to encourage, reward and support organisation.</p>		

iv. Catch-Up strategies (including transition Y6-Y7)		
Action	Impact	Lessons learned (and whether you will continue with this approach)
Literacy and Numeracy KS3 tutor group	Reading ages and numeracy baseline testing have identified an improvement in students significantly below expected standards, particularly if literacy tutor groups also remain as teaching groups.	Further funding will be used to support the role of a transition coordinator to allow for early identification and collaboration of at risk students, much earlier and to ease the transition from KS2 to KS3.
Transition Coordinator Role	There has been improved communication between GW and feeder schools. Pupil Premium/SEND students have had a smoother transition due to bespoke induction days for the most vulnerable. T&L had been adapted to meet the needs of those below age related expectations, due to co planning between Year 6 and Year 7 teachers.	This is an important area of focus over the next few years. Research suggests that the longer a student has been FSM, the increased impact on attainment and progress. A robust transition and support network for transition will allow for improvements to be made within this area.

- How did you support transition from Y6 into Y7 during lockdown?
- How successful were you?
- What lessons did you learn?



The transition provided to our new year 7 cohort was well planned by an entire team dedicated to this, which included members from the pastoral, SEND and Raising Standards team. Communication, live information meetings and virtual tours created the foundation for the transition support. In addition, bridging work was sent to all new year 7 students based on feedback from our parents' survey to bridge the gap between primary and secondary transition during lockdown. Based on the success of this plan and support, moving forward, the majority of our transition support will become virtual and shared on the Academies' websites.

**v. SEND improvement strategies (PP eligible pupils who also have identified SEN)**

<b>Action</b>	<b>Impact</b>	<b>Lessons learned</b> (and whether you will continue with this approach)
Introduction of Learning Coaches	Students identified as both SEND and Pupil Premium have achieved above National Average in both attainment and progress measures.	This is a relatively new venture and will continue for the next academic year. Moving forward, we will be looking at additional CPD and opportunities to upskill teaching staff in strategies to support students with complex needs, as this has proved successful.



<p>Provision of chrome book computers</p>	<p>Students requiring EAA have been able to utilise technology to complete homework, support classwork and access online learning platforms such as Hegarty, Educake and SMHW. SEND pupils have performed above National Average and have made positive progress.</p>	<p>As the academies increase in numbers, we are seeing increasing numbers of students requiring support due to SEND needs and EAA. This strategy has been successful and we will look to widen this provision further and expand to non SEND, PP students that require technological support to access additional materials.</p>
<ul style="list-style-type: none"> <li>• How did you support pupils with SEND to access remote learning?</li> <li>• How successful were you?</li> <li>• What lessons did you learn?</li> </ul>		
<p>All high tariff SEND students were supported during the day via virtual support and intervention from our Learning Coaches. All our Learning Coaches had a sufficient caseload during lockdown to ensure both students and parents were aware of the process of completing and submitting work. For those students who needed further assistance to complete their work, 1:1 sessions were planned during the week, this largely took place with English and Maths. Staff were also guided through online briefings on how to best support specific SEND needs during remote learning. For those students with SEMH concerns, ELSA, Counselling and ACC support continued intensively throughout the lockdown period.</p>		

