

# Pupil Premium Strategy



1. Summary information <b>Lady Manners School</b>					
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£128200	<b>Date of most recent PP Review</b>	October 2020
<b>Total number of pupils</b>	1333	<b>Number of pupils eligible for PP</b>	127	<b>Date for next review of this strategy</b>	January 2021

2. Current attainment (last cohort of KS4 results)	LMS Pupils eligible for PP	National average 'All'
<b>Progress 8 score average</b>	N/A for 2020 (-0.16 2019)	0.01
<b>Attainment 8 score average</b>	N/A for 2020 (4.6 2019)	4.6

3. Barriers to future attainment (for pupils eligible for PP)		
<b>A.</b>	PP students are making less progress than other students in their cohort and students nationally	
<b>B.</b>	Some PP students have lower aspirations and self-esteem than other students in their cohort	
<b>C.</b>	School closure during COVID-19 potentially affected PP students especially those with limited resources more than other students in their cohort	
<b>D.</b>	Attendance rates of PP students are lower than the attendance rates of all students.	
4. Intended outcomes		Success criteria
<b>A.</b>	The gap between PP students and the national average for non-PP students is reduced.	The P8 achievement gap between PP students and non-PP students is reduced and moving towards the national average.
<b>B.</b>	PP students are supported in their career plan and with their mental health to ensure that aspirations are raised and self-esteem is high. This in turn will improve behaviour and close gaps in these figures.	Destination data shows all students are on appropriate progression pathways. PP students accessed the mental health provision in school The gap between PP and non-PP students with respect to behaviour points is reduced.
<b>C.</b>	PP students identified as a concern in progress to be supported in catching up and make sufficient progress between start of year and end of year assessment, especially in the GCSE year. Prepare fully for a further school closure or individuals self-isolation to ensure the PP students are prepared for remote learning.	PP students identified who have been significantly affected by the school closure in terms of academic progress. Strategies implemented to support students, including interventions, support interviews, mentoring and support for further remote learning. The P8 gap narrows between PP and non-PP students in GCSE.
<b>D.</b>	Attendance for PP students improves and the gap reduces with non PP students	Attendance rates for PP students are increasing year on year and are broadly in line with all students.

## 5. Planned actions and expenditure

### Intended outcome A: The gap between PP students and the national average for non PP students is reduced.

Action	Intended outcome	Evidence and rationale	How it will be monitored?	Staff lead	Review dates
Appoint PP mentors to work with identified PP students who require extra help to ensure they are making progress in school through effective interventions.	The gap between the PP and non PP students will reduce with respect to progress and attendance	If the students are known well and closely monitored and individually supported, the research shows there will be an impact on their achievement	The Assistant Head will meet with the mentors regularly and review progress with a report on a termly basis	Assistant Head	January 2021 April 2021 September 2021
Use form period for targeted intervention for PP students (Y7-11 as appropriate) in core subjects.	Students supported and knowledge/skill gaps filled. Reading ages improve and attainment	Data shows PP students performing less well than their peers partly due to gaps in their knowledge through attendance issues / lack of consolidation	Internal test results monitored to indicate progress for these students. Student voice to indicate these students feeling more confident and supported.	Head of core subjects	January 2021 April 2021 September 2021
Combination of quality first teaching with a focus on PP within lessons and targeted intervention support outside of lessons. All teachers ensure that aspirations for and of PP students are high and they are supported within lessons to achieve these goals.	Evidence suggests that students make more progress in productive learning environments where they are challenged and supported. Research suggests low aspirations are a significant factor in low progress and attainment. Setting high targets will raise aspirations.	All departments will have a responsibility for monitoring PP students. At each tracking point, PP students will be monitored and compared to non-PP. Where any underachievement is identified, strategies will be put in place to address the existing gap. Regular communication between departments and SLT.	Ensure good communication between SLT and CLs/class teachers. Internal test results monitored to indicate progress for these students. Analyse lesson visits on a termly basis to measure impact of the CPD and evidence that teachers understand the individual barriers and plan for these in their teaching	Curriculum Leaders	January 2021 April 2021 September 2021
Support for Year 7 students with weak reading and/or writing skills.	Students will become more confident readers and writers. English assessments will be more in line with targets. Gap between non-PP will be reduced.	Literacy skills form the foundation of many areas of learning. Students eligible for PP often have lower literacy skills on entry to KS3 and hence this approach will benefit all areas of the curriculum. With the focus on writing in many subjects at GCSE, developing these skills early	Employ an external tutor to work with Year 7 students. Test on a termly basis.	Curriculum Leader	January 2021 April 2021 September 2021

Improve the monitoring and support of PP students through information and provision planning on edukey and data on ClassCharts with accurate data on SISRA	Edukey will show a positive outcome for the interventions ClassCharts will show overview of each student and allow for timely interventions SISRA will be used to form reports on PP progress so timely interventions can be implemented	Research shows that close monitoring of PP students and early interventions raises the progress of PP students.	Termly reviews of provisions on Edukey and reports from Sims following exams. These will measure impact.	Deputy Head	January 2021 April 2021 September 2021 August 2020
<b>Total budgeted cost</b>					£27,008

**Intended outcome B: PP students are supported in their career plan and with their mental health to ensure that aspirations are raised and self-esteem is high. This in turn will improve behaviour and close gaps in these figures.**

Action	Intended outcome	Evidence and rationale	How it will be monitored?	Staff lead	Review dates
Ensure the wellbeing of each student through excellent pastoral care and counselling or mentors where needed.	Improved wellbeing of the students seen by a more positive approach to school and greater attendance.	Vulnerable students have barriers, which allow their learning to be affected negatively; these can be with respect to behaviour, attendance or mental health issues. If these can be eradicated/supported then learning can take place.	Appoint a counsellor to prioritise PP students. Meet regularly with the pastoral team to analyse the referrals and the individualised support for PP students. Look at the behaviour records and attendance to measure impact	Deputy Head	January 2021 April 2021 September 2021
Provide PP students with extra individual guidance on their future choices to raise their aspirations.	PP students will have personalised information and guidance.	Often students eligible for Pupil Premium have a lack of aspiration and motivation. In order to combat this, individualised support with a careers advisor proves invaluable.	Ensure early meetings with PP students in Year 8 to guide them into appropriate GCSE choices  Early interviews for Year 10s with a clear career plan shared with parents and follow up interviews in Year 11.	Careers Leader	January 2021 April 2021 September 2021
Adjustments to the curriculum to raise achievement for students identified with particular or mental health needs incorporating one to one or small group work and off site provision where appropriate.	PP students have bespoke timetables when needed to maximise their achievement	PP students achieve less well than their peers, the curriculum does not always suit their needs. Therefore a more directed curriculum may help their chances	Regular meetings with SLT and SENCO to measure impact of altered curriculum through current data	Senior Leadership Team	January 2021 April 2021 September 2021

To provide support and activities as students transfer between Primary and Lady Manners School. Aimed at raising aspiration	Students eligible for Pupil Premium transfer to the school smoothly	For many students transition can prove problematic and a stage of uncertainty. By putting this support in, the students are given the help to allow for a smooth transition and positive rewards.	A programme of activities to be arranged to support identified students in their transition to Lady Manners School. Measured by attendance and feedback from students and families	Pastoral Team	July 2021
Embed the centre of excellence with national trailblazers NHS mental Health work with PP students prioritised	Trained mental health workers in school with a focus on supporting families and students across for early intervention and to support mental health well-being and attendance in school	An increasing number of children (and parents), particularly after the lockdown, suffer from mental health and anxiety related problems causing barriers to attendance, achievement and aspiration.	Mental health specialists will each have a caseload and referrals will be prioritised to the PP students. Assistant head will report on this work to SLT termly and PP students will be supported in their mental health which can be measured by their attendance and engagement in lessons (ClassCharts)	Assistant Head	January 2021 April 2021 September 2021
Improve behaviour of Individual PP pupils with an overall aim of improving outcomes for these pupils.	Personalised individual plans for PP students in each year group achieving negative points.	There is significant evidence linking behaviour to outcomes. Our aim is to improve the behaviour of some of these individual pupils in order to maximise their time spent productively in lessons (e.g. by reducing time in isolation or exclusion)	Weekly meetings with HoYs and SLT to consider the behaviour and the support of the PP students. Termly reports to SLT to monitor the impact	Assistant Head	January 2021 April 2021 September 2021
Financial support for students to ensure they can take part in the full spectrum of opportunities at Lady Manners School. Including transport costs, trips, music and sport.	PP students will have the same opportunities as their peers and be equally represented on trips, in extra-curricular, in music lessons.	Many students in the PP category do not have the access to opportunities as they are held back due to a financial constraint.	Monitor the financial spending on each student through Edukey. Analyse the involvement in music, sport and trips on a termly basis.	Deputy Head	December 2020  April 2021  July 2021
<b>Total budgeted cost</b>					£50,938

**Intended outcome C: PP students identified as a concern in progress to be supported in catching up and make sufficient progress between start and end of year assessment, especially in the GCSE year. Prepare fully for a further school closure or individuals self-isolation to ensure the PP students are prepared for remote learning.**

Action	Intended outcome	Evidence and rationale	How it will be monitored?	Staff lead	Review dates
Assess all resources, particularly ICT, available to each PP student and provide necessary equipment needed for school and remote learning	All PP students have access to the resources needed to maximise their learning opportunities including providing lap tops/chrome books, Microsoft office	Remote learning is especially important this year and the past year showed the barriers some PP students faced with inadequate equipment for learning at home. Therefore if PP students were fully equipped they would have equal access to the remote learning	Student questionnaires and follow up meetings to ensure students have access. ClassCharts reports and MyVLE use to show the PP access to the remote learning.	Assistant Head	October 2020 January 2021 April 2021
Carry out a thorough analysis of need for each PP student so bespoke plans and interventions can be put in place	Personalised/bespoke approaches and support for each PP student appropriate to their circumstances.	The cohort of Pupil Premium students has diverse needs, which vary in kind and magnitude. Research into successful approaches to improve progress stresses the need to fully understand each student.	Review profiles termly and share with staff. Amend with support, opportunities needed each review	Deputy Head/ Pastoral Team	December 2019  April 2020  July 2020
Appoint Core subject tutors to provide targeted support for Y11 students in run up to their exams	Confidence, exam technique and topic knowledge improved for PP students	Data shows that Y11 PP students make less progress than their peers	Analysis of impact through test results, exam results, P8 and student voice (confidence)	Head of core subjects	January 2021 April 2021 September 2021
To ensure all students eligible for Pupil Premium have the appropriate help via resources to be able to revise for GCSEs effectively.	Students eligible for Pupil Premium have equal or better resources to aid their success at GCSE.	Revision sessions, guides and workbooks have proved effective in allowing students a structured way to revise. Specific equipment such as scientific calculators are crucial for success in maths.	Those eligible for PP will be provided with all the relevant resources need for their GCSE courses. Measured through keeping a record of what they receive and tracking progress. Impact to be seen in results	Curriculum Leaders  Admin Team	October 2020  April 2021
Have year 11 revision packs of work ready to send out in case of sudden closure or individual self-isolation. Close monitoring of data at each tracking point and mocks to ensure we are supporting the right students in a timely and effective way	PP students have access to all resources needed for progress if they are forced to be absent from school	Evidence that PP students are likely to have fallen further behind their peers during the school closure due to Covid-19 (EEF) Have key stakeholders involved from the beginning, including parents, SLT, CLS and Pastoral team.	Regular communication with staff, parents and students about what we are providing and how to use it. Ensure that they are timely and addressing the right support for the student by nominating a member of staff to keep in touch with the student in the event of school closure/lockdown/or individuals having to self-isolate.		
<b>Total budgeted cost</b>					<b>£27,669</b>

Intended outcome D: Attendance for PP students improves and the gap reduces with non PP students					
Action	Intended outcome	Evidence and rationale	How it will be monitored?	Staff lead	Review dates
Appoint attendance officer with the support of PP students to ensure good attendance at school included in the role. This is especially important with the present pandemic.	Attendance for PP is as good as non PP	Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow.	Weekly meetings with the AO and SLT Half-termly meetings with the AO and HoYs. Record of planned interventions for improvement.	Assistant Head	December 2020 Feb 2021 April 2021 June 2021 Sept 2021
Case studies of all PP students carried out so that barriers to attendance can result in bespoke interventions to raise attendance for those that need this.	Effective interventions in place to raise attendance of PP students	Having a clear idea why the attendance is low will help the school to address the issue.	Regular meetings with HoYs to ensure rigorous and supportive measures are in place for every struggling student.	Assistant Head	December 2020 Feb 2021 April 2021 June 2021 Sept 2021
ClassCharts attendance package used effectively especially at the start of 2020/21 with the pandemic and forced isolations resulting in absences.	Accurate data to allow for early identification of attendance issues and spot patterns	Accurate data allows for targeted intervention and students attending well improves achievement	Termly attendance meetings to review the data with Deputy Head, Assistant Head and AO	Deputy Head	December 2020 Feb 2021 April 2021 June 2021 Sept 2021
CPD for staff to ensure the accuracy of registering and to raise awareness of PP student attendance	To ensure accurate data and to highlight the attendance of PP students to teaching staff so early catch up plans can be put in place for absences.	Poor attendance affects achievement and with the present situation remote learning can take place whilst absent and hence learning can continue and reduce the impact of absences	Student voice to show how effective the remote learning is. AO will meet with PP students to discuss attendance and ensure they feel supported.	Deputy Head	Feb 2021 April 2021 June 2021 Sept 2021
<b>Total budgeted cost</b>					<b>£22,573</b>