

# Pupil premium strategy 2019/20 REVIEW



Lady Manners School			
Academic Year	2019/20	Total PP budget	£134400
Total number of pupils	1324	Number of pupils eligible for PP	126

Barriers to future attainment (for pupils eligible for PP)	
A.	Students make less progress than other students in their cohort and students nationally
B.	Aspirations and self-esteem are lower than other students in their cohort
C.	The rural location limits some opportunities open to students (eg travel)
D.	Attendance rates of PP students are improving, but are still below the attendance rates of all students.

Planned actions					
Intended outcome A: The gap between PP students and the national average for non PP students is reduced.					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates
Appoint 5 PP champions to work with each year group to raise progress by supporting each student and implementing 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 supported individually the research shows there will be an impact on their achievement.	A coordinator meets with the PPCs fortnightly and reviews progress with a report to SLT on a half termly basis.	Deputy Head	December 2019 Feb 2020 April 2020 June 2020# August 2020
<p><b>Review</b></p> <p>All 5 PPCs have had individual impact on students with respect to engagement, attendance, progress. This role became more important as the year progressed and lockdown happened. All PPCs maintained contact with their year group students whilst the school was closed. IT help and other assistance was provided to those who needed this to ensure a gap did not emerge due to the lockdown.</p>					

Appoint a maths & English tutor to provide targeted support for Y11 students in small groups in the 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 and shows that smaller ratios complemented by quality first teaching is effective.	Analysis of impact through test results, exam results, P8 and student voice (confidence).	Head of Maths & English	December 2019 April 2020 August 2020
<p><b>Review</b>  Maths tutor in school was accessed by students whom all had a grade lower in their mock than their target grade. This was showing promising results with respect to attendance and further assessment but was not fulfilled due to exams being cancelled.  English tutor worked with small groups for 1 day a week – impact was difficult to measure due to no exams but engagement very positive.</p>					
Use form period for targeted intervention for PP students (Y7-11 as appropriate) in Maths, English and Science.	Students supported and knowledge/skill gaps filled. Reading ages improve and attainment and confidence.	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 Maths, English & Science	December 2019 April 2020 August 2020
<p><b>Review</b>  All core subjects ran confidence booster sessions for PP students in various year groups in tutor time. Feedback from the students was that they enjoyed these and felt it helped. Teachers' feedback showed 70% of those that attended increased their effort grade in lessons.</p>					
Implement a system, including a nominated 'tutor' to support students who have missed work to ensure that they do not fall behind (Y7-11 as required)	Students catch up with missed work and therefore the impact of attendance issues is minimised.	PP students have lower than average attendance and often this is a barrier to learning with work being missed and this having a spiral effect.	Ensure good communication between catch up tutor and class teachers. Internal test results monitored to indicate progress for these students.	Heads of department	December 2019 April 2020
<p><b>Review</b>  Class teachers are expected to support all PP students to catch up missed work. Keeping books, sticking in missed work, giving one to one attention.  Sixth form buddies meet with students in am registration to go over the work. A nominated tutor was appointed to coordinate the help. This action was not effective due to the limited time it had to run and another way will have to be considered due to not mixing bubbles in September.</p>					

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 with non PP will be reduced.	Literacy skills allow access to all other areas of the curriculum. With the focus on writing in many subjects at GCSE, developing these skills early is important.	Employ a tutor to work with Year 7 students. Test on a termly basis.	HOD & KS3 English Coordinator	December 2019 April 2020 July 2020
<p><b>Review:</b> Tutor time mentoring with respect to English ran for Year 7 students who needed this help <b>Writing intervention:</b> a tutor worked with the weaker writers in Y7 for two single lessons each week for one term. This was very successful, and all students felt the sessions were useful and teachers all feedback positively on their progress. <b>Read On:</b> A buddy reading scheme where sixth formers read with Year 7 students who had reading ages below their chronological age. This is a successful provision yet the re-testing of the reading ages did not happen due to lockdown. <b>Reading Wise</b> is a programme which specifically targets decoding and comprehension skills to support weak readers. Year 7 PP students were on this programme yet progress was not measured due to the lockdown.</p>					
PP students are prioritised across the school. Implement a rigorous CPD programme to improve the teaching of PP students based on research: Quality first teaching, adaptive teaching, and ambitious curriculum.	Good lessons where PP students are challenged and achieve well due to good teaching.  P8 figure improves.	Research shows that if the curriculum is ambitious and quality first teaching and adaptive teaching techniques are used PP students are more engaged and make better progress.	Analyse lesson observations and lesson visits on a termly basis to measure impact of the CPD Teachers understand the individual barriers and plan for these in their teaching.	Asst Head	December 2019 April 2020 July 2020
<p><b>Review:</b> CPD sessions trained all staff in quality first teaching. Information with respect to personal barriers for PP students were shared and staff differentiated their support accordingly. 85% of lesson observations showed that PP students were prioritised for support. The tracking data showed a 65% increase in attitude to learning grades for PP students responding to the quality first teaching.</p>					
Improve the monitoring and support of PP students through edukey and SISRA	Edukey will show a positive outcome for the 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.	Half termly reviews of provisions on Edukey and reports from Sims following exams. These will measure impact.	Dep Head	December 2019 Feb 2020 April 2020 June 2020 August 2020

**Review:**  
 Edukey has plans for each PP student and associated provision. PPCs used this to implement bespoke support to each student. Provision mapping ensured that obstacles were addressed for each student and this was shared with All teachers.  
 ClassCharts was implemented as a compliment to edukey to help track PP students with respect to their involvement in lessons. This allowed PPCs and tutors and Heads of Year to track closely and intervene when appropriate. ClassCharts shows the number of negatives and positives students have received this term. Our PP number is approximately 10% and the positives for PP students is 10.5% of all positives indicating no gap. The PP negatives account for 17.6% which is above where it should be for the proportion yet this is skewed by 2 students who have accrued a significant amount. Without these students there is no gap

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	CLs Admin team	
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**Review:**  
 All Y11 and Y10 students have received workbooks and revision guides for their subjects. 100% attendance at the revision skills and exam preparation lessons to ensure good use of these. This support increased when the school closed. Those who did not have access to IT were provided with a school laptop. Those who had little or no internet connection were provided with weekly work printed out and posted. Regular calls assisted any student who was struggling with remote learning.

**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.**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	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, mental health workers 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	December 2019 April 2020 July 2020

**Review:**  
 PP students are always given the priority to counselling appointment and as a result counselling appointments for Pp student account for 37% of all appointment with is greater than the proportion of the school population (10%).  
 Pastoral support consistently prioritises PP students.

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	April 2020  July 2020
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**Review:**

All Y11 students had a careers interview

Year 8 - All interviews completed, students have had:

- 1) A group session on skills and personal qualities in relation to jobs and a skills audit worksheet completed. All students have a Job File Explorer careers printout.
- 2) An extended careers interview with an external careers adviser resulting in a career plan and a case study for staff. This is being shared with the PP Champion for Year 8. Students are now more aware of career pathways and understand better how future attainment can help them to progress along these pathways.

Year 10 - work not started due to lockdown picked up in September 2020.

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.	SLT	December 2019  April 2020  July 2020
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**Review:**

Case studies available for the PP students who required a bespoke timetable. 75% of those with bespoke timetables resulted in good progress and future destinations achieved.

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. These sessions involve cooking, sports, drama and team building activities.  Measured by attendance and feedback from students and families.	Pastoral Team	July 2020
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**Review**

This was unable to happen due to school closure. This will continue to be in the plan for 2021.

Become a Centre of Excellence with the national "Trailblazer" NHS mental Health initiative.	Trained mental health workers in school with a focus on supporting families and students across our whole catchment (primary schools included) for early intervention and to support mental health well-being and attendance in school.	An increasing number of children (and parents) suffer from mental health and anxiety related problems causing barriers to attendance, achievement and aspiration.	There will be 4 trainee mental health specialists, each on site for two days a week (and university for two days a week to ensure quality training), two mental health supervisors, 2.5 days each, on site to robust practice and support for the trainees. We will also have an NHS Manager and an Administrator to ensure that there is not un due pressure on school staff to support this wonderful intervention.	Assistant Head	February 2020 June 2020 September 2020
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**Review:**

This is in place and PP students are prioritised over any other referrals.

**Intended outcome C: PP students are as socially mobile as non PP students and acquire the cultural capital required to succeed in life.**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates
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 2019 April 2020 July 2020

**Review:**

PP students received funded instrumental lessons where required. Financial help toward strips and transport was in place for PP students where needed.

Carry out a thorough analysis of need for each PP student so bespoke plans and interventions can be put in place which include raising their cultural capital.	Personalised/bespoke approaches and support for each PP student appropriate to their circumstances. Edukey learning plans. Positive progress 8 for each student at Y11.	The cohort of Pupil Premium students is diverse with needs which vary in kind and magnitude. Research into successful approaches to improving progress stresses the need to fully understand the needs of 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
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**Review:**

PPCs reviewed each PP student and planned a response to the barriers that arose. Individual plans and reviews of individuals are available on Edukey.

Actively include PP students in trips and visits, particularly the international trips, to improve their access to building their cultural capital. Improve PP student numbers in the extra-curricular.	All PP students experience an international trip in their time at school. All PP students attend the curriculum trips. Improved proportion of PP students attend extra-curricular activities.	Some PP students do not always have access to the same opportunities as their peers due to financial constraints and their location.	Termly audits of engagement. PPCs to encourage and ensure involvement of PP students in their cohort.	Deputy Head/ PPCs	December 2019 April 2020 July 2020
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**Review:**  
PP students received funding towards several trips this year including, Alton towers, Duke of Edinburgh, theatre visits, fieldtrips, ocean sailing, textiles show and art galleries.

### Intended outcome D: Attendance for PP students greater than 94%

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates
Appoint pupil premium champions for each year group to support the PP students in every way to ensure good attendance at school.	Attendance for PP has improves and the gap reduces. Accurate reports.	Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow.	Appoint a coordinator who meets with the PPCs fortnightly and review progress on a half termly basis.	Deputy Head	December 2019 Feb 2020 April 2020 June 2020 August 2020
Heads of Year and Tutors to closely monitor attendance problems and patterns to ensure early intervention. Enhance the administration time to help provide quick and accurate data to be able to spot quickly any issues.	Attendance for PP has improves and the gap reduces. Accurate reports.	Attendance is the biggest barrier to making expected progress. If this can be improved, achievement will follow.	Heads of Year meet regularly with Tutors, Assistant Head meets regularly with Heads of Year. SIMs data referred to regularly. Head of Year provide Attendance Officer with "First Day Call" list. PSAs keep in close contact with PPCs to ensure communication is regular and supportive.	Assistant Head	December 2019 February 2020 June 2020 August 2020
Bespoke interventions to support attendance i.e. quiet place to register if arrive late, member of staff collect from home on "difficult days", member of staff available to visit home on morning when parents are struggling, identifying a "go to" person who a student trusts.	Effective interventions in place to raise attendance of PP students. Engage parents as well as students to help support attendance.	Having a clear idea why the attendance is low will help the school to address the issue.	Regular discussions with all stake holders to ensure rigorous and supportive measures are in place for every struggling student.		December 2019 February 2020 June 2020 August 2020

### Review

Interventions were put in place for PP students whose attendance was a concern. Staff were given time to collect students and visit them at home if required.

PP attendance was 91% for September to March, which is lower than the non PP students. This gap is less than recent years but there is still work to be done in this area and it remains a priority.