

Pupil premium strategy statement: Great Torrington School will endeavour to Inspire, support and challenge every Pupil Premium Pupil to overcome the additional barriers they face as an individual to increase opportunities, maximise outcomes and improve their life chances.

School: Great Torrington School

1. Summary information					
School	Great Torrington School				
Academic Year	2020/21	Total PP budget	£154,115	Date of most recent PP Review	Dec 2020
Total number of Pupils	804	Number of Pupils eligible for PP	204 (25%)	Date for next internal review of this strategy	July 2021
Number of pupils in Care	13 (2%)	Number of Pupils eligible for FSM	97 (12%)	Date of next governors review of this strategy	Sept 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school 2020 based on 2019 est8)</i>	<i>Pupils eligible for PP (national average 2019)</i>
P8	-0.12 ¹	0.13
Attainment 8 score average	39.16 ²	50.30
Basics - English / Maths	19% ³	50%
Attendance		93.6%

¹National average P8 in 2019 for disadvantaged pupils was -0.45 GTS 2019 was -0.65

²GTS 2019 att 8 score = 33.50

³GTS 2019 Basics 8%

3. Barriers to future attainment (for Pupils eligible for PP including high ability)

Barriers identified through the use of internal data, Pupil voice and staff consultation alongside research on PP barriers such as the Education Endowment Foundation / Sutton Trust (EEF) toolkit.

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

i.	Very few of the PP Pupils' progress in their work by acting upon advice (completing DIRT work) and many do not produce the quality of work that their prior attainment would indicate
ii.	Confidence, self-esteem and resilience
iii.	Independent study practices including homework, revision and reading
iv.	Pupils are challenged in lessons to maximise outcomes
v.	Poor Literacy skills

External barriers *(issues which also require action outside school, such as low attendance rates)*

i.	Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that Pupils are part of a wide catchment area and many are dropped off, and picked up, each day by local transport.
ii	Parental access to ICT for school communications i.e parentmail, SMHW etc. can be limited and increase the communication deficit.
iii.	Attendance of PP pupils (especially FSM) is particularly low in comparison with non-disadvantaged pupils and lower than PPEv6 and CiC.
iv.	Access to ICT in order to complete online, virtual or remote learning. This is particularly pertinent if there is a local lockdown due to COVID-19

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved feedback enables Pupils to present their work smartly and make rapid progress in their work. Monitored by JSR practices of, RSLs, SLs, STs, LSAs.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Pupils eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.
B.	Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way. Measured in number of Pupils knowing career paths, Pupils sanctioned and receiving praise. Number of PP Pupil's attending clubs, in teams and attending trips etc	Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them will achieve an increase in the number of rewards and decreased number of sanctions by the end of the year. Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams and trips at least in line with the % of Pupil premium Pupils in GTS
C.	Pupils know how to utilise their independent study time appropriately to further their progress. Measured by homework submission. Grades, attendance at revision clubs. improved drop off of predicted grades for PP in the lead up to exams and final results	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium are making positive progress
D.	High quality teaching and learning maximises the achievement of Pupil premium Pupils through appropriate data driven planning and TLAC delivery.	Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium make positive progress.
E.	Parents engage with all aspects of Pupils learning, are supported in assisting the Pupils' independent learning and are proactive towards communication with the GTS.	All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.

5. Planned expenditure						
Academic year		2020/21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Consistently high expectations of work from PP Pupils	High expectations shared in lessons and tutor time/ accomplishment	Evidence from internal monitoring of Pupil work shows that not all PP Pupils have high expectations of work standards.	Monitoring of class books termly by Subject team leaders (STLs) and /RSL impact/QA review	SRO/JS	termly	£0
	Handwriting & presentation intervention	Ofsted’s 2013 PP Report – School should never confuse PP with low ability and therefore should focus on Pupils achieving at the highest levels.				
High quality strategies to support the learning of PP Pupils in the classroom	Staff personalised CPD: incremental coaching using PASpro	Ofsted’s 2013 PP Report suggests quality teaching first – Always National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil premium Pupils.	Impact will be monitored through a quality assurance cycle and learning walks from SLs, SLT and RSLs. Feedback from these learning walks will inform the AHT T & L on what the CPD needs to cover. Some will be department based, some individualised (incremental coaching) and some through whole school E&I package.	JS	fortnightly	£2000
	Consistent use of assessment to inform planning and teaching in maths	EEF suggests that Mastery learning has a + 5 month impact on PP Pupils. To enable mastery learning, assessment must inform planning and teaching	Impact will be monitored through a quality assurance cycle and learning walks.	JSR/AHTs/CTS	Termly through QA	£0
	Support vulnerable families with the completion of homework	EEF suggests at secondary schools homework has a + 5 month impact on PP Pupils.	Class teachers monitor Pupils’ completion and quality. SLs monitor the teachers. RSLs will monitor Pupils & Subjects. NMM to allocate to homework hub. Homework hub staffed by CS, TH & 2 teachers.	JS + RSL team	Half termly Twice weekly homework hub	£4,000 Unable to run due to C-19

	Appraisal linked to improving practice	EEF states that there is low impact for a low cost based on limited evidence. However, The schools objectives are research based and incorporates CPD for T & L. It is therefore felt that this will have a larger impact than just a impact driven Appraisal system.	Improved practices in T & L recorded by teachers and monitored by SLs. JS ensures process has impact and develops CPD from findings	JS	Termly	£1,000
	Feedback	EEF suggests that good quality feedback has a high impact of +8months	Monitoring of class books observing quality and impact of feedback on Pupil progress. Lesson observations for verbal feedback.	RSLs	Termly observations & incremental coaching	£0
	Reading comprehension (Lexonik)	EEF suggests reading comprehension strategies have a high impact of +6 months Lexonik claims a +29 month impact on reading age	Monitoring and use of Lexonik	SAR	Termly	£3,150 (package) £10,450 (staff)
	Individualised instruction – Pupil action plans	While EEF states that mentoring has little or no impact, the idea of the Pupil action plans is one that PiXI champion to enable Pupils to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the Pupil.	Pupil Coaches in their role as academic mentor to create action plans for those Pupils whose progress is negative. These are to be shared with tutors and RSLs	NMM	Termly	£55,368 (1/2 of pupil coach salaries)
	Additional Maths and English classes in years 10 & 11	Maths P8 for PP pupils is significantly lower than national average. Reducing class sizes will ensure teachers will monitor the progress of pupils with PP	Grade targeted groups from 7-9, 6-7, 5-6. CTS/HD to monitor performance of PP pupils.	JSR/CTS/HD	Half termly from Jan 2020	£19,118
	Contribution towards Food/Catering/D&T resources cost	Ensures that PP pupils have full access to the curriculum regardless of parental contribution/provision of food.	Ensure all PP pupils take a full part in D&T and Food classes	JSR/RHI	Termly	£5,000
Total budgeted cost						£96,086

ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Individualised strategic interventions for PP Pupils	360 review of PP Pupils	Sir John Dunford – National Pupil Premium Champion (2014) and TSC Effective PP reviews state that schools should identify barriers that need to be addressed in-school as well as external factors	The PC Team and SEN staff (if also EHCP) will conduct the 360 interviews. This information will inform actions	NMM/JSR/HVW	½ termly	(1/2 of pupil coach salaries)]
	Instrumental music lessons	EEF suggests that participation in the Arts has an impact of +2 months. It has been found to re-engage older learners and close the social and cultural gap. Pupils attaining a Grade 6 merit or above in music qualifications will have an additional accredited qualification of an equivalence to a Grade 8.50 in the new GCSE scaling. This will help to reduce the Disadvantaged Pupils attainment gap.	FSM pupils will have free lessons provided on request and PP will have 75% paid.	JSR/SAR	weekly	£2,000
	Enrichment activities/ E&I	Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers	Whole school enrichment and E&I activities should be monitored to ensure PP full access to all activities. All PP Pupils should receive funding to access enrichment activities. However, these activities should be backed up with additional positive discrimination such as support sessions, enhanced time.	JSR	fortnightly	£5,000 (E&I) £500 (bursary)
	Computer software & devices	EEF suggests digital technology can have a +4 month impact.	If identified in 360 review the Pupil needs digital technology support this will be accessed for them	PCs	Annually	£5,000
	Persistent Absence FSM support	The education policy Institute says that Pupils who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)	Monitoring of attainment grades and then individualised support for those Pupils as a priority. Focus on attendance and specialist attendance support (parenting advice drop in etc)	NMM	Termly	(1/2 of pupil coach salaries)]
	Individualised interventions based upon identified needs	Catch up tuition for identified previous CiC pupils has proven invaluable for vulnerable/disadvantaged pupils in the past.	HVW to identify if previous CiC pupils require/or would benefit from additional tuition	HVW	As required	£2,000

Improved & consistent tutor involvement of PP Pupils learning	Positive Mentoring	EEF Suggests positive mentoring has an impact of +1 months. EEF Suggests meta-cognitive and self-regulation has an impact of +8 months.	Activities within tutor & house time. Emotional Logic	NMM/HOL	weekly	£0
	Next steps programme	Plymouth University partially fund the Next Steps programme for pupils from deprived backgrounds to engage in HE	14 Torridge PP pupils are identified in Years 9, 10 & 11 as meeting the criteria to receive mentoring. All pupils engage in CEIAG activities put on by Next Steps at GTS.	JSR/LL	½ termly	£3,333.60 (£3,333.60 into school as support to cover costs)
	Ready to learn (equipment) Improved knowledge through improved communication within GTS	GTS has identified that lack of equipment for some Pupils disrupts their learning time / ability	Pupil action plans. Equipment check and providing of equipment for PP	PCs/tutors	Daily	£100
	Improved communication with home.	Tutors are the first point of call for all issues with a Pupil. GTS has identified they need to be more informed about the needs of the Pupils	Any pastoral / academic emails should include tutor	NMM	Daily	£0
		EEF Suggests parental involvement has an impact of +3 months.	Regular phone calls from HOL/PC and tutors. All calls logged as intervention	NMM	weekly	(1/2 of pupil coach salaries)]
Improved parental involvement in PP Pupils learning	Support sessions	EEF Suggests parental involvement has an impact of +3 months.	PP parents called re Support sessions given for Parent and child sessions in the Hardy centre.	CMS	½ termly	£18,077 (50% of CMS salary)
	Revision Sessions	EEF Suggests parental involvement has an impact of +3 months.	JS/NMM to run revision support sessions for parents and pupils for all year groups.	NMM/JS	1 per year group per year	£150
	Parents' Evening support	EEF Suggests parental involvement has an impact of +3 months.	All PC/RSL to contact parents of PP pupils to ensure personal invite to parents' evening, support on booking and arrival to parents' evening.	NMM	Per parents' evening	£0
Total budgeted cost						£32,827

iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Budget
Leadership & Governance ensures robust QA processes to ensure practice is consistent, and challenged and supported where necessary	Governance training and monitoring visits	National Governance Association – spotlight on Disadvantaged, DfE & nfer - Most effective ways to support PP pupils' achievement. No 7. Clear responsive leadership – set even higher aspirations and lead by example. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Spotlight on Disadvantaged – The role and impact of governing boards in spending, monitoring and evaluating the pupil premium	Governors and JSR to attend annual Pupil Premium conference	JSR	annually	£500
	QA of Attainment / achievement, Teaching and learning,	inconsistent approaches need to be monitored to ensure effectiveness	QA calendar, QA throughout all stages of leadership, Standing QA item on meeting schedules	JSR	½ termly	£0 (in PC)
	Attendance / lateness	Attendance is vital for attainment and achievement	Tracking system & review meetings	NMM	½ termly	£0 (in PC)
	praise and reward	Monitoring that PP Pupils are rewarded at least as much	Tracking system & review meetings	NMM	½ termly	£0 (in PC)
	Sanctions,	Monitoring of sanctions to ensure PP Pupils not overly targeted	Tracking system & review meetings	NMM	½ termly	£0 (in PC)
	Additional interventions	Awareness of what we are doing to close the gap and the impact	Tracking system & RSL meetings	JSR	½ termly	£0 (in PC)
	Clubs and teams	To ensure clubs and teams are made up proportionately of PP Pupils	Tracking system & review meetings	NMM	termly	£0 (in PC)
	Tracking of PP and CiC funding and impact through Analysis, action, impact.	To ensure spending is appropriate and has an impact. If not strategy is removed.	Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact	JSR	annually	£0 (in PC)

Raising aspirations, confidence and resilience	Rewards	PP Pupils rewards proven to boost confidence	Specific rewards for PP Pupils on top of GTS wide reward system	NMM	½ termly	£250
	Careers advisor and Coordinator support	PP Pupils often those who have no aspiration or struggle for work experience	Prioritise PP Pupils in work experience and Career interviews	JSR/LL	½ termly	£5,000
	Share good work home to parents / carers	Encourage parental engagement	Shared at parents evenings / support evenings	NMM/ABL	At parents evenings /phone calls home	£0
	Provision of revision guides & staff support	Allow access to revision materials and member of staff to monitor and explain use	Pupil coaches inform pupils and parents of this.	PC/SL	As required	£750
	Purchase of Uniform	Ensuring PP pupils do not become subject to withdrawals due to lack of correct uniform.	Pupil coaches inform pupils and parents of this.	PC/JSR/NMM	As required	£750
	NCS, D of E (suspended due to COVID)	Participation in the wider curriculum can have an impact of 2+ months	Active promotion amongst PP Pupils: loan of equipment	LL/SJA	At launch	Money to be available
	University visits	Widen PP Pupils horizons, especially those who have parents who did not go to University	University trips; payment towards transport costs if required	LL/HOL/TUT	As required	£500
Improved awareness of Mental health and wellbeing of individual PP Pupils	Ambassadors for chosen Pupils (chosen by Pupils)	Tried and tested strategy at Newton Abbott Academy. Building on role of PCs at GTS	Ambassadors identified through the 360-review process.	PC/HVW/NMM	½ termly	£0
	MHA training programme	Structure building at GTS with CMS following the EH4MH strategy.	Monitor and actively identify PP pupils that would benefit from the programme.	CMS	With E&I	(1/2 of CMS Salary)
	Use of Counsellor for identified pupils	Need for pupils to have early intervention when dealing with mental health issues especially if CAMHS not available.	Use of SM through HC/PC appointment system.	SM	Weekly	£4,800
	Additional daily support and counselling for mental health issues.	Need for pupils to have early intervention and ongoing support that is readily accessible when dealing with mental health issues especially if CAMHS not available.	Use of CMS in Hardy Centre for drop ins and appointments. Support available for parents as well as pupils.	CMS	ongoing	(1/2 of CMS Salary)
	Appointment of Safeguarding officer to work with the most vulnerable pupils	High levels of deprivation in Torridge lead to pupils from disadvantaged backgrounds being especially vulnerable.	SO liaises with PCs and HC manager and coordinates with parents/community working with selected pupils that are vulnerable.	DA/ABL	ongoing	£13,842 (50% salary of SO)
Total budgeted cost						£25,892
GTS proposed PP expenditure 2019-2020						£154,805

6. Review of expenditure				
Previous Academic Year		2019-2020		
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Consistently high expectations of work from PP Pupils	<ul style="list-style-type: none"> High expectations shared in lessons and tutor time/ accomplishment. Handwriting & presentation intervention 	<p>Evidence from QA monitoring of Pupil work shows that not all PP Pupils have high expectations of work standards especially in regards to DIRT.</p> <p>As a consequence RHI presented findings and strategies to all staff at staff meeting</p> <p>Intervention on handwriting has had minimal impact.</p>	<p>RSL/SL need to ensure spot checks continue and work with subject staff to ensure that disadvantaged pupils engage fully in DIRT.</p> <p>Handwriting and presentation intervention needs to have a more structured approach. Proved difficult with lack of LSA staffing available. Decision needs to be made if this is a priority moving forward as it was not a significant concern of teaching staff or specifically noticeable as an issue with disadvantaged pupils during QA.</p>	£0
High quality intervention strategies to support the learning of PP Pupils in the classroom	<ul style="list-style-type: none"> Staff personalised CPD: incremental coaching Consistent use of assessment to inform planning and teaching High quality homework/Homework Hub Appraisal linked to improving practice Feedback Reading comprehension (Lexonik) Individualised instruction – Pupil action plans (pupil coaches) Year 11 additional Maths class Contribution towards Food/Catering/D&T resources cost 	<p>All staff had INSET on maximising PP Pupil outcomes. RHI as part of her NPSL visited ## school in Cornwall to investigate strategies they used. She ran the INSET. Some faculties followed up in faculty meeting time. Where this occurred impact was more noticeable in QA.</p> <p>SAM Learning bought at £2,600 before the COVID outbreak and has had a significantly positive impact on the quality of work that start were able to set. Use of SMHW has significantly improved during lockdown.</p> <p>Homework Hub was having a significant impact until lockdown with two groups. One of pupils who voluntarily attend for support and the other with targeted pupils.</p> <p>TLAC 10+10 was a PDPM target for all staff. T&L sessions and QA done up to COVID Lockdown showed that progress was being made</p> <p>Not all year 7 pupils received Lexonik</p> <p>Pupil Action Plans have not been fully introduced. Informal actions to take place but more centralised monitoring is required.</p> <p>Year 11 additional maths class was implemented from Jan 2020 till lockdown. This allowed classes to be targeted on the tier of entry and by gender. It is difficult to evaluate the full impact of this as grades were TA and not final exam.</p>	<p>TLAC needs to remain on PDPM to implement fully TLAC. RSLs will be in place 2020/21 to ensure that all staff get support. This had not been successful for all staff this academic year with staff observing having to do so within their PPA time and with COVID lockdown.</p> <p>Sam Learning is a good resource but staff do need to check what they are setting before allocating to classes.</p> <p>Lexonik for the year 7 that have missed it due to COVID will be covered in E&I in the Autumn of 2020 (Year 8). Year 7 2020/21 will be targeted after reading test on highest need first in case of further lockdowns.</p> <p>With a pastoral AHT being put into place from Sept 2020 closer monitoring the pupil action plans and 360 plans will take place.</p> <p>A seventh group for maths has been put into place for 2020/21 to further allow targeting of classes to tier of entry.</p>	<p>£1,500</p> <p>£0</p> <p>£4,000(£2,000)</p> <p>£1,000(£500)</p> <p>£0</p> <p>£14,450</p> <p>£45,874</p> <p>£4,000</p> <p>£5,000(£3,000)</p> <p>Total =£75,824</p>

Individualised strategic interventions for PP Pupils	<ul style="list-style-type: none"> • 360 review of PP Pupils – (pupil coaches) • Tutoring – Peer (Yr 9), small group (Yr11) • Breakfast club with specific homework club • Residential Easter holiday Revision Camp • Virtual Cinema and theatre • Instrumental music lessons • Enrichment activities/ E&I • Computer software & devices • Persistent Absence FSM support (pupil coaches) 	<p>NMM began the process of creating a new 360° review to compliment the PCs meetings with PP pupils. Minimal impact this year. However, more PP pupils were spoken to and met with PC.</p> <p>Breakfast club did not start and was going to be discussed as part of the new catering contract. COVID lockdown prevented the trial run in the summer term.</p> <p>Easter holiday revision camp did not run due to COVID and exams being cancelled.</p> <p>Cinema and theatre viewings went ahead at lunchtimes until COVID lockdown. Attendance was often linked to weather and PP pupils did attend.</p> <p>Uptake of music lessons by PP pupils has increased. This has widened the opportunities for those pupils.</p> <p>E&I continues to have a positive impact on pupils. It was apparent that PP pupils were the least likely to complete and hand in their forms in time and as such were allocated activities that may not have been their preference. JMB spoke to all PP pupils missing choices and more pupils were engaged in activities of their choice.</p> <p>All PP pupils were contacted during lockdown and laptops issued to those in families where there was no ICT. GTS was given 15 laptops under the DFE y10 scheme and 5 from DCC were awarded to CiC pupils.</p> <p>Pupil coaches and EWO/AO have been engaging with pupils that did not engage in remote learning during lockdown with phone calls and home visits. Absence levels are high since the return to school in Sept. but this was expected with COVID and other illness.</p>	<p>360° reviews will recommence in 2020/21 academic year. NMM to finalise paperwork.</p> <p>Breakfast club was an ambitious idea and will not be feasible whilst COVID measures are in place due to bubbles not being able to mix. This may need to be revisited in 2021/22.</p> <p>Easter Holiday camp will not be able to run in 2021 unless covid restrictions have been lifted. We will be able to organise and in house programme.</p> <p>During COVID restrictions film club cannot continue due to the restrictions on mixing bubbles.</p> <p>Increasing the schools contribution towards music lessons may further increase uptake.</p> <p>When E&I resumes in its previous (pre-COVID) format PCs will meet with all PP pupils and ensure that they have selected activities they wish to participate in. Each pupil will be entitled to one paid activity subsidised by the PP fund per year. This will widen their opportunities.</p> <p>Whole school review of access to ICT equipment at home is being conducted and pupils have been issued with laptops via the DFE scheme for year 10 disadvantaged pupils these have been retained with those pupils. We aim to increase the number of laptops available for pupils that are having to self-isolate.</p>	<p>n/a</p> <p>£0</p> <p>£20,000</p> <p>£12,776</p> <p>£300 (£63)</p> <p>£2,000 (£500)</p> <p>£7,000 (£5,250)</p> <p>£500</p> <p>n/a</p> <p>Total = £42,376</p>
Improved & consistent tutor involvement of PP Pupils learning	<ul style="list-style-type: none"> • Positive Mentoring • Next steps programme • Ready to learn (equipment) • Improved knowledge through improved communication within GTS - Improved communication with home. 	<p>Tutor programme was being revisited to look at use of positive mentoring. Lockdown prevented many activities but there was more 1-2-1 contact between tutor and tutee through email/phone.</p> <p>The next steps programme provided opportunities for pupils to participate in workshops (articulacy). These did not continue during lockdown.</p>	<p>Tutor period has been removed to maintain bubbles (except 10&11 where horizontal) due to COVID. Virtual tutor groups have been maintained. House time has been given to emotional logic to allow pupils to learn how to express their sense of loss.</p> <p>Next steps is continuing in a virtual format.</p> <p>R2L equipment will continue to be given to pupils in need. Loans are not possible due to covid and pupils have got better at having their own equipment.</p>	<p>£0</p> <p>£0</p> <p>£100 (£50)</p> <p>£0</p> <p>Total= £100</p>

		<p>R2L equipment was given to pupils. This has reduced the conflict with teachers as pupils have necessary equipment.</p> <p>Emails do now include tutor when referencing pupils</p>	<p>Emails now include tutor group and teaching group in lower school as bubbles are classed based. This will expedite the flow of information to relevant staff.</p>	
Improved parental involvement in PP Pupils learning	<ul style="list-style-type: none"> • Support sessions • Revision Sessions • Parents' Evening support 	<p>Clancy worked 1-2-1 with a small number of identified parents.</p> <p>Revision sessions did run in the autumn term and were well attended. PP pupils were targeted and an additional catch –up session in E&I was run for those that had not attended.</p> <p>Support in Parents evening needs improving as pupils were not targeted to attend with staff member/mentor if parent was unable to attend.</p> <p>Overall attendance at PE was good for PP, but significant individuals did not attend – these need targeting in future.</p>	<p>Try and allocate PC time to ensure that the good relationships continue. Look at possibility of home-school liaison worker specifically for FSM pupils.</p> <p>Target catch –up money and NTP towards more vulnerable and disadvantaged pupils – need to ascertain baseline of lost learning.</p>	<p>£15,000 (part of CS salary)</p> <p>Total = £15,000</p>
Leadership & Governance ensures robust QA processes to ensure practice is consistent, and challenged and supported where necessary	<ul style="list-style-type: none"> • Governance training and monitoring visits • QA of Attainment / achievement, Teaching and learning, • Attendance / lateness • praise and reward • Sanctions, • Additional interventions • Clubs and teams • Tracking of PP and CiC funding and impact through Analysis, action, impact. 	<p>PP conference was cancelled due to COVID.</p> <p>QA did target/focus on PP and Babcock review. Consequently, RHI followed up with staff CPD on strategies to improve outcomes for PP pupils. Greater analysis of PP pupils' v rest of cohort is required in monitoring R&C points, interventions and clubs/teams – this was delayed due to lockdown.</p>	<p>CiC funding reduced to £600 per term rather than £700. Proof is required on how funding is spent through the PEP process.</p>	<p>£500</p> <p>£1,446 (<i>Babcock review</i>)</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>£0</p> <p>Total = £500</p>
Raising aspirations, confidence and resilience	<ul style="list-style-type: none"> • Rewards • Careers advisor and Coordinator support • Share good work home to parents / carers • Provision of revision guides & staff support • Purchase of Uniform • NCS, D of E • University visits 	<p>Specific rewards targeted at PP pupils did not commence due to Lockdown. This initiative was due to start in the summer term.</p> <p>CEIAG meetings continued throughout lockdown with phone call follow ups as needed once face-to-face could not happen. We have only one NEET pupil whom has moved out of area.</p> <p>Parents were contacted by PCs and Teachers to share good news and improvements: this was especially important in lockdown and allowed PCs to support families/pupils which were struggling to engage in learning.</p> <p>Revision guides were issued and pupils reported it very helpful – without actual GCSE exams difficult to ascertain the impact.</p>	<p>Ensure that PCs are signposting parents to PP funds for school uniform. Ensure support is there support is there for transition. Ask primary schools for info on schools that require support.</p> <p>CEIAG meetings will need to increase with greater needs of Year 11.</p> <p>NCS DOE likely to remain cancelled.</p> <p>Visits to universities are high risk and unlikely to take place other than virtually.</p>	<p>£500</p> <p>£2,500</p> <p>£0</p> <p>£250 (£132)</p> <p>£1,000 (£174)</p> <p>£1,000</p> <p>£1,000 (£278)</p> <p>Total = £5,750</p>

		<p>Parents were grateful for the support with uniform and less PP pupils were needing to borrow uniform. Focus could be on learning.</p> <p>NCS/DoE all cancelled due to COVID</p> <p>University of Plymouth maths visits did go ahead before lockdown and PP pupils were funded. This meant more disadvantaged pupils attended these trips. Impact will hopefully be more long-term in terms of engagement with mathematics.</p>		
Improved awareness of Mental health and wellbeing of individual PP Pupils	<ul style="list-style-type: none"> Ambassadors for chosen Pupils (chosen by Pupils within 360 review) MHA training programme (in E&I) 	No strategies went ahead due to lockdown as scheduled for summer term.	Increase need after lockdown. Look at increase in provision of school counsellor.	<p>£0</p> <p>£0</p> <p>Total = £0</p>
Total underspend due to COVID-19				<p>Spent £97,717</p> <p>Underspend = £42,533</p>

