

Waverley School Pupil Premium Strategy Statement 2020-21



Primary Phase Summary information					
Academic Year:	2020-2021	Total PP budget Years 1-6:	£256,895	Date of most recent PP Review:	July 2020
Total number of pupils in years 1-6:	583	Number of pupils eligible for PP:	29% (169)	Date for next internal review of this strategy:	Dec 2020

Most recent attainment: Results 2020 PP v non PP						
	EYFS		KS1		KS2	
	PP 11 (15.9%)	Non-PP 58 (84.1%)	PP 20 (22.2%)	Non-PP 70 (77.8%)	PP 33 (37.1%)	Non-PP 56 (62.9%)
Reading	9%	22%	10%	20%	24%	21%
Writing	36%	35%	5%	11%	21%	23%
Mathematics	46%	53%	15%	19%	36%	32%
R, W & M (combined)	9%	21%	5%	69%	15%	11%
GDS	9%	21%				

3 Year Trend Attainment EYFS-KS2																		
PP vs Non-PP	EYFS						PP vs Non-PP	KS1						PP vs Non-PP	KS2			
	2017-18		2018-19		2019-20			2017-18		2018-19		2019-20			2018-19		2019-20	
	PP	Non-PP	PP	Non-PP	PP	Non-PP		PP	Non-PP	PP	Non-PP	PP	Non-PP		PP	Non-PP	PP	Non-PP
Reading	83%	75%	88%	72%	90%	68%	Reading	78%	72%	57%	58%	66%	71%	Reading	75%	74%	68%	76%
Writing	83%	70%	81%	72%	82%	70%	Writing	70%	70%	50%	52%	63%	66%	Writing	78%	81%	75%	74%
Numbers	83%	75%	94%	75%	96%	77%	Maths	81%	77%	70%	62%	69%	72%	Maths	72%	71%	64%	81%
R, W & M	83%	70%	81%	72%	81%	71%	R, W & M	53%	63%	43%	50%	63%	66%	R, W & M	56%	57%	57%	62%
GLD	68%	73%	81%	74%	70%	72%	Year 1 Phonics	84%	81%	77%	81%	79%	83%	GPS	84%	81%	67%	75%

Barriers to future attainment (for pupils eligible for PP, including high ability) in years 1-6		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Limited language skills	
B.	Gaps in early experiences leading to low baseline	
C.	Due to national school closure, pupils have missed key curriculum content which has resulted in a gap in knowledge	
D.	PP Boys attainment is behind that of the girls across the board.	
E.	Raising attainment for Pakistani PP children in all areas.	
F.	Raising attainment for PP pupils born during the Spring term in all areas.	
External barriers (issues which also require action outside school, such as low attendance rates)		
	The school serves a community with deprivation indicator of 0.3, placing us in the top 20% nationally. Our families and pupils face significant social and economic challenges; 29% of pupils are eligible for pupil premium.	
A.	Some pupils make slow progress because of social, emotional and behavioural issues beyond the school	
B.	Lack of parental engagement and support is a barrier to some pupils learning.	
C.	There are increasing numbers of social care and external agency involvement with a significant minority of families.	
D.	Attendance and punctuality	
E.	Covid-19 is having significant impact on children in school	
Desired outcomes for years 1-6		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	<p>Ensure that oral language skills develop rapidly for those children in EYFS</p> <ul style="list-style-type: none"> • Focused monitoring and assessment of Communication, Language and Literacy strands of the EYFS curriculum from entry baseline. • Continue to implement speaking and listening activities as a focus • An increase in Pupil Premium children achieving the Good Level of Development (GLD) on exit from Reception. 	All disadvantaged pupils will have reached their academic end of year target in July 2021.

B	<p>To raise the percentage of disadvantaged pupils achieving age-related expectations at the end of each key stage</p> <p>Increase in the number of PP children in each YG reaching ARE at the end of 2020-2021.</p> <ul style="list-style-type: none"> • In each of the core areas (Reading, Writing and Maths) the number of PP children in each YG reaching ARE at the end of 2020-2021 will increase. • Interventions planned to increase attainment of PP children • Planning adapted as appropriate. 	<p>All disadvantaged pupils will have reached their academic end of year EYFS, KS1 and KS2 target in July 2021.</p> <ul style="list-style-type: none"> • A higher percentage of disadvantaged pupils will have achieved age related expectations and greater depth when compared to the school's own data for 2019- 20 and national other data for 2021.
C	<p>Ensure the knowledge gap missed due to school closure is beginning to close during the academic year (Does not impact on ARE targets).</p> <ul style="list-style-type: none"> • Careful planning to ensure knowledge gaps are planned for. <ul style="list-style-type: none"> • Opportunities for retrieval practice to embed knowledge. • Specific catch up interventions planned for, reviewed and monitored. 	<p>ARE Targets achieved.</p> <ul style="list-style-type: none"> • All PP children gaps in knowledge will close
D	<ul style="list-style-type: none"> • Parental engagement with curriculum content and child's progress/attainment to increase. Attendance to parent workshops monitored, encouraged and analysed. • Attendance to parent's evening monitored, encouraged and analysed. • Specific parent learning planned to support parents with homework for the core subjects e.g. calculation strategies, phonics. • Teachers review workshops and parents' evenings with follow up actions included. • Encourage parents to use the library/public and school. 	<ul style="list-style-type: none"> • Parents accessing workshops, parents' evenings (% increase) • Positive survey responses from parents • Increase in homework being completed by PP children.
E	<ul style="list-style-type: none"> • Attendance of PP children will improve further (Target = 97%). • Pastoral leaders will give a list of PP children whose attendance is a specific concern to class teachers and SLT. • All parents will be spoken to • Specific incentives will be put in place to improve attendance (class and individual). • Parents will be invited to workshops and coffee morning. • Increase parent's knowledge of the impact of missing school. • Have a specific action plan for persistent absence children. 	<ul style="list-style-type: none"> • Attendance for PP children continues to rise. <p>Attendance target = 97%</p>
F	<p>Support children with the difficulties they are facing during the COVID pandemic.</p>	<ul style="list-style-type: none"> • Children will have decreased anxiety around COVID.

	<ul style="list-style-type: none"> • Children take part in mental health/wellbeing lessons in school - specifically designed to meet the needs of pupils. • Mentoring to support any anxieties • Reengagement at the forefront • Remote learning set up to support children who are self-isolating • Wellbeing calls made to children / bubbles who are self-isolating • Supporting families to access online learning. 	<ul style="list-style-type: none"> • Increase in the number of PP accessing remote learning through paper packs and online learning.
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Planned expenditure EYFS-Year 6					
Academic year	2020-2021				
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?	When will you review implementation?	Approximate cost
Increase in the number of disadvantaged pupils in EYFS achieving GLD	Focus on raising attainment for all pupils – focus on oral skills reading/writing and maths skills Increase ‘focus’ teaching for R/W/M.	Low percentage of disadvantaged pupils achieving GLD	Rigorous monitoring and review	Half termly	£18,000
An increase in the number of PP pupils in each year group reaching ARE (in line with other pupils) at the end of the year	Targeted intervention for pupils who fall in the bottom 20%. In-class support (targeted to specific needs e.g. teacher, class, data outcomes from previous academic year) Pupil	Focused teaching and interventions mean PP pupils have more support. Pupils falling behind are picked up quickly, targeted interventions mean pupils are receiving focussed support to close the ‘gap’ in their learning Progress meetings ensure that progress and attainment are tracked regularly.	Continual evaluation of provision through monitoring cycle Training provided for intervention teachers/staff.	Half termly	£25,000

	progress meetings. Interventions – monitored and reviewed beginning in September and continuing throughout the year				
<p>Knowledge gaps are closing and all pupils are on track in meeting end of year age related expectation.</p> <p>Planning and teaching effectively allows all PP pupils to apply and consolidate learning.</p>	<p>Ensure the knowledge gap missed due to school closure is beginning to close during the academic year (Does not impact on ARE targets).</p> <ul style="list-style-type: none"> • Careful planning to ensure knowledge gaps are planned for. • Opportunities for retrieval practice to embed knowledge. • Specific catch up interventions planned for, reviewed and monitored. 	<p>Sequential curriculum with well-planned learning activities will allow pupils to build on prior learning and make progress.</p>	<p>Rigorous monitoring of outcomes/learning walks</p>	<p>Half termly/Pupil Progress meetings</p>	<p>£30,000</p>
<p>Development of English and Maths through 1:1 tuition and small targeted booster support for Years 2 and 6 pupils.</p>	<p>1:1 tuition classes are used in Year 2 & Year 6 to target pupils not on track to achieve end of KS1/2 targets.</p>	<p>Targeted intervention and support is used to close gaps in progress and attainment of identified groups of pupils through accurately pitched focused provision that accelerates pupil progress.</p>	<p>Rigorous monitoring of outcomes, data analysis and pupil progress meetings.</p>	<p>Half termly</p>	<p>£30,000</p>

All PP students have access to appropriate learning and resources	Tailored and high quality resources are used to support learning.	Focused interventions designed to support the academia of PP children based on pupil data and tracking in pupil progress meetings. Teachers working directly with pupils know their individual learning needs the best.	Rigorous tracking and monitoring of outcomes. Senior leaders to monitor intervention groups, TA timetables and quality of interventions. To monitor achievement data, pupils' work, observations, case studies and the views of pupils, staff and parents.	December 2020/April 2021 for next academic year. June 2021 for future subscriptions	£20,840
Total budgeted cost					£123.840
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?	When will you review ?	Approximate cost
To continue to ensure PP pupils access enrichment experiences	All teachers will aim to provide enrichment activities which will further enhance the curriculum. To subsidise visits as appropriate. Ensure visits to places of worship embedded in each year group	Pupils have access to a varied and enriched curriculum which enables them to expand their knowledge and experiences of the world around them and supports them in making informed choices as positive citizens of modern Britain. Parent surveys and pupil voice.	Opportunities are mapped out and embedded within curriculum planning.	On-going	£25,000

<p>To ensure the Food Technology, Music, and Drama is accessible for PP pupils</p>	<p>Provision of food ingredients for identified PP pupils. Instrument music lessons for pupils</p>	<p>Pupils can access the curriculum- no barriers in terms of affordability of items. PP pupils are pro-actively recruited to participate in music lessons, sports clubs/trips and drama opportunities.</p>	<p>Senior leaders to monitor engagement and progress, and the views of pupils, staff and parents.</p>	<p>April 2021 for next academic year 2021-2022</p>	<p>£15,000</p>
<p>All pupils in Year 4 engage in instrumental taught sessions- delivered by the Music Service. There are opportunities for elective teaching in Years 5 & 6.</p>	<p>To provide Year 4 whole class instrumental teaching and small group tutoring/electives. Pupils in Years 5 & 6 have the opportunity to extend the learning/skills gained in Year 4.</p>	<p>To provide pupils with enriched and wider learning opportunities. Pupils further develop their interests, talents and opportunities such as performances.</p>	<p>Pupil voice Pupil outcomes Pupil engagement Parent feedback and engagement</p>	<p>April 2021</p>	<p>£26,000</p>
<p>To ensure that PP pupils with social, emotional and behavioural needs are supported to meet their full potential.</p>	<p>Mentoring support to remove specific barriers to learning and meet the social, moral and emotional needs of pupils. Interventions are tailored to support pupils with behaviour.</p>	<p>An increasing number of PP pupils have been identified as having social, emotional and behavioural needs. The Well-being team will give pupils new opportunities and experiences, to support social, emotional and behavioural needs.</p>	<p>Senior leaders to monitor actions and outcomes from the Well-being team.</p>	<p>April 2021</p>	<p>£30,000</p>

<p>The Well-being team support families who are facing challenges, ensuring Early Help is in place.</p> <p>Support is planned to:</p> <ul style="list-style-type: none"> -meet the emotional needs of families. -to overcome barriers to pupils learning and increasing engagement of parents in learning. 	<p>Robust safeguarding procedures and policies facilitates the support provided to all families.</p> <p>Families are signposted and supported to receive the appropriate support.</p> <p>Parent workshops are well planned for and attended.</p>	<p>An increasing number of families who are facing complex issues and in need of support.</p>	<p>Senior leaders to monitor actions and outcomes from the Well-being team.</p>	<p>April 2021/July 2021</p>	<p>£22,000</p>
<p>To ensure that PP pupils with low attendance are supported to meet their full potential.</p>	<p>Attendance tracking and analysis is accurate. Information is used in a timely manner. Staff at all levels are aware of issues, strategies and</p>	<p>To work with PP pupils and families who have poor attendance and that there is high quality support and plans in place. To run parent and child workshops as well as targeted sessions for pupils and children.</p>	<p>The Well-being team to use tracking systems and attendance data.</p>	<p>Half termly July 2021</p>	<p>£10,000</p>
<p>For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn.</p>	<p>Breakfast Club mentoring – targeted to meet specific needs.</p>	<p>To ensure all pupils have access to pastoral support. To ensure pupils have access to breakfast club and/are targeted for breakfast club if needed.</p>	<p>Monitoring of pupils/groups such as CP, behaviour, attendance and pastoral referrals, meetings with parents.</p>	<p>Half termly July 2021</p>	<p>£5,500</p>
<p>Total budgeted cost</p>					<p>£133.500</p>

Secondary Phase Summary information					
Academic Year	2020-21	Total PP budget- Years 7-11	£560,585	Date of most recent PP Review	July 2020
Total number of pupils in years 7-11	993 (Sept 2020)	% of pupils eligible for PP in years 7-11	53.7% (Sept 2020)	Date for next internal review of this strategy	Dec 2020

Most recent attainment: Results 2020 PP v non PP		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% Achieving pass in English and maths (9-5)	47.2%	62.7%
% Achieving pass in English and maths (9-4)	72.2%	67.3%
% Progress 8 score average	0.07	0.26
% Attainment 8 score average	46.3	56.7

<u>Comparable data</u>			
	<i>PP pupils 2018 Year 11 results</i>	<i>PP pupils 2019 Year 11 results</i>	<i>PP pupils 2020 Year 11 results</i>
Numbers of PP pupils	88 out of 182 (48.3%)	95 out of 177 (53.6%)	72 out of 173 (41.6%)
% Achieving pass in English and maths (9-5)	23%	40%	47.2%
% Achieving pass in English and maths (9-4)	46%	60%	72.2%
% Progress 8 score	-0.43	-0.18	0.07
% Attainment 8 score	38.6	42.8	46.3

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
C.	Some PP pupils on entry who are eligible for PP are making less progress than other non PP students (national trend)
B.	Target teaching and learning techniques and intervention strategies for PP students

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Some pupils make slow progress because of social and emotional issues beyond the school
B.	Attendance which dips to below the national expectations (97%) is a barrier to some students learning
C.	There is social care and external agency involvement with a significant minority of families.
D.	Some students have low aspiration but high ability
1. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	Improved tracking of PP students achievement and attendance
B.	Increased access to learning resources, raising achievement interventions, curricular trips and visits and external agency involvement

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?	When will you review implementation?	Approximate cost
All PP students have access to appropriate learning and revision resources	<p>1. HOFs to ensure correct resources and equipment are purchased for PP students</p> <p>2. Funding online curriculum resources: SAM learning, Pixl apps, Student Portal, Microsoft, and the careers and Wellbeing Portals etc</p> <p>3. Enable access to the student portal resources- loan devices and dongles for internet access</p>	Information collated from that some pupils do not have access to high quality support resources	Track the distribution of resources and ensure use via class and homework tracking	<p>July 2020 for initial review next academic year and ongoing review and spend to equip pupils</p> <p>June 2021 review for future subscriptions and spend for point 3</p>	£90,000
<p>Appropriate teaching and learning strategy for PP across all subjects</p> <p>Improve teaching and learning strategy for more able across all subjects</p>	<p>Ensure correct resources and equipment are purchased for PP students</p> <p>Appropriate teaching and teaching resources</p> <p>Whole school CPD programme and specific CPD programmes and training</p>	<p>Data capture across year groups and the DFE Assessing Schools' Gaps to be closed.</p> <p>Improve metacognition skills to support pupils to think about the process of learning and to acquire skills which support resilience, thinking and independent learning. Improved teaching of</p>	<p>A target within faculty raising achievement plan.</p> <p>Tracking CPD via Bluesky to ensure value for money and the quality of CPD & follow up impact</p>	<p>July 2020 for organisation and strategy</p> <p>July 2021</p>	£20,000

		<p>the more able. underperforming</p> <p>Ensure that staff are skilled and knowledgeable</p>			
<p>Improve teaching and learning strategy for PP students in all subjects</p>	<p>Every teacher and every faculty to track their PP pupils, to assess needs/learning gaps and to plan intervention for progression Exam courses and meetings with follow up resources</p>	<p>DFE Assessing Pupil Progress</p> <p>GCSE results 2020 indicate a lag in PP attainment compared to non PP peers</p>	<p>Tracking and intervention will narrow gaps compared to non PP peers and pupils achieve at least their expected target/level On-going tracking via the assessment and data capture</p>	<p>On-going tracking via the assessment and data capture</p>	<p>£10,000</p>
<p>Improve teaching and learning strategy all</p>	<p>Faculty and whole school CPD: to improve teaching and learning strategies</p>	<p>From DFE Assessing Pupil Progress release Key focus group areas are</p> <ol style="list-style-type: none"> 1. Behaviour for Learning 2. Transition Years 6-7 3. Engaging Boys in learning 4. Parental Engagement 5. Developing Independent Learning Skills 6. Supporting mental health and wellbeing 	<p>Tracking paperwork, and CPD sessions to feedback on progress and results</p> <p>After school CPD and one non-contact period per week for teaching staff to research</p>	<p>Sept 2020 for the launch</p> <p>April 2021 for mid-point review</p>	<p>£10,000</p>

Improve teaching and learning strategy all	CPD programmes for teachers to raise standards, e.g. Olevi, Pearsons CPD package, exam courses and other appropriate courses	Teachers including leaders who require support to improve and refine their practice will benefit from bespoke or appropriate CPD courses. Investment in middle leadership capacity to upskill staff to lead on PP raising achievement strategies	Teaching and learning quality assurance data- whole school teaching & learning monitoring, course recruitment and evaluations	Ongoing 2020-21 linked to QA outcomes and faculty needs	£30,000
				Total Budgeted Cost	£160,00

i. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Approximate cost
<p>Improve English/literacy and Maths and Science outcomes for PP pupils across all year groups and for national outcome groups, i.e. year 11: meet at least national figures for GCSE grades</p> <p>TA support for PP pupils in lessons and out of lesson interventions</p>	<p>Recruitment of teachers</p> <p>Tailored resources</p> <p>Subscriptions: including SAM learning, maths watch</p> <p>After school interventions and other out of hours interventions</p> <p>Teaching assistant allocation and deployment</p>	<p>Pupils not reaching national averages by the end of year 6, KS3 and KS4 gaps in attainment compared to non PP peers. Assessing School's Progress-DFE release</p>	<p>Head of Maths, English and Science to prioritise the PP pupils in all improvement strategy plans and targets within faculty team plans. Regular analysis of PP pupil performance by the teams. Allocation of teaching staff to support PP pupils</p>	<p>At every data capture</p>	<p>£100,00</p>

<p>Targeted mentoring and remedial support for PP pupils with pastoral and mental health, wellbeing, SEND needs including mentoring programmes and external agency support, e.g. the wellbeing crew, the ed psych, PSS, COBs</p>	<p>Pastoral support programmes in place for vulnerable PP pupils or PP pupils with social and emotional and wellbeing needs</p> <p>Teaching assistant allocation and deployment</p> <p>Pastoral staff support including mentors and IEU coordinator and school counsellor</p>	<p>Students are supported pastorally.</p>	<p>Pastoral Team and SEND team and the Safeguarding Team Support: Regular data analysis and review for impact of pastoral programmes and subsequent intervention. SENCO, the Pastoral team and the safeguarding team identify PP pupils who require support</p>	<p>July 2020 for strategic planning Sept 20120: programmes for new year 7 and other year groups.</p> <p>2. Ongoing assessment of need by ke leaders- monitoring impact and progress</p>	<p>£70,000</p>
<p>Targeted mentoring and remedial support for PP pupils with attendance concerns</p>	<p>Attendance monitoring programmes in place to support pupils to improve attendance and to support families.</p> <p>Effective cross-team (attendance officers, home-school liaison worker, pastoral staff, safeguarding staff) work to identify and support specific pupils and their families</p>	<p>Reduction in absence issues, in persistent absence and in issues which cause poor attendance to school. Better home-school relationships</p>	<p>Identify via data and referrals and prioritise. PP pupils for support and put in programmes and intervention. Held to account by the Pastoral VP and the Director of Safeguarding</p>	<p>Ongoing 2020-21</p>	<p>£40,000</p>
<p>Targeted TA support and intervention for PP pupils academic needs in literacy and numeracy</p>	<p>Teaching Assistant(s) for PP pupil support, Ensure that there is an adequate proportion of TA time spent supporting PP pupils</p> <p>All PP pupils are screened for literacy and numeracy levels of ability and competence</p>	<p>Numbers of pupils arrive in school with gaps in literacy and numeracy and also high attainers on entry</p>	<p>Academic data</p>	<p>Sept 2020 for TA timetable planning Allocation according to need</p>	<p>£20,000</p>

<p>Improve reading proficiency in KS3 to meet age related expectations and to reach SS scores of 90 or above</p>	<ul style="list-style-type: none"> -Data on entry and reading assessment/screening from GL Assessments -Form time programme -Reading focus in lessons -TA intervention 1:1, in small groups and within lessons -Lexia -Reading programmes -Year 7 reading recovery classes 	<p>Gaps in reading proficiency in KS2/3 which form barriers at KS4: improving reading outcomes at Waverley School at key stage 3. Raise standards in the quality first teaching of reading in key stage 3</p>	<p>Academic data and reading data</p> <p>Reading assessment points during the year</p> <p>Subscription programme reports</p>	<p>Reading assessment points during the year</p>	<p>£80,000</p>
<p>To ensure the Food Technology, Music, Sport and Drama is accessible for PP pupils</p>	<p>Provision of food ingredients for identified PP pupils. Instrument music lessons for pupils</p>	<p>Pupils can access the curriculum- no barriers in terms of affordability of items. PP pupils are pro-actively recruited to participate in music lessons, sports clubs/trips and drama opportunities</p>	<p>Lead music teacher and Head of Creative Arts to monitor engagement and progress of the PP pupils- to actively engage pupils in activities</p>	<p>Ongoing 2020-21</p>	<p>£10,000</p>

<p>To provide access for PP pupils to take part in extra-curricular clubs and projects as well as educational trips in order for them to maximise learning, and to provide opportunities for pupils to take part in residential trips.</p>	<p>Recruitment of pupils on both non-curriculum and curriculum related clubs, projects, trips/ residential visits. School visits and educational trips paid for or subsidised for PP pupils</p>	<p>Greater engagement in curriculum enhancement opportunities as well as the opportunity to enhance social and cultural experiences. Engaging with peers in a non-school environment.</p>	<p>HOFs keeping evidence and documentation tracking PP pupils in terms of participation and impact.</p> <p>Director of Personal Development to track progress</p>	<p>Ongoing 2020-21</p>	<p>£35,000</p>
<p>To improve KS4 pupils' ability to learn, revise and recall in exam conditions.</p>	<p>Elevate education programme of seminars and follow up reinforcement work to provide pupils with the necessary skills to manage time, set goals, organise their study, develop and embed memory and study techniques. Training and lunch retrieval practice, self quizzing and 'Think, plan, success'</p> <p>Every subject areas to include metacognition within their schemes of work- how pupils learn and retain information in their subjects and how they respond to and access exam questions</p>	<p>Pupils require support to improve the retention of information. Education Endowment Trust has highlighted this a highly effective and low cost strategy to raise standards.</p>	<p>Suite of seminars and to plan and follow up programme to target PP pupils</p>	<p>ongoing 2020-21</p>	<p>£5,000</p>

<p>Specific strategies to raise attainment and to improve outcomes for the pupil premium pupils:</p> <p>Improve attainment and attitudes</p>	<p>Faculties are to bid for money to spend on specific PP projects/interventions/ support to engage and raise the attainment of PP pupils.</p> <p>SLT to support Year 11 Pupil Premium students</p> <p>Further development of extended intervention slots between 3:30 and 4.30</p> <p>Develop a programme of weekend and holiday interventions to keep all students, but particularly disadvantaged students, in touch with a culture of learning</p> <p>Provide every Year 11 Pupil Premium student with revision resources, workbooks etc</p> <p>Continued subscription to SISRA analytical.</p> <p>Continued subscription to SAM learning</p> <p>Subject specific subscriptions, e.g Pearsons packages for edexcel courses</p> <p>Pixl subscription</p>	<p>Faculty RAPs will identify pupils who require support as the academic year progresses.</p> <p>Improve attainment through the provision of additional teaching hours and online learning</p>	<p>Academic data, pastoral data</p>	<p>Ongoing 2019-20</p>	<p>£40,000</p>
<p>Total Budgeted Cost</p>					<p>£400,00</p>