



2019-20 Pupil Premium Strategy: St John Fisher Catholic Comprehensive School Impact Review

1. Summary information					
School	St John Fisher Catholic Comprehensive School, Ordnance Street, Chatham, Kent ME4 6SG				
Academic Year	2020	Total PP budget	£236,088	Date of previous full PP Review	Sept 2019
Total number of pupils	827	Number of pupils eligible for PP	292	Date for next internal review of this strategy <small>(Plan was reviewed half-termly throughout 2019-20 academic year)</small>	N/A – this is final review
Looked After PP	8	Service family PP	0	Other PP	284

Please note: some of the plans in this document had to change due to the Covid-19 lockdown from March 2020: we may have been unable to collect impact data as planned or may have planned additional actions to support students through lockdown. A purple highlighted section indicates where the plan has been amended due to Covid.

Note to Governors:

As governors are aware, we have made the decision not to replace the Raising Standards Lead for Pupil Premium because the role was not providing good value for money in terms of having the desired impact on pupil outcomes. From September 2020, Pupil Premium is coming under the direct management of SLT.

Due to the extraordinary circumstances of this year, it is more difficult than usual to triangulate whether some of the initiatives described in this document would have been impactful. We are going to commission an independent review of pupil premium in the Autumn term to help us better address some of the issues raised herein.

	Data for 2019-20 (green indicates an improved result; yellow indicates no change; red indicates a decrease)							
	Pupils eligible for PP				Pupils not eligible for PP			
	2018 school	2019 national ¹ⁱ	2019 school	2020 school	2018 school	2019 national	2019 school	2020 school
% achieving 4+ in English and Maths	32%	44.7%	40%	51%	57%	71.8%	62%	63%
% achieving 5+ in English and Maths	8%	24.7%	15%	26%	29%	49.9%	37%	41%
Progress 8 Score average	-0.77	-0.45	-0.28	+0.15	+0.15	0.13	+0.3	+0.82
Attainment 8 average Score	29.44	36.7	34.82	39.57	42.00	50.3	44.25	47.86
% entering the Ebacc	20%	27.5%	21.28%	2.56%	30.26%	44.5%	34.95%	18.37%
Average Ebacc score	2.49	3.08	2.84	3.23	3.44	4.45	3.79	4.11

2. Barriers to future attainment	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	The school needs to continue improving access to extra-curricular study facilities for PP students.
B.	The school needs to continue developing staff so that they are effective in their roles and in improving the outcomes for PP students by addressing their barriers to learning.
C.	The school needs to continue strengthening the effectiveness of systems to monitor and improve attendance and outcomes data for PP students, particularly HPA/PP students.
D.	The school needs to continue to strengthen the breadth and balance of its curriculum so that there are appropriate pathways for PP students.
E.	PP attendance rates are below school averages. This reduces their school hours, therefore causing them to fall behind.
External barriers (issues which also require action outside school, such as low attendance rates)	
A	Medway is within 20% of the most deprived local authorities nationally. Additionally, Medway is ranked in the 20% most deprived local authorities for employment. Unemployment rates are high. Medway also ranks in the 30% of the most deprived local authority for housing quality.
B	Chatham Central is amongst the 20% of the most deprived neighbourhoods for Income Deprivation Affecting Children. This is where many of our students come from.
C	Chatham Central is ranked in the most deprived 40% nationally for education, skills and training.
D	There is a history of poor engagement with the parents and carers of some PP pupils dating back to primary schools

Three Year Plan

¹ N.B. National data for Summer 2020 is expected to be released in November: <https://www.gov.uk/government/statistics/announcements/key-stage-4-performance-2020-provisional#history>

2019-2020	2020-2021	2021-2022
<ul style="list-style-type: none"> • Developing and trialling a range of evidence-based interventions. • Raising the profile of Pupil Premium students. • Model revision strategies, resilience etc. to students and parents • Start to improve access to services. • Pupil premium students have improved attainment in STEM subjects • Improved Pupil Premium attendance to extracurricular/educational visits • Fewer negative Behaviour Watch points for Pupil Premium students. • Developing relationships with Wrotham School and Walderslade Girls • Developing structures and systems for parental engagement to increase positive experiences of school. • Developing leadership roles for Pupil Premium students in year 11 	<ul style="list-style-type: none"> • Interventions are refined • Increased level of challenge to leaders with Pupil Premium students. • Refine services involvement and offer available to parents • STEM attainment gap between PP and NPP is narrowing • Refine trip systems and structures in place • Systems for sharing good practice are refined. • More parents are engaged with school life. • Structures for student contributions are refined and student leadership roles are extended throughout the school 	<ul style="list-style-type: none"> • Middle leaders and curriculum leaders lead effectively and proactively on Pupil Premium. • Pupil Premium students engage effectively with onsite resources to minimise the gap with non-Pupil Premium students • Pupil Premium parents support their children effectively • Pupil Premium students access extracurricular opportunities at the same level as non-Pupil Premium • No gap in Pupil Premium and non-Pupil Premium attainment including the EBacc measure. • No gap in Behaviour outcomes. • Systems for sharing good practice are embedded • Parents are proactive in engaging with school life. • Pupil premium students are an integral part of school life.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved outcomes for all PP students including a narrowing attainment gap between SJF external examination results and national PP outcomes. Measured by 2020 GCSE and GCE external results and internal end of year assessments	Continued narrowing or no gap between PP and NPP students. Ultimate goal: 70% pupil premium students across all Key Stages to make expected progress and 30% to exceed expected progress.
B.	PP students receive teaching that is consistently outstanding. Measured by lesson observations, book looks and analysing student outcomes.	100% of teaching to be judged outstanding.
C.	PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning. Measured by SMHW access, library use figures, VIP breakfast, revision session registers; BehaviourWatch positive and negative points.	PP students are accessing Show My Homework and after-school library provision. PP students are receiving more rewards and fewer negative points on Behaviour Watch. Student voice surveys show that students feel positive about their learning and know how to access further support.
D.	Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance). Measured by attendance figures.	Percentage attendance of pupil premium students will be in line with national expectations. Absence and persistent absentee figures for PP students to reduce from 2018-19 academic year and the attendance gaps between PP and non-PP students to be reduced.
E.	Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary, particularly for HPA/PP students. Measured by 2020 GCE and GCSE external results and internal end-of-year assessments.	Covue reports in place for Years 7-13; allocation of RED list students to RSL PP shows positive impact on student progress. Alternative curriculum /SEN support to be put in place for PP students as needed.
F.	The school improves engagement with parents and carers of PP pupils. Measured by PTA minutes; parent voice survey; attendance to parent events such as parents' evenings.	The school strengthens its PTA and some PP student parents / carers are involved. Attendance to Parents' Evenings for PP parents / carers improves.
G.	Pupil premium students are equally represented in activities that increase cultural capital and aspirations.	More rigorous monitoring of students invited to external trips and events and financial barriers to attendance removed. Extra-curricular activities/trips are mapped throughout a student's time at St. John Fisher to obtain an overview of the experiences offered to all students.

4.			5. Planned expenditure			
Academic year		2019/20				
			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. Improve classroom pedagogy						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
PP students receive teaching that is consistently outstanding. Measured by lesson observations, book looks and analysing student outcomes.	High quality CPD focused on the needs and areas for development	Bespoke CPD that is relevant to members of staff at various career stages. Across the school we will continue our heavy focus on CPD in subject knowledge and work on syllabus familiarisation in continued response to the introduction of the new GCSEs. Pitch and Pace (Stretch and Challenge) – embedding ‘Thinking Hard’ strategies from 2017-18 academic year. Every Minute Matters Coaching How Coaching can impact Teacher and Students Content heavy curriculum means that home learning focus will allow for lesson	SIP	Cost of bespoke CPD programme £15000	IJO/DDN /SCH	HT1: CPD focusing on embedding Gospel values and Catholic Ethos has taken place; 92% of staff found this very or quite useful. Aspiring ML and SLT training is embedded in the CPD programme; two members of staff have begun the NPQSL. Flipped learning pilot has started. To be reviewed/evaluated by T&L team. HT2: Cognitive neuroscience CPD has taken place and departments have added these strategies to T&L. HT3: SBO seconded to SLT and is focusing on praise/rewards. HT4-6: See purple row below, p.6, for amended plans and impact review
	The aim is for all teaching to be outstanding.		Lesson observations internal and external bodies		Teaching and learning working party	
	External Consultancy Work for RE, Citizenship and Art		Learning walks/drop-ins with a focus on PP progress.			
	Coaching conversations to be the culture at SJF for staff and students.		Line management review after each Data Window			
	Flipped learning pilot for year 7 to enable lesson time to be spent on higher level skills and challenge.		Raised attainment and progress, thus narrowing the gap for all groups			
HoD for science is embedding metacognition within his department. Students can transfer metacognition skills to all areas of learning.	T&L team to monitor and evaluate flipped learning pilot.					
			CL meeting minutes			

	<p>Pose, pause, pounce, bounce questioning is the favoured questioning method in lessons.</p> <p>This will benefit all pupils including PP pupils.ⁱⁱ</p>	<p>time to focus on higher order skills.</p> <p>EEF indicates +7 months progress when metacognition is utilised and taught effectively.</p> <p>PPPB questioning increases engagement in learning.</p>				<p>External Examination outcomes:</p> <p>PP students' outcomes have improved overall:</p> <p>P8: +0.15 (demonstrating an increase of +0.43 compared to 2018-19)</p> <p>A8: 39.57 (demonstrating an increase of 4.75 compared to 2018-19)</p>
<p>PP students receive teaching that is consistently outstanding. Measured by lesson observations, book looks and analysing student outcomes.</p>	<p>PP Pupils from each year group will complete a Student Voice Survey to inform their teaching.</p> <p>PP students will continue to be involved in the work of the School Council and we will look to expand the PTA to include more PP parents/carers.</p>	<p>'Student self- evaluation is recognised as a crucial part of schools on-going cycle of review and improvement planning. A self-evaluation summary is likely to be the most effective when it is concise and succinct, captures the key points and, where relevant, identifies sources of evidence' Ofsted</p>	<p>Outcome of survey will identify student voice barriers to learning</p> <p>This will then inform a staff CPD session explaining how to minimise the impact of these barriers</p> <p>We will encourage PP students to stand for election to student council.</p>	<p>Cost: £50 printing cost</p>	<p>SMO/Ho Y/JDO</p>	<p>HT1: PP students continue to be involved in the School Council, representing 36% of students at the first school council meeting. This is broadly in line with the percentage of PP students in the cohort.</p> <p>HT2: 40% of students attending second school council meeting are PP students enabling them to be an active member of the school community and to ensure that their voice is heard. First PTA meeting has taken place. Number of PP parents involved to be determined when minutes are available.</p> <p>HT3: Student voice to happen after February half term. Student voice has not yet happened. School council are investigating opportunities</p>

						<p>for additional qualifications such as food hygiene and first aid certification.</p> <p>HT4-6: One online Microsoft Teams School Council meeting took place; based on this successful trial, Teams meetings are going to be used to continue School Council meetings in 2020-21 while preserving bubbles and staying Covid-secure.</p>
<p>PP students receive teaching that is consistently outstanding. Measured by lesson observations, book looks and analysing student outcomes.</p>	<p>Staff continue to upload work to ShowMyHomework at the same rate as in school lessons.</p> <p>One assessed piece of work submitted once every 4-6 lessons.</p> <p>Staff trained and encouraged to use Microsoft Teams for virtual lessons. Priority for Microsoft Teams lessons to be year 10 and year 12 to enable them to continue with their education.</p>	<p>https://lauramcinerney.com/i-had-a-dream-about-post-lockdown-schools/</p> <p>https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/</p>	<p>SMHW audit by curriculum leaders to identify good practice and areas for improvement.</p>	£0	IJO	<p>Post lockdown review: Learning moved online very quickly; as a result of the success of the Microsoft Teams trial, all remote learning and homework is being moved onto this platform and away from SMHW from September.</p>

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?	Cost	Staff lead	When will you review impact?
Improved outcomes for all students including a narrowing attainment gap between PP and non-PP pupils. Measured by 2020 GCSE and GCE external results and internal end of year assessments	<p>To improve the P8 scores of PP eligible students through appropriate curriculum offers and qualifications (particular focus on Open Bucket)</p> <p>Use of additional qualifications to strengthen Open Bucket 3. Additional MFL qualifications to strengthen EBacc Bucket 2</p> <p>Increased number of PP students entered for EBacc.</p> <p>Use of war cards</p> <p>Track and focus intervention on gaps in all year groups through identification of HPA & PP students who traditionally don't make progress. SMO and VRO to develop proposal for the delivery of Higher Project Qualification for HPA/PP students in yr 10 (equivalent of 0.5 GCSE)</p>	<p>An article on the Sec Ed website also offers advice on planning for progress 8. It says that schools should ensure that KS3 and 4 pupils do not study too many or too few subjects. This must be balanced with the need to provide a curriculum that continues to service their communities appropriately.”</p> <p>Taken from The Key October 2016</p> <p>Accurate data is key to targeted and relevant intervention.</p>	<p>War cards – P8 figures analysed</p> <p>PPE data analysis</p> <p>Raised attainment and progress</p> <p>Termly meetings between all RSLs to share strategies and target interventions.</p>	<p>Cost per additional MFL GCSE entry £48.45 = 14 x £48.45 = £678.30</p> <p>Cost per Higher Project entry £36.85 = 4 x £36.85 = £147.40</p>	VWA/EBA/ SMO/VRO	<p>HT1: Impact to be reviewed after DW1.</p> <p>HT2: Analysis of DW1 shows the following: Year 7: Data used as a baseline. 7 PP students are a concern and have been allocated to the red list.</p> <p>Year 8: 14% drop with PP students 10% drop with NPPG Both groups still sit well above school floor target of 70%</p> <p>Year 9: PP students making expected or exceeding expected progress is 73%. Attainment gap between PP and NPP students is 16%. The gap has narrowed as PP progress has accelerated faster than NPP.</p> <p>Year 10: PP students making expected or exceeding expected progress is 73%. Attainment gap between PP and NPP students is 9%. The gap has stayed similar to previous data and is broadly in line with cohort averages.</p> <p>Year 11: PP students making expected or exceeding expected progress is</p>

					<p>52%, representing a 2% increase. Attainment gap between PP and NPP students is 10%. PP students are doing better, and the gap is narrowing. One year 11 PP student entered for GCSE Turkish; PPE data shows a grade 5 with a P8 score of + 1.37 for this subject.</p> <p>HT3: Year 7 show a gap of -3% currently. In year 8, the gap for PP students has narrowed by 2%. Data in Key Stage 4 is spiking with the gap increasing in years 9, 10 and 11. However, in year 9, 20% of PP students are just below expected progress and in year 11, 39% are just below expected progress.</p> <p>HT4-6: No new internal data drops due to Covid-19 lockdown.</p> <p>External Examination outcomes: PP students' outcomes have improved: P8: +0.15 (demonstrating an increase of +0.43 compared to 2018-19) A8: 39.57 (demonstrating an increase of 4.75 compared to 2018-19). Despite the progress made by PP students, the gap in P8 progress between NPP and PP students has increased slightly to 0.67 when compared to 2018-19 figures (when the gap was 0.58).</p> <p>One PP student took an additional language GCSE (Turkish) and gained grade 5.</p>
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Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils. Measured by 2020 GCSE and GCE external results and internal end of year assessments	<p>Dedicated Raising Standards Leader for Pupil Premium.</p> <p>Developing partnership with Wrotham School to develop and implement strategies. Sharing good practice with PP lead at Walderslade Girls.</p> <p>RSL for PP and Curriculum Leaders meet regularly to ensure that PP pupils are a high-profile group.</p> <p>Whole staff CPD raising awareness of Pupil Premium students and barriers facing these students.</p>	Positive impact on 2018/19 results including improvement for red list students.	<p>Departments' meeting minutes identify PPG is a standing item.</p> <p>Observations identify strategies Learning walks identify strategies being used</p> <p>Raised attainment and progress, thus narrowing the gap</p>	Cost of RSL Pupil Premium lead £5685	SMO/CLs	<p>HT1: Meeting with both Wrotham School and Walderslade Girls. Strategies developed moving forward and links made.</p> <p>HT2: 57% of students allocated to the PP red list have made progress since DW3 of 2018-19. New red list students allocated and strategies developed with these students. To be reviewed after DW2.</p> <p>HT4-5: No further action due to lockdown</p> <p>HT6: review of data suggests PP gaps are widening and PP RSL role has not had the desired impact. TLR post holder is leaving and we are going to move PP under direct SLT responsibility in the 2020-21 academic year as part of a new Associate Assistant Headteacher role.</p>
PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning.	<p>Monitoring of ShowMyHomework and review subscription if ineffective.</p> <p>Homework club consistently staffed.</p> <p>LSA led intervention groups with specific foci e.g. ASD needs, reading comprehension.</p>	<p>Research identified that those children that live in overcrowded conditions will be the losers in education. Children with no storage for books and paper, no table or surface to which to work and no quiet area in which to read/revise makes keeping up with school work and their peers very difficult (<i>Peter Mortimore</i>)</p> <p>Although PP students typically lack resources for homework, the</p>	<p>Students consistently log in to and complete homework through ShowMyHomework</p> <p>Continued narrowing of the attainment gap and an increase in attainment and progress.</p>	<p>Cost of Show My Homework £4349</p> <p>Cost of LSA running homework club at both sites £5958.40</p> <p>Photocopying: £150</p>	SMO/HoD	<p>HT1: Homework clubs at both sites consistently staffed. Library open at lunchtime, staffed by sixth formers.</p> <p>HT2: Specific LSA intervention has been launched – SMO to review monitoring system for attendance. School working on a system to track attendance to after-school extracurricular activities.</p> <p>HT3: Process for reimbursing travel to and from holiday revision</p>

	<p>Develop mentoring system for targeted PP students surrounding revision and resilience utilising sixth form students.</p> <p>Year 11 students provide with 'revision kit' to include highlighters, flashcards etc.</p> <p>SMO to develop a registration programme that supports students with revision skills.</p> <p>SMO to develop a process of reimbursing PP students for travel to and from holiday revision.</p>	<p>overwhelming majority have access to a smartphone and/or other device with WiFi access. Targeted homework enables students to develop resilience and to take ownership of their learning. Additionally, they can utilise homework when unable to access intervention sessions after school. Homework club at both sites means that PP students can have a quiet, study-oriented environment to complete work which they may not have access to at home.</p> <p>Revision skills sessions were rated as helpful by 73% of 2018-19 year 11 cohort.</p> <p>Not all students have access to funds or for public transport in the school holidays</p>		<p>Revision kits: £1.50 per student = £208.50</p> <p>Cost of return bus ticket = £5.50 per day. Projected spend = 100 x £5.50 = £550</p>		<p>sessions organised and is now standardised on every letter. Students did not require this for half term revision.</p> <p>HT4: Proposal for revision sessions created and awaiting confirmation for term 5. Meetings with both Walderslade Girls and Wrotham School have happened. Refining interventions and ensuring that appropriate students are directed to these is happening. SMO to work with other RSLs to ensure that appropriate opportunities for extracurricular activities are being developed.</p> <p>HT5-6: See purple row below, p.10, for amended plans and impact review</p>
PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning.	<p>KIT calls identify students without access to online resources. List kept of these students in readiness for Government issued laptops.</p> <p>FSM provided by school at three drop off points and students encouraged to collect meals.</p> <p>FSM voucher scheme embedded in parental communication and KIT calls. PCLs identify</p>	<p>https://www.challengepartners.org/news/coronavirus-schools-support-disadvantaged-students</p>	<p>Monitoring of KIT calls by HOYs / SLT to pick up any student who does not answer the phone</p> <p>Review of FSM contacts to ensure that all students who are entitled get access to vouchers, either online or by post</p> <p>Review PP students' access to technology to ensure that free laptops are given where they are needed most</p>	<p>Paper copies of work sent home for students without online access. Budget for printing and posting £3000</p> <p>Cost of government laptops (given 21 by the government as separately funded item)</p>	<p>PCLs, admin team, 2MH, SMO</p> <p>SMO Site team, SLT, SMO</p> <p>SMO, 2MH, 2BW and PCLs</p> <p>VWA/IJO</p>	<p>61% of students sent paper copies of work were PP students. Appropriate identification of students without online access led to the issuing of 18 laptops to PP students via the government scheme.</p> <p>Take up for FSM lunches during initial stages of lockdown were low with, on average, no students collecting their lunches. However, FSM vouchers scheme embedded successfully through weekly KIT calls.</p>

	<p>problems/concerns during KIT calls.</p> <p>School remains open for vulnerable students and children of Key Workers. Clear action plan of activities to be conducted.</p>					School remained open for key worker children and vulnerable groups.
<p>Raise Pupil Premium attendance so that it is line with national expectations for all pupils (96% attendance).</p>	<p>A dedicated member of staff to track PP pupils' attendance</p> <p>A team of staff to support and intervene with PP pupils' attendance. (HoY/TCH/PCL)</p> <p>Targeted support and increased incentives used to encourage improved attendance</p> <p>Good attendance to be rewarded with trips etc. Praise in assemblies for good attendance.</p> <p>Home visits by EWO Telephone conversations and letters sent out to parents; meetings held in school with parents Regular contact/meetings with outside agencies, Fixed Penalty Notice warning Prosecution</p>	<p>"Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority" John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p> <p>Nationally the attendance of PP pupils is lower than non-PP pupils.</p> <p>Students' progress and attainment cannot improve if they are not accessing learning</p> <p>Attendance gap between PP and NPP decreased to -1.6%.</p>	<p>Raised attainment and progress, thus narrowing the gap.</p> <p>PP students to have attendance in line with national figures.</p>	<p>Cost of attendance officer £20558</p> <p>Cost of external attendance support £12312</p>	<p>2AP/ TCH/ DSO/HOY/ PCLs/4JS</p>	<p>HT3: PP attendance is below the whole school average. There is currently a 2.67% gap between PP and NPP students. Work is now being done to identify worst PP attenders and put bespoke strategies in place. 67% of students with the potential for court action due to attendance are PP. SMO to liaise with AAP to identify underlying barriers for these particular students.</p> <p>HT4-6: General school attendance suspended due to lockdown. School continued to support children of key workers and vulnerable students to attend.</p>

	Weekly tracking of unauthorised attendance and lateness – followed up by HoYs					
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iii. Other Approaches to support whole school strategy						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff lead	When will you review impact?
Accurate assessment of PP pupils enables effective tracking of progress and intervention to be put in place where necessary. Measured by 2020 GCE and GCSE external results and internal end-of-year assessments.	<p>Covue reporting systems enabling accurate identification of PP / NPP gaps</p> <p>Investment of Online SchoolVue system so that data is accessible.</p> <p>Pupil Premium analysis every Data Window. SMO to track and monitor PP students as part of MA project to develop additional strategies.</p>	<p>Accurate assessment and grading are imperative so that students know where they are and understand what they need to do to improve</p> <p>Essential for appropriate and targeted students and intervention.</p> <p>Heads of Department are being asked to analyse the accuracy of their predictions, and those of their teachers, as part of results analysis. Accuracy of predictions are less of an issue than they were in 2018/19</p> <p>OFSTED identify that 'outstanding' PP outcomes are linked to effective tracking and monitoring of students.</p>	<p>SIP</p> <p>Identification of inaccurate staff assessment</p> <p>Internal moderation</p> <p>External standardisation</p> <p>Raised attainment and progress for, thus narrowing the gap for all groups</p> <p>Higher proportion of accurate predictions.</p>	<p>Cost of Covue services £1000 per month plus VAT</p> <p>Total: £14400</p>	VWA/Co Vue	<p>HT1: Completed DW1 pupil premium data analysis (see above for more details)</p> <p>HT2: SchoolVue system launched in addition to Covue reports and staff start to utilise this.</p> <p>HT3: VWA is collaborating with COVUE to create additional modules to track and monitor full school offer, including extracurricular/supercurriculum opportunities. SMO volunteered to test this module when released in order to identify gaps in school provision for PP students.</p> <p>HT4-6: unable to implement trial of new SchoolVue modules as planned due to lockdown. However, Behavue module ready for implementation from September 2020. Aiming to trial engagement module from January 2021. Use of Covue data system was very helpful in being able to track and moderate centre assessed grades.</p>
Improved outcomes for all students	PP and NPP students with SEN issues receive appropriate support	Evidence suggests that the number of students with SEN continues to rise and that targeted early	Regular Inclusion meetings between inclusion team led by SHA to discuss and put in place	Cost of 2i/c SENCO £5685	Incl. Team Led	HT2: 39% students accessing school nurse are PP students. Broadly in line with whole

including a narrowing attainment gap between PP and non PP pupils.	<p>Identify an appropriate support programme for students with SEN. New employment of a 2i/c SENCO to provide additional capacity for supporting SEN students</p> <p>SESCO and 2i/c SENCO to develop a plan for information sharing to ensure that all members of staff are utilising same strategies leading to a more cohesive approach.</p> <p>Continued employment of LAC co-ordinator.</p> <p>Continued employment of Family Liaison Officer Access to school counsellor and Educational Psychologist</p> <p>SEN Action Plan/red list</p> <p>Member of staff hired with a focus on mental wellbeing to raise awareness and run initiatives.</p>	<p>intervention matched to specific students with specific SEN issues can be effective, especially for younger pupils.</p> <p>Mental health issues among young people are on the increase with funding to local services being cut. This means that students can access relevant support in-house.</p> <p>More centralised system of directing students and their families to appropriate external agencies for support.</p>	<p>strategies of PP pupils causing concern</p> <p>Raised attainment and progress, thus narrowing the gap</p> <p>Students are empowered to developing coping strategies and to identify triggers for their mental health.</p>	<p>Cost of school counsellor £200 per visit = £4000</p> <p>Cost of Educational Psychologist £175 per visit = £3500 Cost of LAC coordinator = £3483</p> <p>Cost of FLO = £23436</p>	by SHA TCH	<p>school cohort. 3AW appointed as AEN room manager to work with some of our more challenging students; this to begin February 2020. Awaiting confirmation on numbers of PP students visiting school counsellor and EP.</p> <p>HT3: 55% of students utilising the school counsellor are PP. Of the students accessing the educational psychologist, 58% of these are PP students. This is higher than the proportion of PP students across the school. This may indicate that families are unable to access these services outside of school. This may potentially be due to long waiting lists and the inability to pay for private services. SMO to look at additional support that can be put in place on a whole school and individual level.</p> <p>HT4-6: FLO worked from home and was responsible for making KIT calls to some of the most vulnerable students in school, signposting them to extra support as necessary. LAC coordinator also made KIT calls to LAC pupils during this time. Counsellor was tasked to support staff during lockdown as well as students.</p>
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PP students have the resources and behaviours necessary to access the curriculum and succeed in their learning	<p>PP pupils are not equipped with skills (including raising self-esteem and self-motivation) to improve outcomes. To improve for all students, including PP.</p> <p>PSHRE Programme and embedding of Citizenship GCSE (first entry to be 2022).</p> <p>Assembly Themes</p> <p>PP monies (additional funding from Arthur Ingram Trust) to ensure PP pupils can access all extra-curricular opportunities, school trips, Theatre trips etc. this includes travel to holiday revision sessions.</p> <p>Provide uniform through parental application system via school website.</p> <p>Wider variety of trips and cultural capital, increased number of external speakers.</p> <p>Links with external agencies such as Medway Park to provide additional extra-curricular activities and access to facilities</p>	<p>Behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience seem to be lacking in many PP pupils. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds. Development of “soft skills” leads to higher level of success and more success post-16 in terms of employability.</p>	<p>Lesson /assembly observation</p> <p>Attendance to enrichment activities by PP pupils.</p> <p>Raised attainment and progress, thus narrowing the gap</p> <p>Enrichment registers</p> <p>Monitoring of PP budget allocation for trips.</p>	<p>PSHRE/Citizenship £1290</p> <p>Trips and Uniform budget £2000</p>	<p>Raising Standards Team / HOYs/S MO</p>	<p>HT1: Several extra-curricular activities have taken place: Bank of England Trip: 15% students PP Chessington Trip: 37% students PP Medway Youth Council: 40% students PP Cadbury World: 33% students PP and one student funded by school. Process for PP students to access funding for trips is embedded and standardised across all trips.</p> <p>HT2: Computing Trip: 28% students PP Pantomime Trip: 1 PP student paid for. Charlton Athletic Football Academy: 50% of students are PP. Students have been able to access a range of extra-curricular activities. Developing SchoolVue to include an extracurricular module so we can track PP students’ engagement more closely.</p> <p>HT3: Arthur Ingram Trust funding applied for; awaiting outcome. All year 10 students (including PP students) accessed the Back to Business day.</p> <p>HT4: Arthur Ingram Trust funding application unsuccessful. SMO to review</p>
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	<p>through discounted memberships.</p> <p>DOH to investigate and develop proposal for work with MEBP to develop work experience programme for year 10 students.</p>					<p>guidelines and reapply. SMO/DOH have not yet developed proposal.</p> <p>HT5-6: trips and visits suspended due to Covid lockdown. Students signposted to free online cultural opportunities (e.g. Royal Opera House, Medway reading programme) via the school's social media channels. Citizenship lessons embedded as part of lockdown work and we have appointed a Head of Department for September 2020.</p>
	<p>PP students lack resources needed to maximise the revision process to improve outcomes. To resolve: Revision guides and equipment provided by the school. Investment in parental support guide. Focused revision sessions for year 11 and 10. After school intervention sessions</p> <p>SMO to investigate the use of a 'Revision Retreat' for Year 11 PP students.</p>	<p>PP students typically lack meta-cognition skills and parental support with regards to <i>how</i> to revise.</p>	<p>Attendance to revision by PP pupils</p> <p>Students and families provided with revision handbooks.</p>	<p>Cost of equipment: £200</p> <p>Retreat: £4000 (Fully catered, 3 day/2 night break) for 30 students</p>	<p>Raising standards team</p>	<p>HT1: RE and Science revision guides given to all students. Revision sessions embedded within school timetable and publicised to students.</p> <p>HT2: Developing programme of form time revision sessions.</p> <p>HT3: Attendance to revision sessions has been sporadic in some subjects. English and maths have demonstrated consistent attendance from PP students. SMO to review what these subjects are doing well.</p> <p>HT4: Retreat not progressed due to Covid-19 lockdown.</p>

	<p>Meaningful rewards and praise raise the attainment of PP pupils:</p> <p>Rewards to PP pupils for attendance, progress and behaviour.</p> <p>Cultural capital based trips to be offered as rewards organised by RSLs for PP/WBRI/HPA.</p>	<p>Research suggests that rewarding pupils works as a good motivator.</p> <p>PP students typically lack cultural capital opportunities.</p>	<p>Improvements in attendance, progress and behaviour.</p> <p>Fewer negative Behaviour Watch points</p> <p>Fewer call outs</p> <p>Data Window analysis</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of rewards trips: £3200</p>	<p>SMO/ TCH/ HOY/ CL/ Class teachers</p>	<p>HT2: Christmas cinema afternoon and Bluewater voucher draw. 56% of student winners of the Bluewater Vouchers were PP. 32% students invited to the Christmas Cinema Afternoon were PP students which is broadly in line with school figures. PP students are being appropriately rewarded for progress and behaviour.</p> <p>HT 4-6: Rewards strategy amended due to Covid lockdown so that staff are asked to complete positive Behaviourwatch slips for completing work.</p> <p>HT6: Teachers logging weekly praise awards for students working well at home. Online Rewards assemblies organised by SBO reward continued excellent achievement while working from home.</p>
<p>The school improves engagement with parents and carers of PP pupils.</p>	<p>Engagement with parent/carer though positive praise and not with just negative concerns</p> <p>Higher expectation with those parents who engage with the school.</p> <p>Letters home after an event to parent/carers –</p>	<p>Much sociological research suggests parental engagement will lead to pupils achieving regardless of their socio-economic background</p>	<p>Better community support shown through attendance of any parent/carer invitation into the school, parents evening etc.</p>	<p>Cost of Parental Engagement and Events coordinator: £2667</p> <p>Cost of coffee mornings: £100</p>	<p>Whole school</p>	<p>HT2: Parental attendance to PTA meetings very poor; AGM planned for January 2020 to revitalise and reinvigorate PTA.</p> <p>HT3: Year 7 parental engagement workshops running on a weekly basis at Lower Site; PP attendance and engagement to be calculated when the programme is complete. Working on</p>

	<p>thanking them for attending</p> <p>Development of school PTA</p> <p>Termly coffee mornings for PP parents/carers with access to local services.</p> <p>Continued employment of dedicated Parental Liaison Officer who develops system for tracking parental non-engagement.</p>					<p>SchoolVue system to track attendance to Parents' Evening for September 2020. Parental attendance to PTA meetings continues to be poor.</p> <p>HT4-6: Due to Covid lockdown, there was a change to the way that we communicated with parents. In addition to the weekly KIT calls to individual students, there was also a weekly letter emailed from the Headteacher to all parents. Feedback from these has been positive and suggests that families felt well informed. We have continued this strategy in September 2020. All students received regular individual KIT calls and there was a clear escalation system in place for those who were uncontactable. This included PP students.</p>
Improved outcomes for all students including a narrowing attainment gap between PP and non-PP pupils.	<p>Improved outcomes for Y11 PP students in English, Maths, Science and RE</p> <p>VIP Breakfast Club: English, Maths, Science, RE</p> <p>Small group intervention with LSAs</p>	Small group work enables teacher to focus exclusively on a small number of learners. PP student require a greater level of support because their language overall is impoverished.	Use of Data Window Assessment and gap analysis. Using data to target PP students for VIP breakfast club. Lesson observations and drop ins; book reviews. Data packs Department meetings and minutes from meetings Base line testing before and after intervention Raised attainment and progress, thus narrowing the gap	<p>Cost of VIP breakfast club £352</p> <p>Cost of 4 additional LSAs in school £21957 x4 =£87828</p>	Raising Standards Team/HOY/HOD	<p>HT1: Data to be analysed following November PPEs. 28% of students accessing VIP breakfasts are PP. This is lower than the percentage in the cohort. This seems to be due to the early morning start.</p> <p>HT2: PP students making expected or exceeding progress <u>English Language</u> Year 10 (DW3): 62% Year 11 (DW1): 49% <u>English Literature</u></p>

					<p>Year 10 (DW3): 54%</p> <p>Year 11 (DW1): 44%</p> <p><u>Maths</u></p> <p>Year 10 (DW3): 49%</p> <p>Year 11 (DW1): 44%</p> <p><u>Combined Science</u></p> <p>Year 10 (DW3): 63%</p> <p>Year 11 (DW1): 56%</p> <p><u>Biology</u></p> <p>Year 10 (DW3): 43%</p> <p>Year 11 (DW1): 71%</p> <p><u>Chemistry</u></p> <p>Year 10 (DW3): 57%</p> <p>Year 11 (DW1): 57%</p> <p><u>Physics</u></p> <p>Year 10 (DW3): 57%</p> <p>Year 11 (DW1): 71%</p> <p><u>Religious Studies</u></p> <p>Year 10 (DW3): 51%</p> <p>Year 11 (DW1): 28%</p> <p>The disadvantage gap appears to be impacted by the summer break – SMO to consider how we can minimise this. Students underperforming in subjects have been allocated to Curriculum Leaders and individual strategies implemented e.g. English department mentoring for students underperforming in English. To be reviewed following DW2. 29% students accessing VIP breakfasts are PP. This is lower than the whole school cohort. However, CLs have made PP their focus for these groups – many students</p>
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						<p>have said that they can't attend at this time.</p> <p>HT3: Raising Standards meetings held with students and their parents. 46% of these meetings with PP students. Meetings designed to implement specific strategies in the run up to the GCSEs and enable students to make rapid progress so that second PPE results are in line with expected progress. To be reviewed after next data window.</p> <p>HT4: Following DW3, gap between PP and NPP in year 11 is -22% (students making expected and exceeding expected progress). Large proportion of cohort are 'just below' expected progress. SMO to liaise with CLs and identify subject specific ways to accelerate progress. Gap between PP and NPP students in year 12 is +17%. SMO to work with EBA and identify reasons for success in Sixth Form and how this can be translated to KS4.</p> <p>HT4-6: no intervention or breakfast clubs due to Covid lockdown. Work was placed online for all students to access.</p> <p>After formal examinations: PP Students</p>
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						<p>P8: +0.12 (demonstrating an increase of +0.44 compared to 2018-19)</p> <p>A8: 39.29 (demonstrating an increase of 3.23 compared to 2018-19)</p>
Improved outcomes for all students including a narrowing attainment gap between PP and non PP pupils.	<p>PP pupils are closely tracked and monitored through Raising Standards meetings and appropriate and timely interventions are put in place to narrow attainment gaps between PP and NPP eligible pupils.</p> <p>Consistent coding system used in data packs to identify PP students in learning walks/observations.</p> <p>PP Students are a standing item on the agenda of HOYs and Line manager meetings Curriculum departments</p> <p>Key barriers identified for underperforming (RED) students and allocated to appropriate RSL/Middle/Senior Leader</p> <p>Implementation of Student Support Plans available to all members of staff</p>	<p>A Raising Standards Action Plan is: Designed to help the school reach its end-of-Key Stage (KS) school targets. It also ensures that systems and processes are in place to sustain on-going improvements</p> <p>Taken from The Key for School Leaders October 2016</p> <p>Continuing to raise the profile of PP students so that they can be prioritised in learning walks and observations.</p> <p>Students are provided with interventions that tackle the core barrier to learning and encourage interventions that are bespoke. Not all PP students will face the same barriers. Shared strategies mean that a consistent approach is given to students.</p>	<p>Observations</p> <p>Learning walks</p> <p>Minutes from meetings</p> <p>Data analysis</p> <p>Raised attainment and progress, thus narrowing the gap</p>	<p>Cost of HPA Coordinator £5685</p> <p>Cost of WBRI coordinator £5685</p>	<p>Raising Standards Team</p> <p>VRO/MRO</p> <p>IJO</p>	<p>HT2: Student support plans evaluated and removed as a strategy. All strategies now tracked through SchoolVue to enable ease of accessibility for all staff.</p> <p>Red list students allocated to appropriate member of staff and bespoke strategies developed. To be reviewed after DW2.</p> <p>SchoolVue system has enabled the creation of a consistent data pack across school.</p> <p>HT3: Support plans are now obsolete as interventions are being tracked through the SchoolVue system. Evaluation of this (for consistency) to be completed in term 4. 25% of red list students have made enough progress overall that they are now making expected progress.</p> <p>HT4-6: no further data drops due to Covid-19 lockdown. HT6: Review of outcome data suggests that the WBRI and HPA roles have not had the</p>

	SMO to trial the use of 360 Profiles for Red List PP students in year 11 alongside a mentoring/coaching programme. Strategies put in place and reviewed at the next meeting for impact or at the next most appropriate time. Continued work of HPA and WB Coordinators	Evidence informed strategy and practice based around EEF research				desired impact. TLR post holders have left and we are going to move these areas under direct SLT responsibility in the 2020-21 academic year as part of a new Associate Assistant Headteacher role. After formal examinations: PP Students P8: +0.12 (demonstrating an increase of +0.44 compared to 2018-19) A8: 39.29 (demonstrating an increase of 3.23 compared to 2018-19)
		Total PP Budget			£236,088	
		Planned spend			£236,157.70	

¹ DFE guidelines suggest that PP grants can be spent 'for the purposes of the school, that is for the educational benefit of pupils registered at that school'. (<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>). On this basis, while much of our PP spending is allocated to specific PP projects, some is allocated to school-wide initiatives which will have positive impacts on PP students.