

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Anthony Gell School				
Academic Year	2020-21	Total PP budget (for financial year 2020-21)	£121,535 (DfE allocation)	Date of most recent PP Review	07/20
Total number of pupils	805 (670-Y7 to 11)	Number of pupils eligible for PP	121 (Y7 to 11)	Date for next internal review of this strategy	05/21

2. Current attainment (Year 11 GCSE Results 2019) N.B. COVID affected exams summer 2020, no national data available)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.77	0.33
Attainment 8 score average	26.98	55.16
% achieving 5 'standard' passes incl. EM	19.0%	83.2%
EM (standard and strong)	28.6% / 4.8%	84.2% / 60.0%

3. Barriers to attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy and numeracy rates are significantly lower for disadvantaged students. In the current Y7 (2020-21), starting reading age averages for disadvantaged students are 1 ½ yrs behind their non-disadvantaged peers. In 2020-21 (new Y7), 56% of Maths target grades were sub GCSE grade 4 compared to 6% for their non-disadvantaged peers, based on CAT score conversion.
B.	In 2019 Progress across a wide range of subjects was negative indicating lower rates of engagement and low aspiration. Outcomes in most subject areas were significantly negative for disadvantaged students. 5 out of 21 students achieved positive progress.
C.	Gender differences are identifiable in this group. Boys performed at a lower level than girls (P8 boys = -0.87; P8 girls = -0.67) in 2019. The gap between boys and girls in 2019 was -0.2. Current predicted gap (Autumn 2020 data) for year 11 is P8 -0.43.
D.	Behaviour incidents impact the progress outcomes of disadvantaged students. Disadvantaged students are 3 times more likely to generate negative behaviour referrals than their non-disadvantaged peers (2019 data)

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	<ul style="list-style-type: none"> Attendance rates are lower for PP than non-PP and inhibits progress in all year groups. Attendance for all disadvantaged students (September 2019- first lockdown March 2020) was 89.47% compared to 94.96% for non-disadvantaged students. Persistent Absence rates (attendance sub 90%), for the same period, was 28% for the disadvantaged group Low aspiration family background, low support for some of the students in this group. Parental contact with school by some disadvantaged families is poor. Parents' evening attendance across all year groups of 2018-19 was 58% for disadvantaged students compared to 89% (non-disadvantaged) 	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improvement in progress during KS3 (particularly Y7) of PP students in English and Maths	English and Maths assessment practice shows improved outcomes for all PP. Focus on improvement through Accelerated Reader to support improved access to reading (Y7 and 8) and Numeracy Intervention across all year groups in Maths. Liaison with parents to promote reading. Progress in this target will be measured using the SISRA EAP (9-1) and defined by the proportions of students 'On-Track' or Above Track' (Y7 to 9)
B.	Increased attendance for PP students.	Target of 94% for the cohort (all year groups). First day response targets PP first. Reduced Persistent Absence for the target group. Use of Family Resource Worker to support families through targeted intervention. Pastoral Team to continue to focus work on PP engagement and communication to ensure positive message of progress and attendance.
C.	Year 11 improved progress measures (P8, A8, basics etc)	Develop a more responsive whole-school intervention strategy. Team of staff in place to support these students. Progress measured using SISRA analysis termly along with Y11exit grades comparing the results of Disadvantaged to Non-Disadvantaged and against National 'Other' group (IDSR). Involvement of the Pastoral Managers to target current those students requiring high level of support.
D.	Improve staff access to PP student information and to highlight specific and general barriers to learning.	Raise the profile of Disadvantaged students amongst the whole school teaching and non-teaching staff. Implementation of departmental commitments relating to 'Quality Teaching First' model and profile a range of strategies to support Disadvantaged students in learning areas e.g. seating plans, marking books first etc. PARS (TASC software) used to track behaviour and intervention (both positive and negative). Student profiles delivered to staff to identify specific and general barriers to learning. Directors of Teaching & Learning are more aware of the PP cohort and faculty interventions are higher profile for all year groups. Pastoral team create 'Profiles' of PP students to share with staff in weekly briefings. Learning walks and lesson observations will show increased engagement of the disadvantaged cohort and evidence of staff interventions.

5. Planned expenditure					
Academic year		2020-21			
The three headings below enable schools to demonstrate how we 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?
High levels of progress in Numeracy for pupils eligible for the pupil premium High levels of progress in Literacy for KS3 and KS4 pupils eligible for PP. In KS3 Reduce the reading age gap of students from their chronological age to bring in line with national expectations	Learning Mentor support to include literacy and numeracy interventions KS3 PP 6 th form Mentoring: Planning of and promotion of literacy and numeracy activities during tutor and reading across the curriculum Buddy reading / Inference training Accelerated reader Work with Covid mentors to ensure that PP students receive the most appropriate support	Numeracy, as with literacy, is key to progress across the curriculum. Gaps at KS4 correlate with Gaps at KS2. Intervention in small groups or 1 to1 teaching have a moderate impact on learning (Sutton Trust). Progress gaps are widest in the lower and lower-middle ability group (current Y11) Literacy Gaps evident at KS2 lead to lower levels of achievement of the target group at KS4 compared to other groups. Intervention in small groups has a moderate impact (Sutton Trust Toolkit) when delivered over 5 months or above.	Evaluate performance of target groups – compare progress at start and end of the academic year and through post exam results analysis. Outcomes of learning walks, lesson observations, work scrutiny, departmental meeting minutes. Liaison with KRL (SLT) to review the impact of the LM at KS3 and KS4. Develop student voice evaluation – attempt to separate LM interventions from those of the wider classroom/ teacher involvement. Evaluate performance of target group to other children in Accelerated Reader - diagnostic reports to show progress. And the narrowing of reading age gaps alongside improved rates of engagement for PP students. Outcomes of learning walks, lesson observations, work scrutiny, departmental meeting minutes	SLT – KRL lead CS (Learning Mentor) RS (Learning Mentor)	May 2021: mid-year review

Closing the Gap strategies in the classroom. Think PP first – classroom focus on PP students to better support their engagement and learning.	Teaching & Learning - Establish and monitor departmental commitments to closing the gap classroom strategies	No cost strategies for the classroom – focus on PP students, increase number of points of contact with PP students, engagement is critical to success. Metacognition (self-regulation) in the classroom is key to success, this relates to seating decisions and task setting in the classroom).	Learning walks/work sampling Lesson observation/departmental reviews Departmental meeting minutes. Progress data analysis (SISRA): Y7 to Y9 – progress pathways Y10/11 – predicted grade analysis	KRL SLT/HoD PDL (data)	May 2021: mid-year review
Total budgeted cost					£51,894
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?
Increased attendance for PP students.	Pastoral Managers: first response of PP students and attendance interventions. Target attendance of the cohort above 94%. Use of Family of Schools worker to support family interventions of those hard to reach.	National and local data (IDSR/ASP) shows a close correlation between attendance and achievement at all levels. PP attendance is currently below that of 'others' category. Attendance is everyone's business and involves all staff – pastoral teams to support and promote improved attendance	Attendance monitoring (weekly and cumulatively) across the term and year. RP liaison with extended professional services.	RP/MK RP Pastoral Manager/ Tutor teams	Attendance figures produced weekly and compared over time. Ongoing. DFE COVID measures – adjusted national figures
Increased engagement and organisation of PP students.	Whole school intervention strategy to target improved outcomes.	Engagement and progress of PP students is better in Year 7 and Y8 but then declines from Y9 onwards. Staff mentoring provides 1 to 1 support for those students (PP) who need additional help in planning and completing work. Solutions target	Regular liaison between AHT progress and AHT pastoral to target support. AHT Pastoral line manages Pastoral Managers and tutor mentors. Data collection (SISRA) allows comparison on progress over time to	PDL lead RP – pastoral Tutor mentors	2021 Spring HT2 data collection – impact when compared to 2019 Autumn term data *COVID lockdown impact on 2020 data

		supporting achievement and removing barriers to learning. EEF Toolkit shows a moderate impact for low cost.	investigate outcomes Student logs. Contact logs with parents.		
Raising awareness of the PP cohort	Student profiles delivered to staff to identify specific and general barriers to learning. Directors of Teaching & Learning are more aware of the PP cohort and faculty interventions are higher profile for all year groups. SLT/Pastoral team create 'Profiles' of PP students to share with staff in weekly briefings.	Improving awareness of barriers to learning can help staff to plan effectively to engage students and to ensure they have an opportunity to achieve. Pen portraits can simplify barriers to remind staff of specific needs and concerns which may have limited engagement and progress in the past. Sharing ideas and best practice can create improved knowledge among staff on best practice for individual students.	Pastoral managers and DHT present pen portraits to staff in Friday briefing. PDL to create snapshot profiles of groups in each year and distribute to staff to use in markbooks etc by November 2020. Data collection analysis to show gaps in outcomes, this to be shared with DTLs/ADTL along with SLT and wider teaching staff.	PDL Pastoral Managers	
Total budgeted cost					£67,000
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?
Provide opportunities to access relevant training and equipment	Enable PP students to fully access a broad curriculum by funding equipment and wider opportunities e.g. equipment (food teach, Resistant Materials).	Poor access to learning resources in the family home (Derbyshire Hard to Reach criteria, Risk of Needs Indicator list) and low access to wider life experiences. Aims are to remove barriers to learning, raise engagement and aspirations. Departmental/staff bids for financial support.	Review of PP funding requests to ensure equitability across departmental areas and to evaluate success.	PDL	May 2021 mid-term review.

Total budgeted cost					£8,000
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?
COVID engaging disadvantaged students in learning opportunities (DfE Catch-Up funding)	<p>DfE Laptops for Schools</p> <p>Catch-up funding delivering support for learning through catch-up mentors (literacy and numeracy); National Tutoring Programme (NTP); resources to support literacy and numeracy including reader pens, maths packs. Classroom technologies implemented (TVs etc)</p>	<p>Engagement rates expected to improve with provision of technology to access online learning. DfE “a one-off universal £650 million catch up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time”.</p> <p>Small group work with learning mentors brings moderate improvement in learning outcomes for disadvantaged students (EEF). Government has identified the funds provided to close the gap in lost learning for the most disadvantaged families and to close the digital divide</p>	<p>Monitor engagement rates of disadvantaged students under lockdown for PP students. Compare progress data to non-disadvantaged peers.</p> <p>Monitor engagement rates for NTP cohort – outcomes in 2021 national exam grading when compared to Autumn 2020 data.</p> <p>Learning support access to reader pens for PP cohort.</p> <p>Track access to new laptops in examinations and assessments in the summer of 2021 (Internal Formal Assessments and summer assessments to facilitate teacher gradings for completing learners 2021.</p>	<p>SWM/ RP</p> <p>PDL</p>	May 2021 mid-term review
Total budgeted cost					£54,000

6.

Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Residual sums of money from PP budget ('Other Approaches' above) are available by submitting a request to Mr. Lovatt for consideration and release of funds. Stated aims must target disadvantaged students and their engagement & achievement.

Update February 2021: consider impact of COVID lockdowns on the cohort. The cancellation of the national exam series, summer 2021, will require a focus on ensuring the outcomes of disadvantaged students are fair and proportionate, this dependent on the national guidance from Ofqual following the release of a national approach to grading subsequent to the January 2021 consultation on the grading of the summer 2021 exams.

Additional statistical information:

Current Year 11 (2020-21):

The lack of performance tables in 2020, given the cancellation of the national exams series, means that estimates are based on 2019 data and national outcomes. The current Year 11 cohort (2020-21) do not have reliable assessment data due to the impact of the national lockdown in Spring and Summer 2020. Caution must be exercised when interpreting data for this year group. However, current data (autumn term 2020) shows: disadvantaged v non disadvantaged gap predicted (P8 -0.43) to be in line than national outcomes for 2019 (P8 -0.57).

