

King Charles I School

Use of the Pupil Premium in 2020/21

1. Summary information					
School	KING CHARLES I SCHOOL				
Academic Year	2020/21	Total PP budget	£269,665.00	Date of most recent PP Review	n/a
Total number of pupils	1068	Number of disadvantaged students	277	Date for next internal review of this strategy	Jan 2020

2. Current attainment		
<i>Due to Covid-19 virus all data used in the review has been taken from the latest assessments prior to the school closures in March 2020.</i>		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2019 national average as there is no national data for the 2020)</i>
Progress 8 score average (from 2019/20)	0.22 <i>Estimated from SISRA</i>	-0.45
Attainment 8 score average (from 2019/20)	41.4	36.5
% of students achieving a good pass (9-5) in English and maths	33	24
% of students achieving a standard pass (9-4) in English and maths	52	44
Reading age data (% of students on at least their chronological reading age)	76	

3. Barriers to future attainment	
In-school barriers	
A.	Literacy skills (reading ages) entering Year 7 are lower for disadvantaged students.
B.	Rates of progress at KS4 in English and open elements (Estimated progress 8 for the disadvantaged students in English was -0.07 and in the Open element was -0.05 taken from the mock examinations 2019/20). Specific focus subjects are English language, French, German and PE. Progress 8 for the male disadvantaged students (0.18) was worse than the females (0.56). Specific focus subjects are RE, English language, French, German, PE, English literature, product design, and sports studies.
C.	The number of behaviour sanctions received by the disadvantaged students are disproportionate compared to the non-disadvantaged students.

	The rates of exclusions for FSM students are disproportionate compared to non-FSM students (although remain low and still well below the national average)..
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External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for the Ever 6 FSM students are 92.4%. This reduces their school hours and is a contributing factor to their underachievement.
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4. Outcomes

	Desired outcomes:	Success criteria
A.	High levels of progress in literacy for disadvantaged students.	Disadvantaged students, in all year groups, make substantial progress by the end of the year. A greater percentage of students to reach their chronological reading age. This will be evidenced using NGRT reading tests in November, March and June.
B.	Improved attainment and rates of progress (progress 8) in KS4. In particular, the attainment and rates of progress on disadvantaged male students	<ul style="list-style-type: none"> ▪ Disadvantaged students in Year 11 make substantial progress by the end of KS4 so that they achieve a positive progress 8 result. ▪ There's no difference in the attainment and progress of the male and female disadvantaged students
C.	The number of sanctions issued to disadvantaged students proportional to those of the non-disadvantaged students.	<ul style="list-style-type: none"> ▪ Fewer behaviour incidents recorded for these pupils on the school system (without changing standards). ▪ Sustained low levels of fixed term exclusions ▪ Proportion of sanctions being issued to disadvantaged students in line (or less) than the distribution in cohort. ▪ Reduce number of internal exclusions for FSM students
D.	Increased attendance rates for disadvantaged students.	Reduce the number of persistent absentees (PA) among disadvantaged students to below 10%. Overall attendance among disadvantaged students improves from to 95% in line with 'other' pupils.

5. Planned expenditure

Academic year	2020/21
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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	Education Endowment Fund Average impact	How will you measure the impact?	Provisional budget:	When will you review implementation?
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		rating			
A. Improved levels of literacy	Accelerated Reader software and programme to help all students make progress with their reading.	+6 months (reading comprehension strategies)	Reading ages tested three times a year using NGRT.	£1000.00	December 2020 March 2021 July 2021
	Additional timetabled oral language intervention (reading lesson) for Years 7 and 8.	+5 months (oral language intervention)		£0	December 2020 March 2021 July 2021
	Tutor reading programme (reading aloud)	+5 months (oral language intervention)		£0	December 2020 March 2021 July 2021
	Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for pleasure.	+0 months (aspiration intervention)		£1500	December 2020 March 2021 July 2021
B. Improved attainment and rates of progress (progress 8) in KS4.	Temporarily employ two additional English teachers to allow for additional teaching groups and to improve provision in small group tuition sessions. The English teachers are to lead the literacy direct instruction intervention sessions.	+3 months (reducing class sizes) +4 months (small intervention group tuition)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English “best” GCSE results 	£70000.00	Jan 2021 August 2021
	Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study,	+5 months (homework – secondary)		<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems (behaviour data) ▪ Internal assessment information ▪ Year 11 progress and attainment in English language, literature and English “best” GCSE results 	£1500

	Embed assessment and feedback strategy to diagnostically monitor progress of students. Students receive group feedback sessions following assessed tasks.	+8 months (feedback)	Year 11 progress and attainment in English language, literature and English “best” GCSE results	£0	Jan 2021 August 2021
	Curriculum review and evaluation to ensure instructional programmes of study meet the needs of those most constrained by their cognitive function	No evidence available	<ul style="list-style-type: none"> ▪ Through curriculum review in line management ▪ Through the quality assurance and monitoring systems 	£0	Jan 2021 August 2021
	Re-enforce homework systems. More regular monitoring of quality of task set and student completion.	+5 months (homework – secondary)	<ul style="list-style-type: none"> ▪ Through the quality assurance and monitoring systems. ▪ Weekly behaviour tracking 	£0	Jan 2021 August 2021
	Study skills revision sessions aimed to improve students understanding meta-cognition and self-regulation <ul style="list-style-type: none"> ▪ Tutors to deliver study skill workshops ▪ “Stepping up” day ▪ Generic study skills revision programme (instead of subject specific intervention) 	+7 months (meta-cognition and self-regulation)	Year 11 progress and attainment in all subjects.	£500	August 2021
	SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available	Used to monitor attainment and progress of all students in Years 9-11.	£1500	
C. Improved behaviour for learning.	Maintain focus on behaviour systems to tackle low-level disruption in classrooms. Students benefit from having silent working environments.	No evidence available	Behaviour tracking data – reviewed weekly and following assessment points	£0	December 2020 March 2021 July 2021

	Homework club to be compulsory for repeat offending no-homework disadvantaged students	+5 months (homework – secondary)	Behaviour tracking data (homework) – reviewed weekly and following assessment points	£9500	December 2020 March 2021 July 2021
D. Increased attendance rates for disadvantaged students	<ul style="list-style-type: none"> ▪ Increased frequency of parent meetings ▪ Increased frequency of home visits ▪ Text messaging system ▪ Higher attendance threshold for intervention 	No evidence available	Weekly attendance and persistent absenteeism data.	£0	December 2020 March 2021 July 2021

ii. Targeted support

Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	How will you measure the impact?	Provisional budget:	When will you review implementation?
A. Improved levels of literacy	Year 7-11 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access the curriculum.	+4 months (phonics programme) +4 months (small group tuition)	Years 7 reading ages using NGRT	£0	December 2020 March 2021 July 2021
	Lexia reading and phonics intervention programme.	+4 months (phonics programme)		£0	
	Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills.	+5 months (oral language intervention)		£0	
	Word wasp phonics based reading and spelling programme.	+4 months (phonics programme)		£0	
	Rapid readers word comprehension and recognition programme	+5 months (oral language intervention)		£0	

	Reading between the lines inference and deduction intervention	+6 months (reading comprehension programme)		£0	
	Fresh start reading and writing comprehension intervention	+6 months (reading comprehension programme)		£1000	
	Paired/group reading oral language intervention	+5 months (oral language intervention)		£0	
	Expressive writing – direct instruction package used in all reading intervention programmes	+4 months (small intervention group tuition)		£1500	
	Rosetta stone accounts for students with reading ages under 9.	+5 months (oral language intervention)		£2000	
	Thinking Reading – 1:1 or small group reading tuition.	+5 months (oral language intervention)		£3500	
B. Improved attainment and rates of progress (progress 8) in KS4.	Employ an English specific academic mentor to oversee small group withdrawal intervention in Years 9-11. Year 11 students follow literacy programme 5 lessons/fortnight.	+4 months (small intervention group tuition)	GCSE: progress and attainment in English language, literature and English “best” GCSE results	£27000	December 2020 March 2021 July 2021
	Small group tuition: Low attaining disadvantaged students withdrawn from MFL option groups and taught by English teachers.	+4 months (small intervention group tuition)	GCSE: progress and attainment in French	£0	
	SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available	GCSE: progress and attainment in science	£1500	

	French – small group of Y11 withdrawal sessions to improve speaking assessment confidence	+4 months (small intervention group tuition)		£0	
	French – creation of additional group to allow “soft-setting” forming foundation tier group	+3 months (reducing class sizes)		£0	
	Science - creation of additional group to allow further support to targeted students	+3 months (reducing class sizes)		£0	
C. Improved behaviour for learning.	Student counsellor behaviour intervention	+4 months (social and emotional learning)	Behaviour tracking data – reviewed weekly and following assessment points	£12000	Weekly monitoring December 2020 March 2021 July 2021
	SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings.	+3 months (parental involvement)	Destinations data in line with non-disadvantaged students	£0	
	Hardship fund to ensure students have equipment (reduce sanctions for equipment)	+3 months (behaviour interventions)		£1000	
	Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need: <ul style="list-style-type: none"> ▪ Private tuition ▪ Group Intervention ▪ Achievement leader focus on looked after students ▪ Laptops assigned ▪ Funding towards extra-curricular activities 	+5 months (one to one tuition)		£19000	

	<p>Continue to employ three 'Achievement Leader's to cover Years 7-11.</p> <ul style="list-style-type: none"> To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. To frequently meet their disadvantaged target group parents 	+1 month (mentoring) +3 months (parental involvement)		£90000	
	Career advisor to prioritise disadvantaged male students	+0 months (aspiration)		£0	
	Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements	+3 months (behaviour interventions)		£8000	
D. Increased attendance rates for disadvantaged students	Attendance home liaison officer employed to work with targeted students in all year groups. Increase frequency of home visits and proactive strategies.	No evidence available	<ul style="list-style-type: none"> Average attendance increases in all year groups. Persist absentees reduced in all year groups 	£30000	Weekly monitoring December 2020 March 2021 July 2021
	<p>Disadvantaged target group formed.</p> <ul style="list-style-type: none"> Home visit for any absence Regular student and parent/carer meetings Improved communication via text messages, letters Higher threshold to be added to the attendance lists 	No evidence available		£0	
iii. Other approaches					
Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if	Lessons learned (and whether you	Cost:

			appropriate.	will continue with this approach)	
Progress of catch-up students (maths) accelerated so that attainment is in line with peers.	<ul style="list-style-type: none"> Connecting maths concepts – direct instruction package to be used in small groups Times tables Rockstars – additional homework set for disadvantaged students to help their mastery of their timestables 	+4 months (small group tuition)	Achievement in maths in Year 7.	£1000 £100	December 2020 March 2021 July 2021
Increase rates of progress in maths and science so that attainment is in line with their peers	Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University.	No evidence available	Achievement in science and maths in Year7-10.	£4000	December 2020 March 2021 July 2021
Total budgeted cost					£287000

6. Review of expenditure *Due to Covid-19 virus all data used in the review has been taken from the latest assessments prior to the school closures in March 2020.*

Academic year	2019/20				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost:
A. Improved levels of literacy	Accelerated Reader software and programme to help all students make progress with their reading.	+6 months (reading comprehension strategies)	<ul style="list-style-type: none"> Disadvantaged students' average reading age is on/above their chronological age in all year groups. Disadvantages students have made accelerated progress in all year groups (average +17 months). Those not eligible for Pupil Premium also made 	Continue in 2020/21: To further improve the direction of book choices	£1000
	Additional timetabled oral language intervention (reading lesson) for Years 7 and 8.	+5 months (oral language intervention)		Continue in 2020/21: To further improve the reading booklets in order to teach vocabulary, context and improve comprehension.	£0

	Tutor reading programme (reading aloud)	+5 months (oral language intervention)	accelerated progress (average +15months) <ul style="list-style-type: none"> Disadvantaged students have made better progress than their peers in Years 8–11. Non-disadvantaged students have made better progress in Year 7. 	As above	£0
	Literacy workshops for all year 7 and Year 8 students to attend. Inspiring students to read for pleasure.	+0 months (aspiration intervention) +5 months (oral language intervention)	<ul style="list-style-type: none"> Two out of the three scheduled literacy workshops were cancelled due to the school closures. 	Continue in 2019/20	£500
B. Improved attainment and rates of progress (progress 8) in KS4.	Temporarily employ two additional English teachers to allow for additional teaching groups and to improve provision in small group tuition sessions. The English teachers are to lead the literacy direct instruction intervention sessions.	+3 months (reducing class sizes) +4 months (small intervention group tuition)	<ul style="list-style-type: none"> Improvement in progress 8 for disadvantaged students in KS4 English from -0.84 in 2018/19 to an estimated -0.07 in 2019/20. Improvement in attainment for disadvantaged students in KS4 English from 44% 9-4 in 2018/19 to an estimated 65% 9-4 in 2019/20. There were improvements in the English 9-5 grades from 29% in 2018/19 to an estimated 44% in 2019/20. Reading ages improved in Years 10 and 11 by an average of +17months. 	Continue to employ two additional English teachers in 2020/21. Continue to deploy them to additional reading intervention rather than additional English teaching groups.	£73000.00

	Hegarty maths – allocate all students appropriate catch-up work aimed to improve homework and independent study,	+5 months (homework – secondary)	<ul style="list-style-type: none"> ▪ Disadvantaged students' KS4 progress in maths was an estimated +0.55. This is an improvement on 2018/19 (-0.08). ▪ Disadvantaged students' KS4 attainment in maths was an estimated 69% achieving grades 9-4. This is an improvement on 2018/19 (51% 9-4). There were also improvements in the maths 9-5 grades from 27% in 2018/19 to an estimated 48% in 2019/20. ▪ Homework completion was lower than non-disadvantaged students 	Continue to use in 2020/21. Further support disadvantaged students with the completion of homework tasks in homework support and maths club. Further support the lower ability disadvantaged students in Years 7-9 with the use of "Times Tables Rock Stars"	£800
	Embed assessment and feedback strategy to diagnostically monitor progress of students. Students receive group feedback sessions following assessed tasks.	+8 months (feedback)	<ul style="list-style-type: none"> ▪ Estimated progress 8 was +0.64. ▪ Disadvantaged students' estimated progress 8 was 0.22, this was a good improvement on the previous year (-0.30). 	Continue to use in 2020/21. Continue to improve the quality of monitoring feedback and internal tracking of progress.	£0
	Curriculum review and evaluation to ensure instructional programmes of study meet the needs of those most constrained by their cognitive function	No evidence available	As above	Continue to review the curriculum in all subjects to further promote knowledge acquisition and improve literacy fluency. This is especially important following the school closures and ensuring all students have accessed the curriculum in its entirety. Year 11 courses may need adapting in line with the changes made to the examination criteria.	£0

	Re-enforce homework systems. More regular monitoring of quality of task set and student completion.	+5 months (homework – secondary)	Disadvantaged students' homework completion rates still disproportionate to their peers although improved on last year.	Continue to use in 2020/21. Further develop by making better use of homework data to drive homework club attendance.	£0
	Study skills revision sessions aimed to improve students understanding meta-cognition and self-regulation <ul style="list-style-type: none"> ▪ Tutors to deliver study skill workshops ▪ “Stepping up” day ▪ Generic study skills revision programme (instead of subject specific intervention) 	+7 months (meta-cognition and self-regulation)	<ul style="list-style-type: none"> ▪ Easter revision sessions cancelled due to the school closures and examination cancellations. ▪ Students' feedback was that Mr Beezy (motivational speaker) was very useful in their preparations for their mock examinations. ▪ Estimated progress 8 was +0.64. ▪ Disadvantaged students' estimated progress 8 was 0.22, this was a good improvement on the previous year (-0.30). 	Continue in 2020/21. Continue the use of internal staff to run the revision sessions. Use Mr Beezy again in 2020/21.	£550
	SISRA subscription to aid with identification of underperforming students in order to allocate effective intervention	No evidence available	Successfully identified underachieving students in Year 11.	Continue to use in 2020/21 but develop its use to track other forms of data in Years 7-10.	£2000
C. Improved behaviour for learning.	Maintain focus on behaviour systems to tackle low-level disruption in classrooms. Students benefit from having silent working environments.	No evidence available	Disadvantaged students' behaviour improved in years 8-11 from 2018/19 but still disproportionate to their peers.	Improved behaviour intervention strategies for persistent offenders.	£0
	Homework club to be compulsory for repeat offending no-homework disadvantaged students	+5 months (homework – secondary)	Disadvantaged students' homework completion rates improved from 2018/19 however still disproportionate to their peers.	Continue in 2020/21 but use achievement assistants to monitor attendance and staff the sessions.	£8500

ii. Targeted support					
Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost:
A. Improved levels of literacy	Year 7-11 bespoke literacy focus group withdrawn from MFL curriculum until reading ages are appropriate to better access	+4 months (phonics programme) +4 months (small group tuition)	<ul style="list-style-type: none"> ▪ Disadvantaged students' average reading age is on/above their chronological age in all year groups. ▪ Disadvantages students have made accelerated progress in all year groups (average +17 months). Those not eligible for Pupil Premium also made accelerated progress (average +15 months) ▪ Disadvantaged students have made better progress than their peers in Years 8–11. Non-disadvantaged students have made better progress in Year 7. ▪ The weakest readers did not make sufficient progress to close the gap with their peers. 	<ul style="list-style-type: none"> ▪ Continue with all strategies used in 2019/20, ▪ Ensure all provision is delivered by qualified English staff (teachers) ▪ Ensure all CPD needs for staff are met to lead the provision ▪ Invest in an additional provision to improve the weakest readers – “thinking reading” ▪ Ensure all students withdrawn for bespoke packages are re-integrated into MFL to enable them to access a full curriculum. 	£0
	Lexia reading and phonics intervention programme.	+4 months (phonics programme)			£2000
	Stride ahead - Toe By Toe reading programme – teaches students to read more fluently by focussing on decoding skills.	+5 months (oral language intervention)			£500
	Word wasp phonics based reading and spelling programme.	+4 months (phonics programme)			£0
	Rapid readers word comprehension and recognition programme	+5 months (oral language intervention)			£0
	Reading between the lines inference and deduction intervention	+6 months (reading comprehension programme)			£0
	Fresh start reading and writing comprehension intervention	+6 months (reading comprehension programme)			£2500

	Paired/group reading oral language intervention	+5 months (oral language intervention)			£0
	Expressive writing – direct instruction package used in all reading intervention	+4 months (small intervention group tuition)			£2000
	Rosetta stone accounts for students with reading ages under 9.	+5 months (oral language intervention)			£2000
	Parent evenings to support reading at home				£0
B. Improved attainment and rates of progress (progress 8) in KS4.	Employ an English specific academic mentor to oversee small group withdrawal intervention in Years 9-11. Year 11 students follow literacy programme 5 lessons/fortnight.	+4 months (small intervention group tuition)	<p>English:</p> <ul style="list-style-type: none"> Improvement in progress 8 for disadvantaged students in KS4 English from -0.84 in 2018/19 to an estimated -0.07 in 2019/20. Improvement in attainment for disadvantaged students in KS4 English from 44% 9-4 in 2018/19 to an estimated 65% 9-4 in 2019/20. There were improvements in the English 9-5 grades from 29% in 2018/19 to an estimated 44% in 2019/20. <p>French:</p> <ul style="list-style-type: none"> Speaking assessment preparation could not happen 	<ul style="list-style-type: none"> Continue in 2020/21. Continued focus on literacy but introduce further programmes to match specific needs of the students. Ensure withdrawn students are put back into MFL after the programme so that they fulfil their curriculum entitlement. 	£26000
	Small group tuition: Low attaining disadvantaged students withdrawn from MFL option groups and taught by English teachers.	+4 months (small intervention group tuition)			£0
	French – small group of Y11 withdrawal sessions to improve speaking assessment confidence	+4 months (small intervention group tuition)		Continue in 2020/21.	£0

	French – creation of additional group to allow “soft-setting” forming foundation tier group	+3 months (reducing class sizes)	<p>due to the school closures</p> <ul style="list-style-type: none"> Year 11 disadvantaged students’ estimated progress improved on last year and is better than their non-disadvantaged peers. However, progress in French is lower comparatively to other subjects. 	Continue in 2020/21 but analyse the proportion of disadvantaged students being placed into the foundation tier group. We must continue to be aspirational and have high expectations of all students (particularly the disadvantaged students).	£0
	Science - creation of additional group to allow further support to targeted students	+3 months (reducing class sizes)	<p>Science:</p> <ul style="list-style-type: none"> Year 11 disadvantaged students’ estimated progress improved on 2019. Estimated progress is a quarter of a grade behind non-disadvantaged students. 	Continue in 2020/21 but ensure there is fluid movement throughout the year. Students should be placed in the group for targeted support on certain topics.	£0
C. Improved behaviour for learning.	Student counsellor behaviour intervention	+4 months (social and emotional learning)	<ul style="list-style-type: none"> The proportion of behaviour sanction issued to disadvantaged students in Years 9-11 improved from 2018/19. The proportion of behaviour sanction in Years 7 and 8 did not – this was mainly due to a minority of students receiving a disproportionate amount of sanctions. The rates of exclusions for FSM students exceeded the rates for non-FSM students. The proportion of sanctions students received for 	Continue in 2020/21 but with improved behaviour programmes for the students to study.	£12000
	SLT monitoring of key disadvantaged male and high attaining students including regular parental meetings.	+3 months (parental involvement)		Continue in 2020/21 but increase the frequency of the meetings and use a parental crib sheet to feedback the data to the parents.	£0
	Hardship fund to ensure students have equipment (reduce sanctions for equipment)	+3 months (behaviour interventions)		Continue to supply equipment in 2020/21 but there will be less need for financial support for trips due to many being cancelled.	£1000

	<p>Looked After Children Pupil Premium Plus. Students assigned the following strategies depending on need:</p> <ul style="list-style-type: none"> ▪ Private tuition ▪ Group Intervention ▪ Achievement leader focus on looked after students ▪ Laptops assigned ▪ Funding towards extra-curricular activities 	+5 months (one to one tuition)	<p>equipment was much improved on 2018/19,</p> <ul style="list-style-type: none"> ▪ Looked after students predicted GCSE results following their mocks was very positive, achieving a predicted progress 8 score of 0.55. This exceeded the non-looked after students (0.36). The looked after English progress 8 score was lower than the other elements. ▪ The hardship fund was not used as much as planned due to the school closures and cancellation of trips. There was a reduction in equipment sanctions from the previous year. ▪ No NEETs in 2019/20. Students were all successful in transitioning to their next pathway. ▪ All students in alternative provision saw an improvement in attendance and behaviour. Students attending alternative provision passed their courses and have made a transition to their next pathway. 	Continue in 2020/21. Allocate more tutoring for English and literacy.	£19000
	<p>Continue to employ three 'Achievement Leader's to cover Years 7-11.</p> <ul style="list-style-type: none"> ▪ To be assigned a focus group of disadvantaged male learners – to monitor the number of sanctions closely. ▪ To frequently meet their disadvantaged target group parents 	+1 month (mentoring) +3 months (parental involvement)		<ul style="list-style-type: none"> ▪ Continue to employ in 2020/21 ▪ Improve the allocation of focus groups. ▪ Improve the frequency in which they meet the students and parents. ▪ Provide improved strategies for the members of staff to follow to ensure behaviour and homework standards improve. 	£90000
	Career advisor to prioritise disadvantaged male students	+0 months (aspiration)		Continue to employ in 2020/21	£0
	Alternative curriculum – a personalised curriculum is provided either on or off site to support students to achieve their post 16 progression requirements	+3 months (behaviour interventions)		Continue to use in 2020/21	£8000

iii. Other approaches

Desired outcome	Chosen action/approach	Education Endowment Fund Average impact rating	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost:
Disadvantaged student attendance improves	Attendance home liaison officer employed to work with targeted students in all year groups. Increase frequency of home visits and proactive strategies.	No evidence available	<ul style="list-style-type: none"> Disadvantaged students' attendance decreased from 2018/19 but remained above the national average The persistent absenteeism increased from 2018/19 and is higher than the national average. 	Improved strategies required to improve disadvantaged students' attendance further.	£24000
Progress of catch-up students (maths) accelerated so that attainment is in line with peers.	<ul style="list-style-type: none"> Connecting maths concepts – direct instruction package to be used in small groups Times tables Rockstars – additional homework set for disadvantaged students to help their mastery of their timestables 	+4 months (small group tuition)	<ul style="list-style-type: none"> Disadvantaged maths results in Year 7 did not improve at the desired rate. Times tables Rockstars showed good rates in improvement with students' times table retention. 	<ul style="list-style-type: none"> Continue to use “connecting maths concepts” but improve the delivery, assessment and frequency of sessions. 	£1000
Increase rates of progress in maths and science so that attainment is in line with their peers	Brilliant club: Students undertake a STEM research project with a PhD student working alongside local University.	No evidence available	Achievement in science and maths in Years 7-10 in line with non-disadvantaged peers.	Continue in 2020/21 but for a reduced proportion of the year due to safety restrictions resulting from the COVID-19 measures.	£4000
Total cost					£280000