

Lowton Church of England High School Pupil Premium Grant for 2020/21 £ 169035 - Based on 177/742 Pupils

Additional Grant £16,415 Looked after Children. Draft – Awaiting Governor Approval

Planned Expenditure for Academic Year 2020-21 - Review Date January'21

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP FUNDING)

- Literacy skills and vocabulary base are lower for pupils eligible for Pupil Premium on entry. (CUMULATIVE DISFLUENCY)
- *Limited life experiences and aspirations for some the disadvantaged cohort - CULTURAL CAPITAL DEFICIT*
- The performance of Disadvantaged Pupils within Mathematics, particularly at 4+ and 5+
- The performance of Disadvantaged Pupils within English, particularly at 4+ and 5+
- Time missed due to Pandemic – Particularly Y11 disadvantaged as remote learning engagement during the pandemic was lower for the majority of this cohort.
- Ensuring quality & consistency of education for all, especially our disadvantaged students at KS4
- Absence and persistent absence is higher than national ALL for PP in the school.

DESIRED OUTCOMES (desired outcomes / how they are measured)

SUCCESS CRITERIA

More rapid progress in literacy for Y7 pupils eligible for Pupil Premium funding. This includes a faster development in reading age throughout the academic year. To achieve a minimum of +5months as suggested by the EEF.	PP pupils will make progress at a faster rate, evidenced using the Y7 screening programme and English data capture points, chronologically through the year.
Improved performance of disadvantaged pupils in KS4 English Maths & English , especially at 4+, 5+ and 7+	Increase in the % achieving the thresholds in Maths & English headline performance in P8 / A8 and 4+ %= and 7+.
To advantage the disadvantaged by ensuring they receive a quality of Education and provision that enables them to flourish and succeed within the school and beyond.	Subjects to be broadly in line (or better than) the national comparator and not be statistically significant. Students to demonstrate Christian ethos and have high aspirations and appropriate Post 16 destinations.
Improve the attendance figure of the school's DP cohort and reduce PA even further. Less DP to be represented in exclusion and repeat exclusion statistics compared to National ALL pupils.	Improve the attendance figure of the school's DP cohort and reduce PA even further. By July 2021 the % of sessions missed to be broadly in line with the national average which is 5%.

QUALITY OF TEACHING / LEADERSHIP FOR ALL

Action	Intended outcome	Evidence OR rationale for this choice	Who, How & When will it be implemented	Planned Expenditure
PP LEADERSHIP TIME	Improve individual accountability and attainment of PPG progress at all levels of the school. To ensure DP progress continues to improve and the gap to Non-DP progress and attainment continues to close.	Sutton Trust Reports – ‘Schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools, far larger than there are for children from wealthy backgrounds who do pretty well in all schools.’ Therefore, investing in the quality of leadership will help all students, including PPG students.	Strategic PP plan reviewed, amended and updated on at least a termly basis and shared with governors and staff. Through SIP – All SLT JS / KLK Strategic Leads	£5,000
Promote PPG pupil awareness and high quality first teach. Create PP register Focus on retention and recall whilst correcting misconceptions and questioning pupils to ensure deep learning takes place.	Increased awareness of PP and their barriers. PP identified on seating plans. Improved quality of planning and implementation. Minimised impact of absence on pupil knowledge. Y11 DP Pupil performance continues to improve	‘As it turns out, great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non-FSM children is very high. Embedding high quality and engaging teaching across the whole school EEF – There is strong evidence for improving learning and progress if teachers know who the disadvantaged pupils are so they can ensure that they are targeting them with verbal and written feedback, AFL and questioning, grouped for collaborative learning, and provided with individualised instructions more frequently. +8 Months Feedback, +3 Months Individualised +5 Months for Collaborative Learning & +4 Months impact – Digital Technology EEF toolkit shows metacognition and feedback as the most effective ways to improve the progress of PPG students. Learning +7/8 months impact	Delivered through regular SDP slots and sharing of good practice plus HOD / HOF promotion within subject. Use of 6-9 week operational planning With clear mid and end review with impact Directed tasks and basic expectations of teachers set out relating to PP planning, PP first and PP identification. All staff to use in context and have available in teacher files. HOD to check these.	SDP 3 HOURS
Additional groups in GCSE core subjects at KS4 (Maths, English & Science) Additional groups in RE in Y9 & 10 Early entry in year 10.	Continue to close the DP progress and attainment gap in English and Maths, particularly at KS4 -Ofsted Summer examination grades for full course RE to be at least in line with national DP expectations National non DP 4+ 72% National non DP 7+ 31%	Have group sizes in English / Maths / Science and RS that allow a lower teacher student ratio so teachers can spend more time with students who need support. Improving student interaction and feedback +8 months	Scheduled within timetable for 2019-2020 academic year. HOF’s to ensure grouping and quality of teaching and effective feedback	SLT LCF/SJS/AMM/RLH £19,000 EACH English/Maths/Science £11,400 RE/RS Sub Total £68,400

2. TARGETTED APPROACHES / OTHER STRATEGIES

Action	Intended outcome	Evidence OR rationale for this choice	Who, How & When will it be implemented	Planned Expenditure
Corrective Literacy Programme 2 lessons per week for all Y7 pupils	More rapid progress in literacy for Y7 pupils. This includes a faster development in reading age or fluency of +5months - EEF	Sutton Trust stresses the importance of improving literacy, the impact on student outcomes and reducing the attainment gap between PPG and non-PPG students	JS to monitor Grange Enders in November. JS to monitor progress between October and June JS to monitor quality of TL in CR	£1950 RESOURCES
Alternate Curriculum Provision Animal Care Elysium Training Fix IT Engagement Centre	DP students to attend, engage with and make progress in alternate provision. Students to successfully complete alternate qualifications commensurate to ability and or relevant to Post 16 destinations	Improve DP engagement, attendance and curriculum access. Improve individual DP outcomes through use of alternate provision.	At least Termly QA visit from school, weekly attendance updates. (JS / LAC)	£15,000
Hardship Fund Find & Fix Programme	To provide for individual needs basic needs including uniform, transport, hygiene and equipment. To promote DP curriculum access and revision. To promote cultural wealth and enrichment for DP pupils.	We do not want hardship to be a barrier to students attending school and we also want to make sure that all PPG students have the equipment they need to succeed i.e. exam kits, food resources. The NFER makes it clear that meeting individual needs is essential to ensuring progress.	Hardship Fund monitored by HC Music lessons by JJS Food Ingredients by STM Monitored by JS Impact reviewed termly and annually.	Hardship Fund £2000 Music Tuition £2000 FT Ingredients £2000 Find & Fix £ 4,000 Sub Total £10,000
Employment of attendance officer and SSM and Lead Pastoral manager time approx. 2 days	Attendance gap for disadvantaged pupils closes to that of non-disadvantaged pupils / whole school level.	Ensure pastoral systems promote PPG attendance Ensure pastoral systems support hard to reach PPG students Students need to be in school to learn and attendance for PPG students is below national non-DP	HC to ensure pastoral team continue to follow proven systems for improving attendance and behaviour. All staff to promote attendance and school systems. At least Half Termly	£13,460 (Attendance) £32,966 (SSM) £15,000 Sub Total £61,426
Priority & additional PP careers appointments. CEIEG activities, PP involvement. Preventative NEET support in school	To reduce the number of PP students who become NEET and ensure appropriate destinations for PP students – Post 16 provision. Maintain at least national post 16 sustained data at 96%	Motivate and inspire PPG pupils to succeed now and in the future by providing appropriate and timely information and support to guide students into subjects, and further education or training that facilitate them accessing an aspirational career or vocation.	Through at least half termly review, destination data and Gatsby Benchmarks by JS and reported to SLT, governors and website.	½ careers advisor cost £3,000 Addition days £2000 SLT link time £1500 DH careers time £1,000 Sub Total £8,000

TOTAL EXPENDITURE

£169,276

Catch-up and Pupil Premium Priorities: forward planning - intentions for use of funding and approach for 2021-22

As part of relooking at how the school makes best use of its funding and particularly in light of the catch-up challenges the school will be confronted with for several years to come, this section outlines scopes out how this funding will be linked to school improvement priorities going forward.

It is often difficult to make the causal link between the application of funding streams to specific improvement activity in school. However, we need to target the funding to the areas where there are gaps and needs and do all we can through our monitoring and evaluation activities to reduce the gaps.

Additional funding has been given by Government to address the impact of the pandemic – the school received an additional £56K catch-up funding.

As part of the Ofsted 'return to school' evaluation visit in November 2020 the following priorities were outlined going forward:

1. Year 11 recovery plan – maximising outcomes for students (tutoring, additional teaching time, resources).
2. Additional curriculum time to address lost learning time (e.g. mandatory lesson 7 for Year 11).
3. Additional curriculum time for options subjects at Key Stage 4 in Years 10 and 11 to address lost learning time.
4. Literacy and numeracy catch-up model in Year 7 (and possibly Year 8 given lost time).
5. Remote learning, behaviour and reporting to parents infrastructure - ensuring live and regular communication with home.
6. Improving primary/secondary transition arrangements.
7. Training for staff on meeting the needs of students with complex learning, SEMH and wellbeing needs.
8. Monitoring and following up on attendance issues.

These will be articulated in our 2021-22 curriculum planned and school improvement plan for 2021-22.