

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cardinal Wiseman
Number of pupils in school	1363
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 - review at the end of the document 2021/22 - this academic school year 2022/23
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	

Pupil premium lead	Miss Leanne Wale
Governor / Trustee lead	Mr Gerald O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£406,830
Recovery premium funding allocation this academic year	£61,770 (no value has come through yet)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£468,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background and the individual challenges they face , make good progress and achieve high attainment across the curriculum. The focus of the strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have input from external agencies, involvement of social care and those who have special educational needs. The activities outlined in this strategy are intended to also support other students and meet their needs, regardless of whether they are disadvantaged. High quality teaching is outlined in this strategy as this is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit non-disadvantaged students.

Our approach will be responsive to the common challenges and individual needs.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1) Attendance	Attendance rates for pupils eligible for PP is 87.1% (YTD July 2021), (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average
2) Attainment and progress	Even though improvements have been made in the attainment and progress of PP students, attainment, going from 32.90 (2017) to 36.4 (2019), and progress, going from -0.72 (2017) to -0.55 (2019), in the last validated data, there is gap is still there between PP and non-PP students.
3) Behaviour	Behaviour issues for groups of students, particularly in KS3, (mostly eligible for PP) is having a detrimental effect on their academic progress and that of their peers.
4) Literacy and numeracy levels	<p>Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7. 25% of students in receipt of pupil premium in year 7 are below secondary ready, based on CAT4 assessments carried out Sep/Oct 2021</p> <p>Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils which prevents them from making good progress in Year 7. 24% of students in receipt of pupil premium in Year 7 are LPA based on recent CAT 4 assessments carried out Sep/Oct 2021.</p>
5) Enrichment	Involvement of anti-social behaviour outside of school impacts on their behaviour in school, their homework and the academic progress of PP students and that of their peers
6) Destinations	Majority of PP students have destinations at the end of Year 11 and the number of PP students entering sixth form increases, along with those going to complete an apprenticeship.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High levels of progress in literacy for Y7 pupils eligible for PP	Majority of pupils eligible for PP in Year 7 meet expected targets in literacy assessed through GL assessment (NGRT), literacy online assessments and English assessments.
High levels of progress in numeracy for Y7 pupils eligible for PP	Majority of pupils eligible for PP in Year 7 meet expected targets in numeracy assessed through numeracy catch-up programmes and Maths assessments.
Improved rates of progress for pupils eligible for PP	Pupils eligible for PP identified as high attaining from CAT 4 data (due to no KS2 SATs data) make at least equal progress as non PP high attaining pupils assessed via Curriculum assessments.
100% compliance effective with reduced behaviour points, reduced visits to II and reduced FTEs	Reduced behaviour points, reduced visits to II and reduced FTEs for pupils eligible for PP
Improve attendance rates for pupils eligible for PP	Attendance rates for PP students to be in-line with non PP students and to meet or exceed school target of 95%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on high quality feedback	Investing PP in longer term change which will help all pupils. Many evidence sources and reviews of research suggests high quality feedback is an effective way to improve attainment and it is suitable as an approach that we can embed across the school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2 Cost: £5000, part of Senior Assistant Vice Principal
A range of CPD course available to staff to support teaching and learning in their area or a focus area for school eg STEM learning, exam board training et	Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	37% of CPD budget: £9620

<p>Ensure progress 8 score in maths and english is in line or above 2019 validated progress 8 score and in line with NA</p>	<p>Mastery Mastery learning was originally developed in the 1960s. According to the early definition of mastery learning, learning outcomes are kept constant but the time needed for pupils to become proficient or competent at these objectives is varied.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>2 Maths mastery course: £0</p>
<p>Identify underperforming Y11 PP students and focus intervention and support on this target group. Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8</p>	<p>Data tracking of these students to show the impact of the programme. Ensuring all pupils have access to an appropriate curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	<p>2 Part cost of assistant principal: £5000</p>
<p>Parents evening to be a combination of online and face to face to support parents.</p>	<p>Parental engagement to support students progress and attainment both academically and pastorally: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>2 Online parents evening software (school cloud): £1500</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,029.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL assessment and NGRT in	<p>GL assessments give a national benchmark and will give a reading age for each student completing this. This will assess their literacy levels to see what support is required to access the curriculum and those that need 1:1 intervention or small group intervention to support. EEF toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2 and 4</p> <p>Cost: GL assessment: £3,004 Literacy online: £986</p>
<p>Precision teaching, toe by toe, stareway to spelling and precision numeracy.</p> <p>Bedrock literacy for year 10 (starting Jan 2022)</p>	<p>A range of intervention programmes carried out in the school's Trinity centre, including precision teaching, toe by toe and stareway to spelling. The EP has trained the Trinity staff on how to deliver these interventions. Students will complete small group and 1:1 intervention: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2 and 4</p> <p>Cost HLTA literacy: £26,200 Cost HLTA numeracy: £19,000</p> <p>Bedrock literacy: £839.70</p> <p>Inference training: £170</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £237,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
LAC and WRL coordinator	<p>LAC coordinator, attendance team, principal etc will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>The following research paper from NFER explores the challenges to support disadvantaged students: https://www.nfer.ac.uk/understanding-the-challenges-for-evidence-informed-school-improvement-support-in-disadvantaged-schools-an-exploratory-study/</p>	<p>2 and 3</p> <p>LAC and WRL coordinator: £40,700</p>
Support disadvantaged students with transition into Post 16	<p>Sixth Form to support students into Y12 and then continue monitoring and supporting progress.</p> <p>From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf, page 7 and 8</p>	6
Family Support Worker, currently 95% of students they work with are PP	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p>Family Support Worker to monitor Pupil Premium students, due to the number Relevant interventions put into place, whether internally or externally.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</p>	<p>1 and 3</p> <p>Cost: £35,000</p>
Attendance officer to work to increase attendance rates pupil premium students	<p>Intervention programmes and attendance have both been evidenced to lead to improved attainment. Having a dedicated member of staff will provide a key contact for these pupils and also enable positive relationships with parents and carers to be developed.</p> <p>https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</p>	<p>1,2 and 4</p> <p>Cost: £25,800</p>

<p>Utilise Alternative Provision and Work Related Learning to ensure most appropriate provision for PP students</p>	<p>Working to find what might help pupils make the next step in their learning and the focus on targeted support</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p>	<p>1,2 and 3 WRL: £50,000 Alternative provision £15,000: Associated travel costs: £40,000</p>
<p>Support disadvantaged students with transition into Post 16. All year 11 students are given 1:1 careers meetings. Students to be made aware of all options available to them during the options process, so informed choices can be made and link into Gatesby clause</p>	<p>Disadvantaged pupils (those eligible for pupil premium funding) were less likely to have a sustained destination (88%) than all other pupils (96%). Percentages for both groups remain unchanged since 2016/17</p> <p>From: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/860135/Destinations_main_text_2020_REV.pdf, page 7 and 8</p>	<p>6 Cost: Uniforg £2000 Careers advisor: £6300</p>
<p>Improve behaviour and attitude of PP students</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</p>	<p>3 cost: £22,800</p>

Total budgeted cost: £ 299,299.70

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Review of expenditure 2020/21				
Previous Academic Year		2020/21		
Total funding		£392,205		
Total budgeted spend		£433,374.60 (original budget £418,185.60)		
i. Quality of teaching for all				
Action	Intended outcome	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
GL assessment, NGRT in place Literacy online assessments	Improved Y7 and Y8 literacy	68% improved reading age for whole school 77% improved spelling age for whole school For PP students: Precision teaching: 44% improvement in reading ages Toe by toe: 57% improvement in reading ages Stareway to spelling: 60% improvement in spelling ages	GL assessments give starting points of literacy levels at the start of their secondary school journey. The interventions used have shown success and are research informed. GL assessments will be carried out this academic year to see the literacy levels of students in year 7, so intervention can be carried out straight away, so students can access the curriculum	HLTA in Trinity, literacy - £18967 SENCO TLR - £13,783 GL assessments - £4668 Literacy online - £895
Staff training on high quality feedback	Improved year 7 literacy progress	Precision teaching: 44% improvement in reading ages Toe by toe: 57% improvement in reading ages Stareway to spelling: 60% improvement in spelling ages	Improving literacy levels will be a focus for this year, continue with methods of feedback Element of practice to be focused on throughout academic year and methods of feedback for low stakes testing and retrieval	£5,000

Bespoke 1:1 and small group teaching	Ensure progress 8 score in maths is in line or above 2019 validated progress 8 score and in line with NA	<p>Attainment 8 score for Maths School data - A8:</p> <table border="1" data-bbox="741 228 1301 341"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>7.96</td> <td>8.20</td> <td>7.40</td> <td>8.31</td> <td>8.25</td> </tr> </tbody> </table> <p>P8</p> <table border="1" data-bbox="741 445 1301 558"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>-0.25</td> <td>-0.16</td> <td>-0.27</td> <td>0.1</td> <td>0.20</td> </tr> </tbody> </table> <p>No national data due to TAGs 37 PP students were supported over the course of the year, students improved their initial assessment by on average 61%.</p>	2017	2018	2019	2020	2021	7.96	8.20	7.40	8.31	8.25	2017	2018	2019	2020	2021	-0.25	-0.16	-0.27	0.1	0.20	<p>Maths will have the support of a LSA who specialises in maths. HoF and SENCo will work together to identify students needing intervention in numeracy. Year 11 targeted intervention throughout the year 2 additional maths groups for year 11</p>	<p>£5000 £24,457</p>
2017	2018	2019	2020	2021																				
7.96	8.20	7.40	8.31	8.25																				
2017	2018	2019	2020	2021																				
-0.25	-0.16	-0.27	0.1	0.20																				
Bespoke 1:1 and small group teaching	Ensure progress 8 score in English is in line or above 2019 validated progress 8 score and in line with NA	<p>Attainment 8 score for English: A8</p> <table border="1" data-bbox="741 812 1301 925"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>9.32</td> <td>9.4</td> <td>8.7</td> <td>9.55</td> <td>9.34</td> </tr> </tbody> </table> <p>P8</p> <table border="1" data-bbox="741 1000 1301 1114"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>-0.1</td> <td>0</td> <td>0</td> <td>0.2</td> <td>0.21</td> </tr> </tbody> </table> <p>No national data due to TAGs</p>	2017	2018	2019	2020	2021	9.32	9.4	8.7	9.55	9.34	2017	2018	2019	2020	2021	-0.1	0	0	0.2	0.21	<p>English will have the support of a LSA who specialises in English, to support students when required. HoF and SENCo will work together to identify students needing intervention in literacy. Year 11 targeted intervention throughout the year</p>	<p>£5000 £25,698</p>
2017	2018	2019	2020	2021																				
9.32	9.4	8.7	9.55	9.34																				
2017	2018	2019	2020	2021																				
-0.1	0	0	0.2	0.21																				
Identifying underperforming Y11 PP students and focus intervention and support on this target group	Improve outcomes at Y11 for PP students, so they are broadly in line with national averages for A8 and P8	<p>Targeted tutor group in which the SENCo and a science teacher to support with intervention running till the students left No national data available again this year, so comparisons cannot be made</p>	<p>No national data and comparisons due to TAGs. Intervention in year 11 will be targeted for students based on data from previous assessments. Targeted tutor group will run again this year, however evolving to deliver functional skills qualification for those with additional needs and newly arrived students who</p>	<p>£10,150 - full TLR cost</p>																				

			would benefit this alongside GCSE English for choices post year 11																					
ii. Targeted support																								
Action	Intended outcome	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																				
Employment of family support worker	Family support worker to monitor PP Attendance officer to work with families	<p>Family support worker, completed regular home visits if necessary to students they supported, liaise with families and relevant professionals working with the student. Requested resources eg revision guides, specific interventions when needed.</p> <p>Supporting data</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Number in focus group</th> <th>Number improving attendance</th> <th></th> </tr> </thead> <tbody> <tr> <td>7</td> <td>15</td> <td>11</td> <td>73%</td> </tr> <tr> <td>8</td> <td>12</td> <td>9</td> <td>75%</td> </tr> <tr> <td>9</td> <td>24</td> <td>17</td> <td>71%</td> </tr> <tr> <td>10</td> <td>30</td> <td>16</td> <td>53%</td> </tr> </tbody> </table>	Year	Number in focus group	Number improving attendance		7	15	11	73%	8	12	9	75%	9	24	17	71%	10	30	16	53%	<p>The family support worker is firmly embedded into the safeguarding team. It has continued to strengthen the multi-agency aspect of PP support and will continue next year, especially in the light of recent school closures and an expected increase in families requiring support and gaining support from a range of agencies and professionals.</p>	<p>Family support worker: £34,721</p> <p>Attendance officer: 21,944</p> <p>School jumpers - £36</p> <p>Uniform- £1832.60</p> <p>Coventry boys and girls group £620</p>
Year	Number in focus group	Number improving attendance																						
7	15	11	73%																					
8	12	9	75%																					
9	24	17	71%																					
10	30	16	53%																					

		<table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td>%</td> </tr> </table> <p>Impact This strategy has supported 53 students in improving their attendance. It has been most successful at Key Stage 3 with a 72.5% success rate.</p>					%													
				%																
Support disadvantaged students with transition into post 16	Member of the sixth form leadership team to support students into year 12 and then continue monitoring and supporting progress	<p>Number of PP students staying in sixth form is 21/103 (20%) compared to 25/86 (29%) for 2019/20 compared to 12/60 (20%) the previous year</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>CW 6th Form</td> <td>12</td> <td>25</td> <td>21</td> </tr> <tr> <td>Full time education (other provider)</td> <td>35</td> <td>53</td> <td>47</td> </tr> <tr> <td>Apprenticeship</td> <td>1</td> <td>0</td> <td>6</td> </tr> </tbody> </table> <p>% of PP staying at CW into 6th form has increased (from 21% to 29%) but by a lower amount than non PP (from 33% to 54%) and overall % remains significantly below non PP Increase in the number of students taking on apprenticeships</p>		2019	2020	2021	CW 6th Form	12	25	21	Full time education (other provider)	35	53	47	Apprenticeship	1	0	6	<p>PP students on a range of post 16 courses at a range of providers. Majority of those who did not stay on at 6th form.</p> <p>Increase the number of PP students in the Sixth Form - targeted sessions show some impact so will continue. Additional analysis of destination data needs to take place to identify any further implications.</p> <p>Specific support for previously PP students with UCAS applications</p>	£6,352 (TLR cost)
	2019	2020	2021																	
CW 6th Form	12	25	21																	
Full time education (other provider)	35	53	47																	
Apprenticeship	1	0	6																	
Heads of year 7-10 to oversee PP progress within individual year groups	Heads of year to monitor PP progress and coordinate liaison between home and school to ensure effective intervention	<p>Tutor time programme remodelled and effective programme now in place and now includes RSE programme.</p> <p>Heads of Year meet with SENCo to discuss interventions at least half termly</p>	<p>Tutor time revamped further to incorporate additional needs when they are required to be covered</p> <p>Heads of Year continue to liaise with SENCo in relation to interventions as it is clear they are in the best position to triangulate information gained from home, faculties and behaviour team.</p>	£24,408 (4 x TLR cost for HoY 7-10)																

<p>Utilise alternative provision and work related learning to ensure most appropriate provision for PP students</p>	<p>Link with alternative provision providers (The Edge)</p> <p>Programmes are tailored to individual needs in liaison with parents and carers.</p>	<p>Provision in place in 2020/21 and evidence of high impact including behaviour of students and FTE</p> <p>The provision also continued during school closures via face to face sessions, online materials and students either made sure they had no gaps going into this year or got awarded their qualification</p>	<p>Selected students will attend WRL/AP during this year, this will be regularly monitored by the WRL coordinator and Senior Assistant Vice Principal, Academic. .</p>	<p>The Edge: £35,000 WRL: £47,600. 90 Associated transport: £60,965. 51 Academy 21 - £4300</p>
<p>Improve behaviour and attitude of PP students</p>	<p>HLTA behaviour employed to monitor behaviour, intervene and educate regarding 100% compliance</p> <p>Time spent with identified pupils to understand root causes and work on a resolution</p>	<p>100% compliance has led to a significant increase in the number of behaviour incidents being logged (this does not necessarily equate to an increased number of incidents). A high proportion of behaviour incidents were related to PP students demonstrating the need to continue this action and analyse impact over time.</p> <p>Behaviour points</p> <p>Summer term 2020/21 - PP behaviour points = 1174 (46.3% of all behaviour points)</p> <p>Spring term 2020/21 - PP behaviour points =378 (45.8% of all behaviour points)</p> <p>Autumn term 2020/21 - PP behaviour points = 3567 (59.6% of all behaviour points)</p> <p>Summer term 2019/20 = school closure</p> <p>Spring term 2019/20 - PP behaviour points = 2,253 (56.4% of all behaviour points)</p>	<p>100% compliance to continue as this has shown to have had a positive impact at the whole school level.</p> <p>Additional work needs to be considered to analyse repeated incidents and root causes to identify actions needed in order to address persistent behaviour issues.</p>	<p>£36,287</p>

		<p>Autumn term 2019/20 - PP behaviour points = 5,711 (59.5% of all behaviour points)</p> <p>Summer term 2018/19 - PP behaviour points = 3,673 (59.0% of all behaviour points)</p> <p>Spring term 2018/19 - PP behaviour points = 5,214 (63.4% of all behaviour points)</p> <p>Note: 2018/19 data only includes students still on roll 2019/20 (i.e. no prior Y11 data)</p> <p>Visits to II</p> <p>2020/21 - 1212 (21.3% of all referrals)</p> <p>Spring term 2019/20 - PP = 585 (59.8% of all referrals)</p> <p>Autumn term 2019/20 - PP = 1,131 (59.3% of all referrals)</p> <p>FTEs</p> <p>Total days lost</p> <table border="1" data-bbox="741 1015 1308 1414"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Summer 2020/21</td> <td>56.5</td> <td>17.5</td> </tr> <tr> <td>Spring 2020/21</td> <td>9 (partial closure)</td> <td>4 (partial closure)</td> </tr> <tr> <td>Autumn 2020/21</td> <td>74.5</td> <td>18.5</td> </tr> <tr> <td>Spring 2019/20</td> <td>82.5</td> <td>38</td> </tr> </tbody> </table>		PP	Non PP	Summer 2020/21	56.5	17.5	Spring 2020/21	9 (partial closure)	4 (partial closure)	Autumn 2020/21	74.5	18.5	Spring 2019/20	82.5	38		
	PP	Non PP																	
Summer 2020/21	56.5	17.5																	
Spring 2020/21	9 (partial closure)	4 (partial closure)																	
Autumn 2020/21	74.5	18.5																	
Spring 2019/20	82.5	38																	

		Autumn 2019/20	51	29.5		
		Summer 2018/19	21	20		
		Spring 2018/19	19.5	44.5		

iii. Other approaches

Action	Intended outcome	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
Employment of a LAC and WRL coordinator	<p>LAC coordinator, attendance team, head will collaborate to ensure provision and standard school processes work smoothly together.</p> <p>Same day calls for target students to ensure students attend on a regular basis</p> <p>Explore barriers to attendance and liaise with parents/carers of relevant students</p>	<p>No attendance issues related to LAC and WRL attendance improved (prior to lockdown).</p> <p>WRL placements prevented likely FTEs for specific individuals.</p>	Focus will be on ensuring appropriate WRL courses selected for individual students and exploring additional WRL packages / AP providers to ensure placements are the most suitable and effective possible.	£41,986

<p>Extended provision - started summer term</p>	<p>After school provision in place for additional learning - languages (latin, sport)</p>	<p>Number of students experienced a range of activities including guardian ballers, which supported both physical and mental well being. DoE:</p> <table border="1" data-bbox="741 295 1303 746"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2018/19</td> <td>14 Bronze: 9 Gold: 5</td> <td>31 Bronze: 24 Gold: 7</td> </tr> <tr> <td>2019/20</td> <td>6 Bronze: 4 Gold: 2</td> <td>34 Bronze: 18 Silver: 6 Gold: 11</td> </tr> <tr> <td>2020/21</td> <td>12 Bronze: 5 Silver: 4 Gold: 3</td> <td>48 Bronze: 19 Silver: 17 Gold: 12</td> </tr> </tbody> </table> <p>Soundbite learning: 100% of PP students had an increase in achievement points during and following the programme 62% of PP students had a positive improvement in behaviour incidents during and following the programme</p>	Year	PP	Non-PP	2018/19	14 Bronze: 9 Gold: 5	31 Bronze: 24 Gold: 7	2019/20	6 Bronze: 4 Gold: 2	34 Bronze: 18 Silver: 6 Gold: 11	2020/21	12 Bronze: 5 Silver: 4 Gold: 3	48 Bronze: 19 Silver: 17 Gold: 12	<p>Duke of Edinburgh to continue this year, as it has developed a range of skills and enabled PP students to be involved in an after school activity. A well established session takes place each week to develop the skills needed to complete Duke of Edinburgh and the expeditions happen throughout the year.</p> <p>Further development of an extended day provision to be put into place and this advertised well, so students attend, from September 2021. The programme includes a range of activities, not just sport.</p>	<p>Duke of Edinburgh - £980 Soundbite learning - £2196.88 Sports direct - football boots - £526.71</p>
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