Pupil Premium Strategy 2020-2021

1. Summary information							
School	Colmers School and Sixth Form College						
Academic Year	2020/21	Total PP budget		£469,223			
Total number of pupils	1194	Number of pupils eligible for PP		517	Date for next internal review of this strategy		June 2021

2. Current attainment								
		2017-18				2018-19		
GCSE Attainment	National DA	Colmers DA	National Other	Colmers Other	National DA	Colmers DA	National Other	Colmers Other
Number of students		72		110		71		125
Percentage of students	26	40	74	60	25	36	74	64
Attainment 8 Score	3.6	3.5	5.0	4.4	3.6	3.1	5.0	4.3
Percentage of students achieving grades 9-4 in English & Maths	43	37	71	58	43	35	71	61
Percentage of students achieving grades 9-5 in English & Maths	24	20	49	35	24	13	49	24
GCSE valueAdded P8 Score	0	-0.58	0	-0.27	0	-0.83	0	-0.25
Attendance								
Percentage Attendance	90	89	95	94	91	86	94	93
Percentage Persistent Attendance	71	68	90	92	72	73	91	92

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	3. Barriers to future attainment (for pupils eligible for PP including high ability)
	In-school barriers *(issues to be addressed in school, such as poor oral language skills)*
A.	Gap between progress and attainment rates of disadvantaged students
B.	Progression of high prior attainment disadvantaged students targeted grades 9-4
C.	Low academic expectations, in particular for disadvantaged boys and students with SEND
D.	Lack of engagement in remote learning during the pandemic
E.	Limited character and culture experiences
	External barriers *(issues which also require action outside school, such as low attendance rates)*
F	Attendance rates for disadvantaged students
G.	Access to resources

4. Outcomes

	Desired outcomes (and how they will be measured)	Success criteria
A.	Close the attainment gap, whilst raising the bar between disadvantaged and other students. Measured through: Rigorous quality assurance of progress data and timely, purposeful intervention. Faculty and whole school data analysis in line with the assessment and reporting calendar. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed evidence improvement.	• The attainment gap between disadvantaged and other students closes in all prior attainment: higher, middle and lower. • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental/carer engagement through Parent/Carer forums to raise attainment and support to students.
B.	Improved Progression of High Prior Attainment disadvantaged students achieving grades 9-4 Measured through: Faculty and whole school data analysis in line with the assessment and reporting calendar, followed by timely and purposeful intervention. Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation. External results analysed to evidence improvement.	• Whole school focus on closing the attainment gap of HPA disadvantaged students in all subject areas • Attainment and progress for disadvantaged students improve. • Increased student numbers secure academic qualifications to access sixth form or appropriate training • Parental/carer engagement through Parent/Carer forums to raise attainment and support to students. • GCSE examiner reports analysis to create success criteria for achieving 4+ and5+ grades.
C.	Raised expectations for all students in all year groups, and in particular for disadvantaged boys and students with SEND Measured through: Rigorous review of curriculum; quality assurance of work scrutiny, lesson visits . Progress and attainment of disadvantaged students is an explicit agenda item at line management meetings. CPD impact evaluation.	• Disadvantaged students first in all of the following areas: setting, questioning, feedback, phone calls home. • Opportunities within school and faculties e.g masterclasses • First quality teaching interventions embedded within the lesson • Use of rewards and praise • Strategic agenda item at faculty meetings • Strategic item on faculty action plans • Increase in the number of disadvantaged students securing sixth form entry requirements, especially DA boys and DA students with SEND • Improved rates of progress and attainment for disadvantaged students, especially DA boys and DA students with SEND • PP focus from point of transition, including induction of yr6 into 7

4. Outcomes		
D.	Increase access to support for remote learning for DA students, ensuring all have resources necessary Measured through: monitoring of engagement in remote learning: numbers of devices distributed. Parent/carer and student feedback.	- All DA students in need of laptop and/or internet support to learn from home are provided with devices - Additional phone calls home to vulnerable DA students and those with SEND who are not engaging with remote learning - DA first approach to home calls for students self-isolating
E.	Broaden curriculum offer to ensure that pp students and non pp access enrichment activities Measured through: Raised aspirations of and for disadvantaged students. Logging of participation in enrichment opportunities	- All Y11 disadvantaged students to attend a careers workshop at school. - Increase in proportion of DA students participating in Access Project and Aim Higher initiatives - Evaluation of Enrichment curriculum for all disadvantaged students - Increase in disadvantaged students attending reward and attendance trips. - Increase in trips / experiences to enhance character and culture opportunities.
F.	Increased attendance rates for disadvantaged students and reduction in persistent absence rates and exclusion rates for disadvantaged students. Measured through: Tracking of attendance data for disadvantaged students and evaluation of strategies deployed in increase attendance.	- Gap in rates of attendance continues to close between disadvantaged students and others - Attendance improves for disadvantaged students - Continued reduction in persistent absences for disadvantaged students - Reduction in exclusion rates for DA students
G.	Financial barriers do not restrict access to resources, attendance to trips, visits and clubs for disadvantaged students to support engagement of and access to wider school experiences. Measured through: Tracking of PP spending on educational resources, tracking of attendance to extra-curricular activities	- Disadvantaged students are proportionately represented during extra-curricular opportunities such as music lessons, after school clubs which promotes engagement and raises aspirations. - Disadvantaged students have access to academic resources which supports rates of progress as demonstrated through data captures. 100% of disadvantaged students to have engaged in Careers Information Guidance.

1. Planned expenditure

Academic year   **2020/2021**

The three headings below 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review (see over for funding breakdown)
A, B, C	Increased staffing in English and Mathematics intervention to enable additional intervention and capacity to provide targeted support	EEF research on class sizes identifies positive impact on progress when deployed effectively.	Additional capacity deployment is reviewed regularly to respond to student need. Student need is identified through the robust assessments in line with the whole school assessment calendar.	SYA	Faculty data analysis and student tracking **Funding: 1**
A, B, C, F	Disadvantaged students identified on seating plans (class snapshots). Teachers and support staff actively deploy a range of strategies to support progress. Lesson planning identifies specific actions for disadvantaged students	Raise the profile of disadvantaged learners to ensure interventions are effectively targeted.	Reviewed through regular learning walks and lesson visits. Reviewed and quality assured by Heads of Faculty, particularly looking for the range of in-class techniques employed to close the gap.	Heads of Faculty	Regular lesson visits, HoF monitoring of seating plans, regular discussion of interventions **Funding: 3**

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A, B	Deployment of a range of whole school curriculum and teaching and learning strategies to accelerate the progress of disadvantaged students. These include: Revised curriculum maps for all subjects Improved t&l strategies, in particular cold call questioning, think pair share, responsive teaching strategies such as high quality feedback in lessons	EEF research on feedback identifies positive impact on progress.	Reviewed through work scrutiny, lessons visits, HoF fortnightly line management	SYA Chris Owen NLE Heads of Faculty	Regular work scrutiny, learning works and/or lesson visits by SLT and HoF 3 x 0.5 days NLE support from external adviser **Funding: 2, 17**
A, B, C, D, E, F, G	High focus of disadvantaged learners throughout RAP cycle specifically looking for differences	To raise the profile of disadvantaged students and create opportunities for discussion and sharing of best practice to accelerate progress.	Cycle of cohort RAP meetings with HoY and senior leaders	MBR Chris Owen NLE	RAP reports for each assessment cycle 3 x 0.5 days NLE support from external advisor **Funding: 17**

A, B, C	Develop the knowledge and language/vocabulary of learners.	To raise aspiration and progress through students being able to access the curriculum through development in language and key knowledge as part of curriculum review	Student knowledge and skills gaps identified through assessment cycle and addressed through regular review in lessons in line with the teaching and learning framework	SYA Heads of Faculty	SOL reviews; RAP reviews s following assessment weeks. Teacher analysis and feedback / planning following assessment weeks. **Funding: 2**
A, B, C	Curriculum Review focusing on knowledge sequencing and teaching to the top	To raise aspiration and progress through students being able to access the curriculum through carefully sequenced knowledge and an approach that scaffolds teaching to the top	Through robust reviews and evaluation of Curriculum Maps and Schemes of Learning, followed up by lesson visits and student voice evaluations.	SYA Heads of Faculty	SOL reviews, triangulated with lesson visits / remote learning reviews / student voice

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	Review
A, B, C, D, F	Pastoral support through: pastoral support workers, intervention lead, HLTAs and Outreach Manger to ensure reduction in fixed term exclusions, increase in attendance and improved engagement in lessons	Increased focus on implementing interventions for disadvantaged students. Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	Analysis of behaviour logs and attendance at regular meetings to assess impact and actions	CBO HOY	Fortnightly review of attendance figures with Heads of Year and planned actions/ follow-up **Funding: 5, 6, 12**
A, B, C, D, F, G	Continued employment of family support worker and Attendance support worker. Prioritise phone calls home each day, home visits and interventions for disadvantaged students.	One-to one support for vulnerable students, increased parental engagement, utilises and coordinates the support of outside agencies.	Fortnightly line management meetings CBO to analyse the impact of actions and next steps. Fortnightly review of attendance data byAHT, HoY and Attendance Officer.	CBO	Fortnightly review of attendance figures with Heads of Year and planned actions/ follow-up **Funding: 4**

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A, B, C, D, F	Provide targeted support and resources (uniform, books, bus passes, equipment, revision guides, ingredients, etc.)	Attendance figures for disadvantaged students are lower than other. A high proportion of disadvantaged students require support to travel to school, uniform and equipment without which attendance rates drop.	Weekly tracking of attendance rates for students who have been provided with bus passes Half termly data analysis of students by Heads of Year and Heads of Faculty	TPE, HoY Attendance officer with Heads of Year	Fortnightly line management meeting to interrogate the data Termly review of resources against impact on attendance **Funding: 9**
A, B, C, D, F	Individual mentoring of targeted students which provides external intervention and support Partnership with Oaks to support provision of alternative options including AP and managed moves as required and appropriate to needs	EEF toolkit research identifies positive improvements in academic performance and behaviour when behavior interventions are tailored to small groups of students	Half termly reviews of behaviour logs identify improvements for targeted students to track impact of mentoring and inform next steps. Regular and robust tracking of students on alternative pathways.		Half termly review of behaviour logs **Funding: 5, 15, 16,**

A, B, C, E, F	Increase student leadership opportunities and activities linked to progression beyond school to raise aspirations and increase motivation of targeted students	Raising aspirations and broadening the cultural experiences of DA students will impact on progression post-16 and post-18	Termly review of Access project, Aim Higher and leadership champion opportunities	MBR, SFI	Termly review of PP engagement **Funding: 20, 2,**

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	Review
E, F, A, C	Enrichment Curriculum for all disadvantaged students through drop down days, clubs and leadership opportunities	To raise aspirations and cultural experiences to develop characters.	Analysis of enrichment programme and student voice.	SFI	Student voice **Funding: 17**
A, B, C, F	Inclusion facility in Year Hubs and central Inclusion Hub to facilitate small group and individual work, time-out and re-integration to lessons. EAL TA to support access to the curriculum	The Inclusion team provides one-to one and small group support for vulnerable students. A special programme of support is in place for EAL students	Fortnightly line management meetings HT and DHT: analysis of impact and next steps.	TPE	Fortnightly vulnerables review. Intervention logs and impact analysis of individuals accessing support. **Funding:18**

A, B, C, D, F	Parent / Carer Forums	To strengthen communication and relationships with parents /carers to address concerns and regularly discuss support for learners e.g GCSE pod training, maths watch and class charts use	Tracking of participation and analysisof results.	ELE	Parent/carer feedback
A, B, C, E, G	Support with costs of peripatetic music lessons.	Increase opportunities and engagement, removal of financial barriers. EEF toolkit	Attendance to and uptake of music lessons tracked.	SYA	Analysis following half termly data capture **Funding: 9**

Area of spending	Spend	Focus of spend	Rationale for investment/reason for chosen approach	Barrier(s)
1. Additional English Teacher and Additional Maths Intervention Support	*£33,798*	Overcapacity in English supports delivery of Jumpstart, providing targeted support for disadvantaged students and reducing class sizes in yrs 7 & 8. Maths intervention enables targeted small group work, focusing on underachieving DA students in yrs 10 & 11.	- Increasing attention individual students receive and high quality feedback to secure outcomes - EEF research on class sizes	A, B, C
2. Curriculum development and student champion leads in each faculty	*£36,452*	Investment in continuous curriculum development to improve quality of the curriculum and its delivery. Investment in student accessing increased opportunities for student leadership and participation in enrichment activities, raising aspirations and self-sesteem	- Increased investment in quality first teaching for all as a key lever for improving outcomes for DA students	A, B, C, D, E
3. Class Charts and Provision Map	£6,156	Investment in Class Charts and increased capacity in the data team to enable timely and accurate data to identify under achievement and enable early interventions. Provision Map to enable sharing of information regarding DA students with SEND	- Research identifies the gap widening as students' progress through secondary school. Sophisticated tracking system enables early interventions - Increased tracking, mentoring, support and interventions for disadvantaged students with SEND ensures early impact.	A, B, C, D,
4. Family support worker and attendance admin support	*£24,741*	Family support worker employed to support increased attendance and reduced persistent absenteeism. Attendance admin support increases capacity for first day phone calls	- Increase in persistent absence rates and a decrease in attendance has initiated investment in providing wider support.	F
5. 5 x HLTAs with specific focus on intervening with students at risk of disaffection due to SEND / SEMH needs	£84,587	One to One support and intervention with DA students with ASC / ADHD / SEMH / Cognition needs	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact.	A, B, C, D

6. Outreach Manager	£26,956	Overview of students on a-typical timetable arrangements such as managed moves, alternative provision	- DA students are disproportionately represented in those on managed moves / at risk of exclusion. Targeted support is in place to monitor closely and support success of individuals accessing alternative arrangements.	A, C, F
7. Laptops and Internet Dongles	£28,950	All students to be able to access the curriculum if earning remotely	- DA students are most at risk of disengaging due to lack of IT access. Provision of devices is key to removing this barrier	D, A, B, C, F
8. Enrichment support (trips, visits and music lessons)	£2,439	Removal of financial barriers by subsidising/funding trips and visits fordisadvantaged students.	- - Increase in attendance to trips, music lessons,	E, F, G
9. Academic resources (including uniform andtravel support)	£8,000	Provision of academic resources e.g. revision guides for disadvantaged students	- - To reduce disadvantage by ensuring access to necessaryequipment/resources	A, B, C, D, F, G
10. SENDCO Admin Support	£18,922	Access arrangements and allocation of TA support to DA students with SEND; support for DA in-year admissions	- Removing barriers for DA students with SEND and those joining in-year to address underachievement and enable access to learning	C, D
11. School Counselling Service	£31,497	Increased focus on implementing interventions to support mental health and well-being fordisadvantaged students	- - Increased tracking, mentoring, support and interventionsfor disadvantaged students ensures early impact.	A, C, F
12. Intervention Lead	£30,800	Increased focus on implementing interventions for disadvantaged students	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged - students.	A, B, C, F
13. Pastoral Support Workers	£75,115	3 x Pastoral Support Workers support to ensure reduction in behaviour incidents	- Increased tracking, mentoring, support and interventions for disadvantaged students ensures early impact. Reduction of fixed term exclusions for disadvantaged - students.	A, B, C, D, F
14. Increased Educational Psychologist hours	£4,897	Provides support for assessment of students with additional needs andability to access learning	- - Assessment of SEND to students to ensure access to learning is achieved.	A, C

15. Oaks Membership	£5,000	Provides support for curriculum development and targeted support through subject specialist groups, leadership development, sharing panel and behaviour intervention support	- Reduction of fixed term exclusions and students are supported in accessing school. - Staff are supported in their CPD through collaborative networks	A, B, C,
16. Alternative Provision	£17,468	Provides support through alternative learning externally to school	- Reduction of fixed term exclusions and permanent and students are supported in accessing school.	A, B, C
17. NLE support	£1,500	Provides development and QA support for curriculum development and RAP programme	- Improved curriculum narrows the DA gap - Staff are supported and challenged to increase the impact of their RAP and curriculum development work	A, B, C
18. Student Participation Lead	£26,345	Develops an extensive participation programme with a remit to increase participation of DA students in enrichment activities	- More DA students take part in clubs and enrichment activities, including The Access Project and Aim Higher, narrowing the gap and increasing attendance	A, B, C, F
19. Access Project	£5,600	Provides targeted academic mentoring to students aiming to progress to university	- More DA students progress to university, raiaisng aspirations and narrowing the DA gap	A, B, C
			-	
Total			-	

Review of PP Strategy: June 2021

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