

Pupil premium strategy / self- evaluation (secondary)

| 1. Summary information | | | | | |
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| School | Sir John Hunt CSC | | | | |
| Academic Year | 21/22 | Total PP budget | £323,240 | Date of most recent PP Review | 12/17 |
| Total number of pupils (7-11) | 735 | Number of pupils eligible for PP | 369 | Date for next internal review of this strategy | 09/22 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (your school) |
| Progress 8 score average | 0.13 | 0.63 |
| Attainment 8 score average | 38.78 | 43.23 |
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| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i> | |
| A. | Low attainment on entry to the school, in particular in reading, writing and mathematical knowledge. KS1 APS -1.9, KS2 APS -2.0 – compared to national levels |
| B. | Yr. 7 PP students starting points from baseline data shows gaps in learning and subject knowledge |
| C. | Higher proportion of boys (55%) compared to girls, boys writing historically has been an area for improvement for all our feeder primaries |
| D. | Significant number of PP students also present with emotional and social difficulties |
| E. | PP students in particular lack resilience and will often give up at the first step if they perceive that they have “failed” |
| F. | Lack of aspiration to achieve potential, especially in yr 11 when they will “accept a grade 4” if they pursue a vocational pathway |
| G. | Key cohort of 15 – 20 students every year on entry are not “secondary ready” |

| Additional barriers (including issues which also require action outside school, such as low attendance rates) | |
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| H. | Lack of parental support |
| I. | Higher than average absence rates for PP students compared to national |
| J. | Lack of aspiration in the community to value education (30% of people in the local area have no qualifications compared to 20% in SW) |
| K. | 30% of student population are living in poverty in the local area, compared to 15% across the SW. Child wellbeing index for local area is 64.4% compared to a SW average of 7.9% |
| L. | Approximately 70% of students regularly come to school without breakfast (health survey) |
| M. | Lack of cultural capital and limited experience to draw upon to support curriculum knowledge |
| N. | All students have experienced almost 18 months disruption to their education due to Covid. |
| 4. Intended outcomes (specific outcomes and how they will be measured) | |
| Success criteria | |
| A. | High levels of progress in reading and writing for all pupils eligible for PP and equality of progress for all pupils |
| B. | High levels of progress in mathematical knowledge for all pupils eligible for PP and equality of progress for all pupils |
| C. | A curriculum intent that ensures all students have an entitlement to a broad and balanced curriculum that |

PP pupils in KS3 make equal progress in English compared to non PP students
Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular identifying details, make and explain inferences and the meaning of words in context. Ensure SOL are reviewed to account for this
Review impact of the curriculum changes to English following NLE action plan
Introduction of NGRT and Bedrock to KS3 students.
Adopting GLT English curriculum and reviewing the direct instruction for lower ability students.

PP pupils in KS3 make equal progress in Maths compared to non PP students
Identify clear areas where gaps exist in reading from KS2 to Yr7 in particular measurement, fractions, ratio and proportion. Ensure SOL are reviewed to account for this. Use baseline data to identify and address gaps
Review impact of the curriculum changes to Maths following subject review
Adopt Hegarty/Sparx online learning platforms

Zero NEET target for end of KS4
Low absence rates for PP students

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| | ensures they have knowledge, skills and attributes that support future learning and employment. | Equal participation for OSHL and enrichment Review curriculum offer and audit against student needs Appointment of new Careers coordinator to raise students' ambition to promote college values Implement a year 10 employability programme with priority targeting PP students |
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5. Planned expenditure

Academic year

2021-22

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Reduced class sizes across all core subjects Recruited Teach First teachers in Ebacc & Science to provide added capacity | Improve reading, writing and mathematical knowledge across the college with PP students to be in line with non-PP and for improved outcomes for all. | Education Endowment Foundation Toolkit suggests +3 months progress. Smaller class sizes allow more intervention and modified teaching strategies to be in place | Monitoring of action plan and the full implementations and monitoring of the college Development Plan. Quarterly Progress report to governors | Curriculum Leaders (CL's) for Core and link SLT | Feb 22 |

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| <p>Improve outcomes in English:</p> <ul style="list-style-type: none"> • Extra curriculum time dedicated to English at KS3 • Commission literacy consultant to support CL for English • Baseline data to identify starting points for Yr. 7 • Provision to support reading in Yr7 (Bookbuzz) • Embedded tutor reading programme for years 7-10 & 13 • Embedded of NGRT for Yr7 and rolled out to rest of school • Introduction of Bedrock for KS3 after initial trial | <p>Improve reading and writing for all students to be better prepared for future exams.</p> | <p>Education Endowment Foundation Toolkit suggests +6 months progress.</p> <p>Opportunity to better identify gaps in language, reading and writing to ensure students are secure.</p> | <p>Implement NLE Action Plan to improve reading and writing</p> <p>Quarterly Progress report to governors</p> <p>EEF – City wide literacy intervention work with ECF</p> <p>Retaining great teacher programme</p> | <p>English CL & link SLT</p> | <p>Dec 21</p> |
| <p>Smaller class sizes for lower ability students in Maths & English to help provide a structured curriculum offer tailored to their needs</p> | <p>Equality of access to the curriculum. Targeted intervention will improve their reading, writing, comprehension and mathematical knowledge and skills</p> | <p>Education Endowment Foundation Toolkit suggests +6 months progress for reading and comprehension strategies, +4 months for phonics intervention and +4 months for small group tuition.</p> | <p>Implementations and monitoring of the college Development Plan.</p> <p>Quarterly Progress report to governors</p> | <p>Curriculum Leaders (CL's) for Core and link SLT</p> | <p>Feb 22</p> |

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| <p>Implement CPD offer that includes the Principles of Instruction to improve students learning “Do more, learn more, remember more”</p> <p>Weekly CPD sessions to focus on Principles or Teaching</p> | <p>Teachers to improve their own practice and to develop a range of teaching strategies to support students learning. Improve student’s independence and resilience to learning.</p> <p>Staff to understand the cognitive psychology approach and how to improve their own teaching.</p> <p>Adapt the principles of instruction to support students to ‘learn more, do more and remember more’.</p> <p>Staff to access TSSW CPD portal to support disadvantaged students</p> | <p>Education Endowment Foundation Toolkit suggests using Principles of Instruction and cognitive psychology approaches to teaching evidenced by +7 months Metacognition and self-regulation.</p> <p>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. EEF Guide to PP 2018/19.</p> | <p>BlueSky evaluation</p> | <p>DST (Assistant Principal)</p> | <p>On-going</p> |
| <p>Dedicated Higher Level Teaching Assistants to support bespoke needs/gaps in learning across core subjects.</p> | <p>Positive relationships with students to motivate them to academic success. Teachers can plan for additional adults to support learning. Reducing barriers to learning, especially with respect to completion of homework. Small group extraction targeting gaps in knowledge</p> | <p>Education Endowment Foundation Toolkit suggests individualised instruction +3 months and small group tuition +4 months</p> | <p>Monitored as part of quarterly data rounds. Student voice activities. Progress meetings with CL’s</p> | <p>Core CL’s</p> | <p>Quarterly Data rounds</p> |
| Total budgeted cost | | | | | £173,723 |

ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Provision to support students in after school learning opportunities via the Learning Café for KS4 & Homework Club for KS3.</p> <p>Introduction of Champions hour 4 – 5 p.m. for students to have a quiet, safe place to work.</p> <p>Provide extended school day for years 11 – 13 from 15.00 – 16.00</p> | <p>Reducing barriers to learning, especially with respect to completion of homework.</p> <p>Supporting students to become more independent learners.</p> <p>Providing opportunities for gaps in knowledge to be identified and supported.</p> <p>Identify gaps in learning via QLA and use extended time to target these.</p> | <p>Increased attendance to homework support and after school provision. Education Endowment Foundation Toolkit suggests +5 months for homework support.</p> <p>Good attendance to Champions hours and all Yr 11 – 13 attend period 7 sessions as part of college day.</p> | <p>Monitoring of attendance to sessions with targeted approach to PP.</p> <p>Monitored as part of quarterly data rounds.</p> <p>Student voice activities.</p> <p>Parental voice feedback</p> | <p>KWI (Assistant Principal) DST (Assistant Principal) RSL KS3&4</p> | <p>Feb 22</p> |

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| <p>To provide targeted support to vulnerable students to help them overcome barriers to learning and reduce absence.</p> <p>Introduction of Summit Centre to support the most vulnerable students to avoid permanent exclusion</p> <p>Recruitment of Attendance Officer to provide a daily support mechanism to reduce student absences, specifically targeting PA's</p> <p>Alternative provision in place to support vulnerable students to engage with their learning</p> | <p>Create capacity to allow the Pastoral Team to identify and support vulnerable students to overcome barriers to learning.</p> <p>Extensive work with PA students</p> <p>Implementation of catch up plans</p> <p>Engage and develop strong relationships with parents to reduce barriers to learning</p> <p>Ensure all focus groups (LAC, Service, disadvantaged, Young Carers) make equal progress</p> <p>Alternative Provision routes available to support and identify needs</p> | <p>Health Survey 2019 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>Working with Whiteleigh Big Local to clearly identify needs (Big Local analysis 2018).</p> <p>Students present a wide range of social, emotional and health concerns that translate into barriers that impact on their ability to make progress. (Health report 18/19)</p> <p>Engagement with EP to identify and support the most vulnerable students, especially post-covid where there has been an increase in Mental Health needs.</p> | <p>Monitored as part of quarterly data rounds.</p> <p>Weekly Team Around Child (TAC) Meetings</p> <p>Pastoral analysis quarterly reporting</p> <p>Quarterly Safeguarding report to governors</p> <p>QA AP provision accessed by our students</p> | <p>OMA & MIC (Assistant Principal – DSL)</p> | <p>Feb 22</p> |
| <p>Provision of dedicated Counselling service to prioritised students to support their mental health and wellbeing</p> | <p>Students are more resilient and empowered.</p> <p>Students Health and Wellbeing is supported and improved</p> <p>Students better equipped to overcome barriers to learning.</p> <p>Identify students who would benefit from targeted coaching/mentoring prior to exams to reduce stress and anxiety</p> | <p>Health Survey 2018 highlights profile of needs and barriers that students face both inside and outside of the school</p> <p>26+weeks waiting list to support vulnerable learners</p> <p>High proportion of Young Carers</p> <p>Emotional health & wellbeing issues have a detrimental effect on attendance</p> <p>Use Cindy Willcocks respected national mental health practitioner</p> | <p>Monitored as part of quarterly data rounds.</p> <p>Weekly Team Around Child (TAC) Meetings</p> <p>Pastoral analysis quarterly reporting</p> <p>Confidential feedback from service providers</p> <p>Student survey pre & post event</p> | <p>OMA (Assistant Principal – DSL) & Pastoral Team</p> | <p>Feb 22</p> <p>April 22</p> |

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| <p>KS3 & 4 Interventions</p> | <p>Reducing barriers to learning, especially with respect to completion of homework.</p> <p>Supporting students to become more independent learners.</p> <p>Providing opportunities for gaps in knowledge to be identified and supported.</p> <p>Supporting students to be more responsible and organised for their own learning</p> | <p>Specific curriculum based platforms to support learning including Hegarty Maths, Sparx, Bedrock Learning, GCSE Pod & Seneca support students out of school hours learning</p> | <p>Intervention recorded on SIMS and targeted for focus groups – reported at SLT meetings</p> <p>Parental and Student feedback</p> <p>Monitor usage via individual platforms</p> <p>Retake NGRT tests to assess engagement and impact</p> | <p>KWI (Assistant Principal) DST (Assistant Principal) RSL KS3&4</p> | <p>Feb 22</p> |
| <p>Alternative Curriculum</p> | <p>Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills.</p> <p>Gain qualifications alongside their core (English, Maths, Physics, Biology, Chemistry and PE + 1 option subject) which enables them to progress to sixth form or College</p> <p>Improves confidence and self-esteem of individuals as well as the ability to develop their communication and teamwork</p> | <p>Approx. 15 students per cohort are guided with parental support to engage with this vocational based provision, which has succeeded, in breaking down barriers to learning by improving their attendance and enjoyment of school.</p> <p>The individual's health and wellbeing has improved as they have become more confident during their 3 year program of study.</p> <p>Low NEET figures for this vulnerable group with clear transition points for post-16</p> | <p>Subject reviews</p> <p>Exam analysis meeting</p> <p>Progress meetings</p> <p>Pastoral analysis</p> <p>Student voice</p> | <p>KWI (Assistant Principal) SSK (PACE CL)</p> | <p>Feb 22</p> |
| <p>Total budgeted cost</p> | | | | | <p>£173,346</p> |

| iii. Other approaches | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Careers Support | <p>Careers Coordinator to create bespoke interventions for students, including workplace visits, HE visits and meaningful encounters with employers. Raising students' aspirations through personal development programme from Yr. 7-11</p> <p>Ensure disadvantaged students receive support in finding work experience placements</p> <p>Raise student/parent aspirations</p> <p>CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary</p> <p>Students have a positive experience of the workplace</p> | <p>Fulfilling GATSBY benchmarks, achieving 5 from 8</p> <p>Working with Teach First - careers leader programme</p> <p>Careers HUB partnership as part of LEP board</p> <p>Low NEET Figures for school against locality baseline</p> | <p>Parent employer and student feedback</p> <p>SIMS intervention analysis</p> <p>SLT presentations</p> <p>Investor in Careers accreditation</p> | <p>OMA (Assistant Principal)</p> <p>(Careers co-ord)</p> | Feb 22 |
| Support for Catering Provisions | All KS3 students provided with ingredients for food technology lessons to ensure they are adequately prepared with full participation for all. | <p>100% participation in practical aspects of catering.</p> <p>Increasing students of healthy lifestyle choices</p> | <p>Parent & student feedback</p> <p>KS3 progress meetings</p> <p>Subject reviews</p> | <p>KWI (Assistant Principal)</p> <p>SSK (PACE CL)</p> | Feb 22 |

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| <p>OSHL support including Enrichment</p> | <p>Enriching the curriculum offer to provide opportunities to support students' experiences</p> <p>Provide opportunities to develop cultural capital through the delivery of the curriculum by addressing knowledge gaps and enrichment opportunities</p> <p>Cultural capital developed through student conferences for KS3&4 students</p> <p>DofE opportunities open to all with a subsidised cost to ensure it is accessible</p> | <p>Many students' do not have the opportunity to develop their cultural capital outside of college life.</p> <p>EW is a vehicle to provide opportunities to all students' to enrich their experiences</p> <p>Curriculum field trips are fully funded to ensure full participation and barriers are removed</p> <p>Maximising bespoke enrichment opportunities to support the curriculum as well as the health and wellbeing of students (e.g. Rebel 1851)</p> <p>Evidence General Teaching Council (GTC). Key role in supporting attainment challenge and health and wellbeing of students Jan 2019.</p> | <p>Parent & student feedback</p> <p>OSHL reports to SLT</p> <p>Analysis of EW offers</p> | <p>MIC (Assistant Principal)</p> | <p>Quarterly analysis</p> |
| <p>Total budgeted cost</p> | | | | | <p>£21,746</p> |

6. Review of expenditure Pupil Premium plus Covid Catch-up Grant

| Previous Academic Year | | 2020-21 | | |
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| 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 |
| Funding of Learning Mentor & Core HLTA Team to provide high level interventions to support the curriculum | <p>Positive relationships with students to motivate them to academic success</p> <p>Staff plan for additional adults to support learning</p> <p>Increased motivation, attendance and reduced barriers to learning</p> <p>Additional Adults allocated across the Maths, English & Science departments to provide specific support to individuals and small groups</p> <p>CL's allocate staff to meet the needs of individuals based on termly data</p> | <p>Gap between PP & non-PP has not reduced significantly against local/national trends.</p> <p>High uptake from PP students compared to non PP</p> | <p>Team is being reduced to provide bespoke and targeted curriculum intervention for focussed groups based on accurate data</p> <p>We are increasing our portfolio of support available to students by increasing teacher capacity and reducing class sizes and targeted intervention</p> <p>Need to secure predictions to ensure the right students are identified for intervention with a clear understanding in gaps in knowledge to ensure the correct approach is implemented effectively</p> <p>Identified HLTA's & Mentors were carrying out admin tasks. A dedicated KS4 administrator was appointed</p> <p>Restructure HLTA & Mentor provision to have specialists coming under SEND dept. and prioritise Maths & Literacy</p> <p>Review curriculum offer for very low attainers at KS4 (Entry level)</p> | <p>Learning Mentors £31,290 (50%)</p> <p>HLTA's £42,210 (50%)</p> |

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| <p>Enhanced core subject support</p> | <p>Additional classes created at KS3 in core</p> <p>Reduction in class sizes to enable targeted interventions by a teacher</p> <p>Students making good progress and more confident with mathematics</p> <p>Provision of Period 7 support for Yr's 11 & 13</p> | <p>Success criteria not fully met due to staffing changes and quality of education not being secure and consistent enough yet</p> | <p>Difficulty in recruiting core teachers to fulfil curriculum offer resulted in this aspect not being fully implemented for the full academic year</p> <p>Full recruitment undertaken to ensure approach is more secure moving forward to improve outcomes in core.</p> <p>All core CL's undertook the NPQSL, this is being rolled out to remaining middle leaders to improve the quality of middle leadership</p> <p>Banded KS4</p> <p>Mixed ability teaching for middle sets</p> | <p>£65,646</p> |
| <p>Dedicated primary trained teacher recruited to support lower ability students at KS3</p> | <p>To create a primary model of provision to support those students working significantly below expectations in reading and mathematics</p> <p>To adapt the curriculum for the group: increasing the amount of curriculum time in English and mathematics; providing a thematic approach to the teaching of humanities and deploying one specialist science teacher to teach all science lessons</p> <p>To create a small group nurture ethos to support students' confidence, resilience and social skills</p> <p>To accelerate progress and close the attainment gap between C Band students and age related expectations</p> | <p>Progress of this group was tracked in Progress Meetings which took place after each 10 weekly data input prior to COVID-19. The structure and delivery of the programme was extremely successful, as evidenced in DDIs and Learning Walks and the development of students' confidence resilience and social skills was of particular note.</p> <p>Progress in terms of attainment in English and mathematics was pleasing, as evidenced below:</p> <p>QLA's in place for all KS's to identify gaps in learning, amendment of 40 week plans to ensure resequencing and reteaching of curriculum</p> | <p>By improving teaching and learning and introduction of principles of teaching the lesson quality and structure has enable students to be more successful</p> <p>Removed C-band</p> <p>CATS tests completed in September for all new students</p> <p>NGRT tests rolled out across the college twice per year to monitor progress in reading</p> <p>Dedicated Bedrock lesson in Yr 7 under English curriculum delivery</p> | <p>C-band teacher £56,409</p> |

| ii. Targeted support | | | | |
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| 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 |
| KS3 & 4 Interventions including bespoke packages used to support students learning | <p>Interventions accessed to bridge gap</p> <p>Students making good progress and more confident with mathematics and English through use of Accelerated Reader/Maths</p> <p>Praise to have a higher profile and be valued by all students</p> <p>Extended day via the Learning Café – providing a focused area for study, something which not all students have access to</p> | <p>Students were not making rapid enough gains in reading and writing</p> <p>Responded to student voice in re-working the implementation of the Praise Policy to ensure it is fit for purpose</p> | <p>Increase capacity and curriculum offer for English with an action plan to address reading as Accelerated Reader not having desired impact</p> <p>Increased the profile and “value” of praise and communicated this to parents and students whilst ensuring it is used affectively by all staff</p> | <p>KS3 £3,854</p> <p>KS4 £11,518</p> |

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| <p>Pastoral Support capacity increased to support growth towards single PL per year group</p> <p>APL capacity increased in line with above changes</p> | <p>Create capacity to allow PT to identify and support vulnerable students to overcome barriers to learning</p> <p>Reduce the PA gap between disadvantaged and non-disadvantaged within school, as well as closing the national gap</p> <p>Parents engaged to support</p> <p>Create capacity to improve attendance for disadvantaged students</p> | <p>Use of catch-up plans to support students missed learning has started to have the desired impact</p> <p>Communication strategies to improve parental engagement has had positive affect and feedback (responding to Parental voice)</p> <p>PL's are better equipped to support a reduced number of students</p> <p>Improved engagement with parents to get a better understanding to the barriers students and their families are facing and signposting both internal and external support</p> | <p>Responding to the growth in pupil numbers by providing high quality Pastoral support to each cohort to reduce barriers to learning</p> <p>Increasing the capacity in the team has enabled the team to respond quicker to both external and internal pressures that have previously impacted on the quality of education and the student's ability to learn</p> <p>Closer working links with new EWO including increased time allocation has enabled a more coordinated approach to supporting students and families</p> <p>Covid has impacted on Attendance which has aided us in the recruitment of a dedicated Attendance Officer to support the increase in PA's</p> | <p>£117,103 (60%)</p> |
| <p>Counselling support</p> | <p>Pastoral staff to prioritise referrals based on need</p> <p>Improved attendance and attitudes to learning</p> | <p>A range of students have accessed this service targeted at improving their health and wellbeing reducing barriers to learning and improve attendance</p> | <p>Valuable service which is oversubscribed</p> <p>Great feedback from student and parent voice</p> | <p>£8,970 (50%)</p> |

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| Alternative Provision | <p>Provide a range of vocational experiences to teach basic skills, as well as employability, social and team building skills</p> <p>Gain a qualification alongside their core (English, Maths, Physics, Biology, Chemistry and PE) which enables them to progress to sixth form or College</p> <p>Improves confidence and self-esteem of individuals as well as the ability to develop their communication and teamwork</p> | <p>Full engagement by all students enrolled on the course</p> <p>Parental feedback is positive about their child's experiences</p> <p>Improved health & wellbeing of attendees</p> <p>Low absence rates for students previously at risk</p> <p>100% pass and completion rates</p> <p>Enriched cultural capital opportunities for all attendees</p> | Continued with same approach although courses are continuously reviewed to ensure that they meet the students' needs Level1/2 provision | £54,518 (80%) |
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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 |
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| OSHL inc Trip & EW Subsidies | <p>All staff to be aware that funding is available to support visits</p> <p>Disadvantaged children can attend trips and visits</p> | <p>Student self-esteem and confidence has grown as a result of OSHL interventions</p> <p>Full participation to all College activities to support student cultural capital.</p> | Outdoor Activities Coach was only working with a small number of students so it was felt that the funds could be better utilised to support more students. OSHL supported and staffed in a different way to enable the resources to be more effective. | £8,500 |

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| <p>Enhances Careers support</p> | <p>Disadvantaged students receive additional support</p> <p>CSW interviews are prioritised, with additional sessions for disadvantaged students when necessary</p> <p>Students have a positive experience of the work place. Encounters with employers are meaningful and varied</p> <p>Ensure Sixth Form students have possible barriers to HE removed (NCOP)</p> <p>All students move on to positive destinations</p> | <p>Continue to have low NEET figure (less than 1%).</p> <p>Good transition into College, apprenticeships and 6th Form.</p> <p>Raising aspirations programme working the local HE Outreach, to raise the profile of attending HE.</p> | <p>Will continue to invest in careers and individual intentions for all year 11 students.</p> <p>Continue to work with City College to provide transition programme for learners that are more vulnerable.</p> <p>Review Post 16 options process.</p> | <p>£18,706</p> |
| <p>Support for catering provisions</p> | <p>All KS3 students provided with ingredients for food technology lessons to ensure they are adequately prepared with full participation for all.</p> <p>100% participation in practical aspects of catering.</p> | <p>100% participation in practical aspects of catering.</p> <p>Increasing students of healthy lifestyle choices</p> | <p>Commit and continue with this approach.</p> | <p>£2,501</p> |
| <p>Google Classroom</p> | <p>All students to use Google Classroom for homework and in preparation for home schooling again.</p> | <p>If College had to switch to remote learning all students would be able to access high quality learning. PP students will be less likely to fall behind if work is readily accessible for all.</p> <p>Provision of remote working IT support to PP student who lack the resources</p> | <p>Commit and continue with this approach.</p> | <p>£1,399</p> |

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| Seneca Analytics Package | Allow students to identify gaps in knowledge and to offer additional “practice” to ensure knowledge and skills are remembered | National data to show impact of using Seneca by other successful school P8 +0.5 | Commit and continue with this approach. | £5,000 |
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| Summary Catch-up Grant allocation | |
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| Strategy | Cost |
| Quality of teaching for all | £195,555 |
| Targeted Support | £195,963 |
| Other Approaches | £21,746 |
| Total | £412,994 |
| Pupil Premium Allocation | £317,320 |
| Catch-Up Allocation | £57,520 |
| Total allocation | £374,840 |
| Contingent balance for ad-hoc provision | -£38,154 |

1. Additional detail

Plan a PP review for 2021-22 to ensure that we have provided high quality teaching that is effective for disadvantaged learners and that we are providing effective teaching for all.

Provide additional support to PP students if in a lockdown situation by either providing devices to access Google Classroom or textbooks and resources to ensure all barriers are removed.

During Covid 78% of PP students accessed DfE provided laptops and were each individually supported on accessing the online learning opportunities.

