

**Context of the school and its prior performance**

School Metrics		Disadvantaged pupil performance overview for last academic year 2020-21		
Metric	Data		PP	Non-PP
Proportion of disadvantaged pupils	117/728	Numbers on roll	152	588
Pupil premium allocation this academic year	£145,000	Progress 8	TAGS	TAGS
Academic year or years covered by statement	2020-22	Ebacc entry %	TAGS	TAGS
Publish date	August 2021	<i>Ebacc pass 5+ %</i>	TAGS	TAGS
Review date	August 2022	<i>Ebacc pass 4+ %</i>	TAGS	TAGS
Statement authorised by	Indira Warwick	Attainment 8	TAGS	TAGS
Pupil premium lead	Mike Michael	Percentage 5+ in English and maths	TAGS	TAGS
Governor lead	Michael Pieri	Percentage 4+ in English and maths	TAGS	TAGS

**The main barriers to educational achievement faced by our disadvantaged students include:**

External barriers	Internal Barriers
<ul style="list-style-type: none"> <li>• Covid 19 has nationally and in our school exacerbated progress gaps between disadvantaged and other students.</li> <li>• Similarly, the gap between disadvantaged and other students in terms of attendance has not closed.</li> <li>• Resources, technology and cultural capital: disadvantaged students are likely to miss out on the benefits of, for example, books at home, trips or technology enjoyed by other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour at our school is good, with many outstanding examples of behaviour every day. However, both nationally and at our school, disadvantaged students have been more likely to receive fixed term exclusions and other sanctions such as detentions. This is a potential barrier to progress, since these students miss educational opportunities as a result.</li> </ul>

## Strategy aims for current disadvantaged pupils 2021-22

Aim	Target	Target date
Progress 8	+0.35	Summer 2022
Attainment 8	50	Summer 2022
Percentage 5+ in English and maths	60	Summer 2022
<i>Percentage 4+ in English and maths</i>	80	Summer 2022

## Learning: teaching priorities for current academic year 2021-22

Measure	Activity
1. Professional Development	Raising awareness of disadvantaged students Understanding of cultural capital Consideration of intersection with other learning needs Steering group to drive Teaching and learning
2. Monitoring	Scrutiny of performance of disadvantaged groups within departments and strengthening of accountability Lesson observations Performance Management Work Scrutiny Data review
3. Learning Resources	Audit of current resource Review needs for each student and ensuring they have the necessary equipment. Provide access to key curriculum resources and equipment at KS3-KS5 for low attaining disadvantaged pupils.
4. KS3 curriculum and assessment restructuring	Review current KS3 curriculum at school and Trust level. Make suggested changes in light of the changes of the assessment structure. Provide staff PD and time to create new assessment models
<b>Barriers to learning these priorities address</b>	Lack of engagement Disadvantage in cultural capital Resources for independent study
<b>Projected spending</b>	£55,000

**Learning: targeted academic support for current academic year 2021-22**

Measure	Activity
1. Additional support for and focus on PP students across the curriculum.	Allocation of SLT/Middle Leader time to accurately track and monitor progress of PP students of all abilities. Appropriate intervention plans established.
2. Additional support for and focus on PP students in the core curriculum.	Allocation of specific resources and support for PP students inside and outside of the classroom
3. To improve literacy and reading across the disadvantage students	Ensuring appropriate investment in reading age tools to assess reading ages across all year and allocation of dedicated time to literacy coordinator to implement and monitor strategies
4. After school intervention lessons	Wide-reaching intervention programme in KS4, designed to close growing emergent gap between disadvantaged students and remainder of cohort.
5. National Tutoring Programme	Purchase National Tutoring Programme services for Disadvantaged students with low progress scores, beginning with Y11.
<b>Barriers to learning these priorities address</b>	Disproportionate Covid 19 impact. Resources, technology and cultural capital.
<b>Projected spending</b>	£47, 500

**Wider strategies for current academic year 2021-22 Other: Initiatives and actions to improve attendance**

Measure	Activity
Educational Welfare Officer	EWO working with vulnerable and disadvantaged families and young people to improve attendance.
Y11 mentoring programme	Y11 students mentored by learning mentor and senior staff to improve outcomes
Barriers to learning these priorities address	Lower than average disadvantaged students' attendance
Projected spending	£12, 500

## Initiatives and actions to improve engagement including emotional and mental health 2021-22

Measure	Activity
To improve the engagement, well-being and resilience of our PP students with improved Pastoral support.	Development of PLUS (Personal Learning and Support) area Use of learning mentor and pastoral officer to encourage improved Disadvantaged behaviour Use of efficient web-based tools to monitor behaviour, issue sanctions and rewards and communicate with home. Refer proactively to safeguarding services, mental health services as appropriate. Training for staff on differentiated language for students, common language for behaviour.
Support through individual mentoring	Training for staff on mentoring by SLT
Barriers to learning these priorities address	Mental health impact of Covid-related absence; impact of anxiety related to, for example, family illness, bereavement, financial difficulty, loss of employment etc.
Projected spending	£30,000

## Planned expenditure for current academic year 2021-22

ACADEMIC YEAR				
Learning: teaching priorities for current academic year				Staff Lead: MMI
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
We will be focusing on initiatives that give our disadvantaged students more of their teachers' time and quality feedback on their work; research suggests that quality intervention has a big impact on students' outcomes for a small cost . Developing classroom pedagogy has a big impact for a moderate cost( <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> )				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
1. Professional Development of staff to support progress of PP students	Improve outcomes for PP students in school across all year groups to mitigate the effects of missed Teaching & Learning during lock-down	<ul style="list-style-type: none"> <li>Access to professional development in to ensure needs are met in the classroom.</li> <li>Focused learning walks and work scrutiny</li> <li>Curricular opportunities for cultural capital</li> </ul>	Outcomes of PP students in line with peers.	£20,000

2. Monitoring of PP student progress	To track and identify PP student attainment and progress to allow appropriate intervention to be implemented.	<ul style="list-style-type: none"> <li>• Staff professional development on tracking and progress</li> <li>• Focused learning walks and work scrutiny</li> <li>• PP focus on data reviews</li> </ul>	Outcomes of PP students in line with peers.	£10,000
3 Learning Resources	Limited funds of PP families to access additional resources to support learning.	<ul style="list-style-type: none"> <li>• Ensure access to curriculum resources and equipment at KS3-KS5 for low attaining disadvantaged pupils.</li> <li>• Ensure Kerboodle text in place and utilized.</li> </ul>	All PP students to have access to resources to support learning.	£15,000
4. KS3 curriculum and assessment restructuring	To ensure high quality teaching and learning, driven by the curriculum rather than assessment. Students with barriers to learning will have a greater opportunity to experience success away from numerical termly judgements.	<ul style="list-style-type: none"> <li>• Review current KS3 curriculum at school and Trust level.</li> <li>• Make suggested changes in light of the changes of the assessment structure.</li> <li>• Provide staff PD and time to create new assessment models</li> </ul>	Changes are implemented. Long-term impact: mid-year and end-year assessment results will be improved.	£10,000
Total budgeted cost:				£55,000

Learning: targeted academic support for current academic year				Staff Lead: MMI
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
<p>We will be focusing on interventions that address literacy, practical barriers to learning (e.g. equipment, environment for learning) and lack of engagement with learning; research suggests improvement in literacy and targeted intervention can have significant impact if set well and completed properly . (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>).</p>				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
Additional support for and focus on PP students across the curriculum.	Not all students learn in the same way or at the same rate, some students need extra support to ensure the consolidation of knowledge and understanding, and the building blocks of numeracy and literacy. Therefore, having targeted literacy support and SEND staffing means that we can offer additional support outside of the classroom, in class support as well as targeted sessions for our learners.	<ul style="list-style-type: none"> <li>Monitoring and tracking of PP students.</li> <li>Review of curriculum to be accessible and provide challenge.</li> <li>Intervention provision established and implemented.</li> <li>Monitoring of teaching and learning.</li> <li>Monitoring of PP student work</li> </ul>	<p>P8/A8 of disadvantaged students in line with non-PP</p> <p>To reduce the gap between PP and non- PP students in school and against national outcomes.</p> <p>To ensure that specific PP learners (high/Medium/Low) achieve positive progress 8 scores</p>	£15,000

2. Additional support for and focus in PP students specifically in the core curriculum.	To mitigate the impact of lockdown for pupils.	<ul style="list-style-type: none"> <li>• Intervention in English, Maths and science</li> <li>• Embed schemes of learning to ensure KS3 curriculum is appropriate and assessments accurate to enhance progress to KS4.</li> <li>• Opportunities to provide cultural capital via external agencies</li> <li>• Check progress review at each tracking period.</li> <li>• Regular monitoring of achievement in LM meetings.</li> </ul>	<p>Pupils eligible for PP make at least expected progress in English, Maths and Science</p> <p>Clear entry and exit data on reading ages for every student in KS3.</p> <p>Student Voice</p>	£5,000
3. To improve literacy and reading across disadvantage students	Literacy/Reading ages affected by lock-down.	<ul style="list-style-type: none"> <li>• Dedicated Teaching Assistant time for small group work.</li> <li>• Investment in reading age tools to assess reading ages across all years</li> <li>• Implement whole school literacy project, driven by pastoral team and dedicated literacy coordinator.</li> </ul>	Reading ages obtained and appropriate intervention in place for those significantly below chronological age.	£12,500
4. Intervention	To mitigate the impact of lockdown for pupils.	<ul style="list-style-type: none"> <li>• Establishing intervention schedule throughout the year</li> <li>• Establishing Pastoral and academic review meetings</li> </ul>	PP students' progress in-line with non pp	£10,000
4. To utilise the NTP to offer bespoke support for PP students	To provide additional support for PP pupils who's progress has been most impacted by the pandemic.	<ul style="list-style-type: none"> <li>• Review of student data to identify students</li> <li>• Coordination of NTP schedule</li> </ul>	Outcomes and progress of PP students in-line with rest of the school	£5,000
Total budgeted cost:				£47,500

Wider Strategies: initiatives and actions to improve attendance				Staff Lead: CHA
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
Extensive research suggests that there is a clear link between attendance at school and positive academic outcomes for students. It is also clear that students' holistic well-being suffers when they do not attend school regularly.				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
To improve attendance and engagement of PP students	To mitigate the impact of the pandemic on student engagement and provide opportunities for PP students to be able to complete their extended learning	<ul style="list-style-type: none"> <li>Introduce Breakfast /Homework Club supervised by TA's to alleviate hunger and improve attendance, behaviour and concentration in the classroom.</li> <li>Investment in in-house Attendance services</li> <li>Development of attendance surgeries for PP students that have concerning attendance via EWO.</li> <li>Rewards for 100% attendance (half and full termly) and more opportunities to be praised for improved attendance have been implemented.</li> <li>Disadvantaged students access wider opportunities both online and in-house to develop cultural capital.</li> </ul>	<p>Improved attendance of PP compared to previous cohorts/terms/relevant other data.</p> <p>Improved attendance for sub-cohorts within PP.</p> <p>Improved attendance across terms within the school year for specific students.</p> <p>Case studies of specific students</p> <p>All disadvantaged students invited to breakfast club with high % attendance</p>	£10,000

Engage and utilise Educational Welfare Officer via Barnet Traded services	Improvement in attendance for disadvantaged groups.	<p>Attendance remained lower for disadvantaged students in comparison to non-disadvantaged, although significant progress was evident for certain key students.</p> <p>Disadvantaged attendance 87%; Whole school 91%.</p> <ul style="list-style-type: none"> <li>Pre-lockdown attendance for whole school and for disadvantaged students was extremely positive and was improved compared to previous years at that point.</li> </ul>	<p>Difficult to evaluate cogently because of the blanket disruption to attendance owing to Covid 19.</p> <p>Attendance for PP students will be a focus in 2021-22.</p>	£2,500
Total budgeted cost:				£12,500

Wider Strategies: initiatives and actions to improve engagement including emotional and mental health				Staff Lead: CHA/CMA
Overview justification including barriers being addressed and research evidence e.g. EEF toolkit				
<p>We will be focusing on initiatives which help to make up for any lack of parental engagement and which give students access to high-quality pastoral care. Research suggests that supporting social and emotional development leads to positive outcomes (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>).</p>				
Initiative	Rationale* *specific to disadvantaged	Key Actions	Success Criteria	Projected Spend
To improve the wellbeing and resilience of our PP students with SEMH concerns	To mitigate the impact of the pandemic and stresses amongst PP students	<ul style="list-style-type: none"> <li>Investment in wider pastoral support to include enhanced staffing in a dedicated area of the school, which will provide in school learning mentoring and manage key cases to signpost external support.</li> <li>Further development of increased suitable specific venues for support to take place.</li> <li>Continued investment in our PSHE and tutorial programme to develop resilience of students in their learning and create a culture of independent learners.</li> <li>Integrated work between the mental health lead and PSHE lead to ensure that relevant, up to date and impactful PSHE programmes are implemented in both tutor time and via the PSHE lesson time</li> </ul>	<p>Improvement in attendance of vulnerable students. Student Voice Reduction in behaviour concerns for SEMH students. Positive case study evidence for relevant students. PLUS (Personal Learning and Support) area in place with functional lead in place.</p>	£25,000

<p>To further develop mentoring, aspirations and careers opportunities across all key stages.</p>	<p>Aspirations of PP students reduced due to reduced opportunities</p>	<ul style="list-style-type: none"> <li>• Set up a mentoring programme to track progress of identified students not making good progress in lessons</li> <li>• To integrate career advice and guidance into the pastoral support programme for KS3-5</li> <li>• Dedicated Tutor time</li> <li>• Dedicated Middle Leader and Senior Leader time.</li> </ul>	<p>Mentoring programme in place with key students identified and supported. Student voice Case studies for specific students. Increased engagement for careers plans. Increase in students remaining at 6<sup>th</sup> form.</p>	<p>£5,000</p>
<p>Total budgeted cost:</p>				<p>£30,000</p>

