



# Pupil Premium Grant strategic planning September 2020-2021:

## Summary information

The latest amount of pupil premium we received from the Department of Education for 2020-2021 was **£63,125.**

This document aims to set out our intentions to spend this allocation based on the students who are currently on roll as per the table below:

Table 1 demonstrates the spread of PP students in our school as of September 2020.

Year	Total students in year group	Ever/Current FSM Students	CLA Students	Adopted from care	Total student numbers
7	19	12	0	0	12
8	15	13	0	0	13
9	17	11	1	3	15
10	17	11	0	2	13
11	20	9	3	0	12
<b>TOTAL</b>	<b>88</b>	<b>56</b>	<b>4</b>	<b>5</b>	<b>65</b>

**Total PPG Grant: £63,125**

## Barriers to future attainment (for students eligible for the PPG)

### In-school barriers

Well-being: Our cohort has a number of complex Social & Emotional needs. These are often issues surrounding Mental Health and well-being that contribute significantly to underachievement

Prior attainment: over 80% of students enter Batchwood School with low PA, therefore the challenge is to enable students to achieve their Expected Levels of progress. Whilst data suggests this is difficult, nevertheless we will put in place a number of strategies to 'bridge the gap' and work with students so that ELP are achieved.

Aspirations & Motivation: For many of our disadvantaged students, there are issues surrounding long term aspirations

Organisation: A number of our disadvantaged students have a lack of organisational & self-management skills

### External barriers

Attendance rates for students eligible for PP are significantly below the school target for all students. This reduces their school hours and contributes significantly to underachievement

40% of parents/carers do not attend key events at school such Information Evenings and Parents Evening

## PPG planned initiatives 2020-2021

Objectives	Outcomes sought	Core Activities	Cost
To develop students Emotional Resilience and Emotional Intelligence	<ul style="list-style-type: none"> <li>High engagement in</li> <li>Therapeutic and Counselling sessions (30 students a week)</li> <li>Use of EduKit self-reported scores as a psychometric measure of Self-Esteem, Emotional State and Resilience.</li> <li>Development of a standardised measurement tool to be used by all professionals</li> <li>Use of Mental Health displays in the school to increase awareness of Emotional Resilience/Intelligence.</li> <li>Trailblazers Scheme to work on Emotional Intelligence and Resilience for pupil's with low level mental health issues. Use of group sessions for psychoeducation on emotions.</li> <li>Content in RSHE lessons surrounding Emotional Intelligence/Resilience</li> </ul>	<p>Continued employment of:</p> <ul style="list-style-type: none"> <li>Assistant Clinical Psychologist</li> <li>Psychiatric Nurse</li> <li>Counsellor 1</li> <li>Counsellor 2</li> </ul> <p>Working with 29 identified students a week</p>	<p>£35,303 £8,192 £3975 £3975</p> <p>Total £51,445</p>

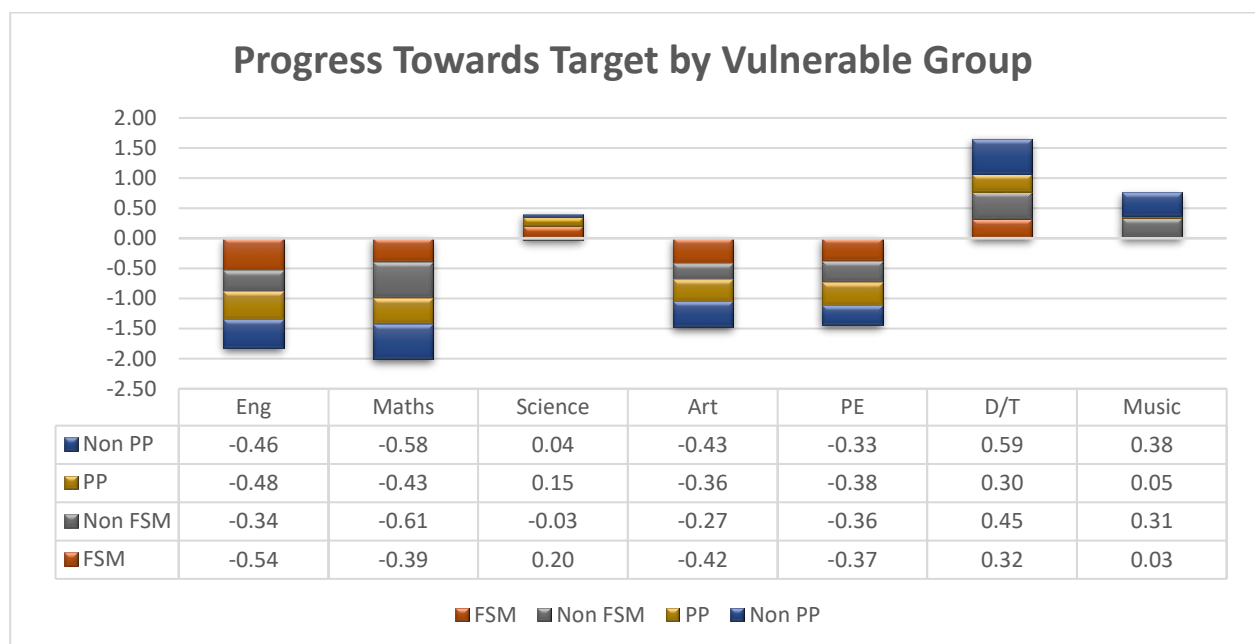
<p>To ensure that Literacy is promoted across the curriculum for all students as well as through intervention work</p>	<ul style="list-style-type: none"> <li>Literacy programme firmly embedded across the school through increase in staff training &amp; resources</li> <li>Coordinated whole school approach to reading is embedded across the school &amp; in every department</li> <li>Students read widely and often across all subjects</li> <li>Intervention work is replicated across the school</li> </ul>	<ul style="list-style-type: none"> <li>Training for staff</li> <li>Training for staff &amp; monitoring</li> <li>Appointment of Interventions staff on H5.1 for 5 days a week</li> <li>STAR assessment</li> </ul>	<p>£11,636</p> <p>£5000</p>
<p>To improve the attendance of all students so that whole school attendance is at the national average</p>	<ul style="list-style-type: none"> <li>Student attendance reaches target of 93% (national average)</li> <li>No in-house variances for any vulnerable groups</li> <li>Students are motivated through attendance league tables (tutor groups win ½ term prize) Student achievement is raised so that 90% at KS3 reach ARE</li> </ul>	<ul style="list-style-type: none"> <li>Register and attendance data scrutinised weekly</li> <li>Strategies are identified for low attendees</li> <li>Work closely with AIO to support families that cross the threshold for concern</li> <li>Attendance noticeboard established to encourage competition</li> <li>Weekly discussions between form tutors and students/home to encourage attendance.</li> </ul>	<p>£7349 (1/3 salary)</p> <p>£1500</p>
<p>To ensure all KS4 students have laptops for use at home in order to 'close the gap' from Covid</p>	<ul style="list-style-type: none"> <li>All students will have access to the Digital learning platforms including Google Classroom and SAM learning</li> </ul>	<ul style="list-style-type: none"> <li>Purchase of 7 x DfE Intel Satellite pro laptops</li> <li>Subscription to SAM learning</li> </ul>	<p>£2100</p> <p>£800</p>
<p><b>Total spend on PPG &amp; PPG Plus</b></p>			<p><b>£79,830</b></p>

Please note, we may not receive amount due to changes in cohort/partial funding but we will still be spending the above amount as we are committed to closing gaps in attainment and achievement for disadvantaged students as well as ensuring they receive appropriate provisions.

### What are our next steps?

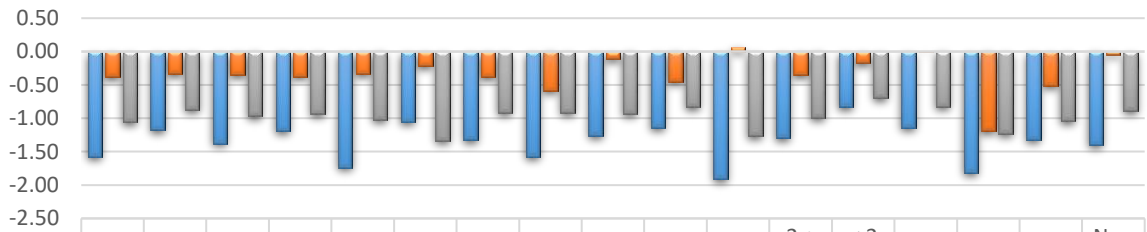
- To employ a 'core teacher' for January 2020 to work with a group of targeted students who are not 'yet ready' to access the fulltime curriculum. To use interventions identified by the SENCo and to provide important 'catch up' learning to bridge the gaps
- To develop a transition team to support incoming and outgoing students to ensure the feel fully supported and can contribute to the wider society and gain the relevant qualifications for the next stage at Post-16 □ To develop Alternative learning at key stage 3 to allow students to be 'ready to learn'.

### What effect did our pupil premium interventions have on last year's cohort?



The chart above shows the progress towards targets for our key stage 3 targets from the latest data collection (Spring 2019-20). We can see that there are no concerns with our pupil premium students when comparing their progress with non-pupil premium students. We can see that pupil premium students were less than half a grade away from their targets in English and Maths which is excellent for this time of year.

## Points Away from Target



	Year 10	Year 11	KS4	Male	Female	CLA	Non CLA	FSM	Non FSM	PP	Non PP	2 + School Moves	< 2 School Moves	Low PA	Ex/High PA	Casual Admission	Non Casual Admission
Eng	-1.57	-1.18	-1.38	-1.19	-1.74	-1.06	-1.32	-1.58	-1.26	-1.15	-1.91	-1.30	-0.83	-1.14	-1.81	-1.33	-1.40
Maths	-0.38	-0.33	-0.36	-0.38	-0.34	-0.22	-0.38	-0.60	-0.12	-0.45	0.07	-0.36	-0.18	0.01	-1.20	-0.52	-0.06
Science	-1.06	-0.87	-0.97	-0.93	-1.02	-1.33	-0.92	-0.92	-0.94	-0.84	-1.27	-0.99	-0.70	-0.83	-1.24	-1.04	-0.89

The chart above shows the points towards target for KS2 students taken from the last data collection in Spring 2019-20. We can see that pupil premium students are making better progress towards target than non pupil premium students in English and Maths.

**Date of next review – September 2021**