

PUPIL PREMIUM STRATEGY 2020-2021

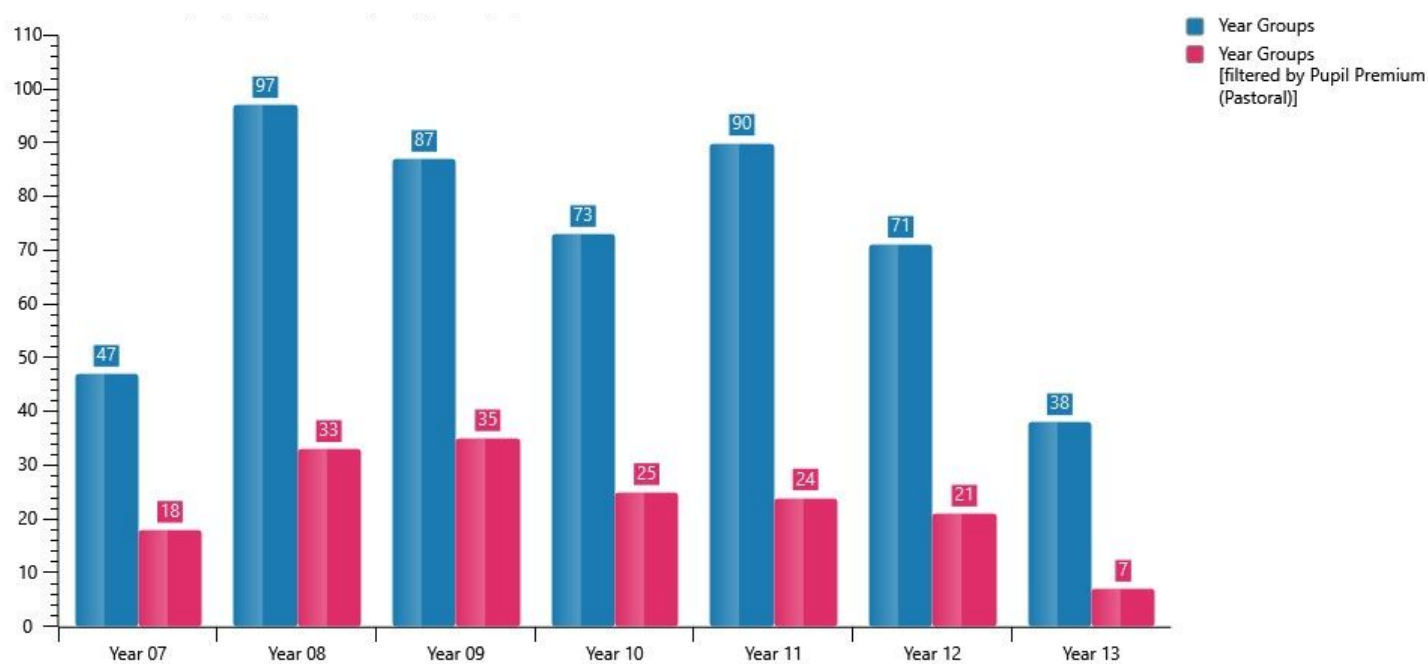
“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others”

(Sir John Dunford National Pupil Premium Champion,
September 2013 to August 2015)



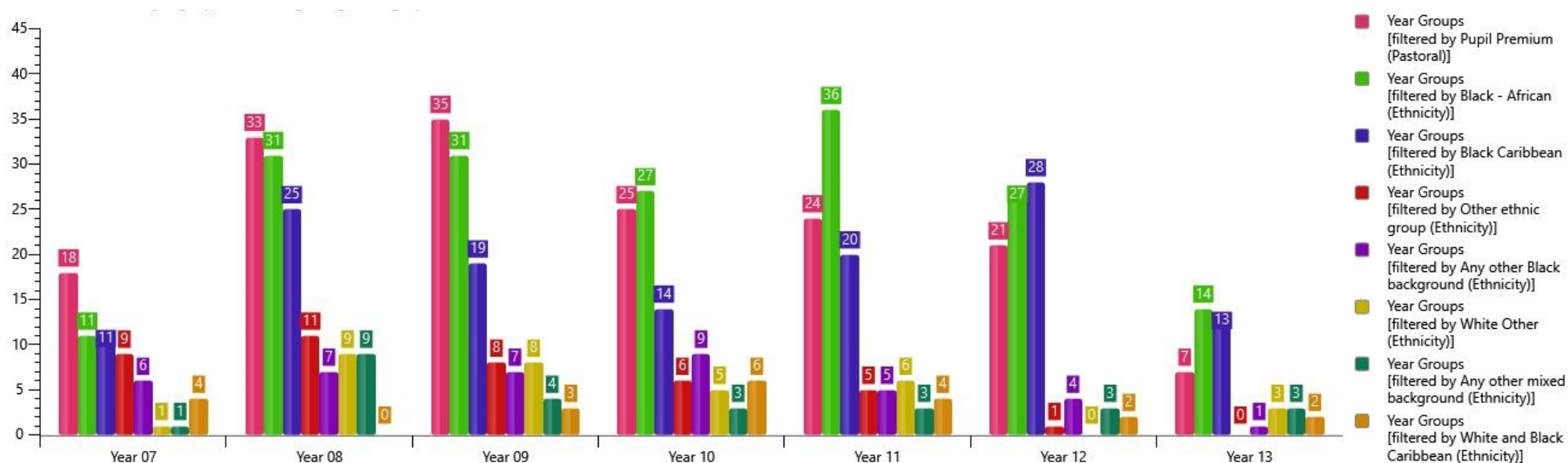
| 1. Summary information | | | | | |
|---------------------------------|---|---|-------------|---|----------|
| School | St Martin-in-the-Fields High School for Girls | | | | |
| Academic Year | 2020/21 | Total PP budget | £196,730.00 | Date of most recent PP Review | Sep 2020 |
| Total number of students | 499 | Number of students eligible for PP | 163 | Date for next internal review of this strategy | Sep 2021 |

Students eligible for Pupil Premium





Pupil Premium students by ethnicity





| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving grade 4+ in English and Maths | 28% | National data is not available due to Covid-19 |
| % achieving grade 5+ in English and Maths | 17% | |
| Progress 8 | 0.2 | |
| Attainment 8 | 44.5 | |

| 3. Barriers to future attainment (for students eligible for PP including) | |
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| <i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i> | |
| A | 2018 Ofsted report identified variability in the day to day teaching of disadvantaged students as a barrier of not meeting the needs of the student |
| B | Coronavirus pandemic - Covid 19 lockdown has adversely affected students progress |
| C | High attaining PP students are making less progress than other high attaining student |
| D | Disadvantaged students, as well as other students in school, have a low level of reading on entry and do not often undertake wider reading, which slows progress |



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| E | The numeracy and literacy skills in a significant number of PP students has led to below national average progress in maths and English by the need of Key Stage 4 |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| F | Lack of support with learning at home and lack of engagement of parents for students who are most vulnerable |
| G | There is an increase in the number of social care involvement with a minority of families |
| H | Limited access to remote/distance learning due no availability to a technology device |

| 4. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A | PP students make better progress by receiving quality first teaching and learning | Lesson delivery are of high quality Best practice is identified and shared through various avenues Professional Learning Community to support collaborative work amongst teams CPD to support the delivery of lessons |
| B | To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers | Improve Attainment 8 and Progress 8 score when compared to 2019 Disadvantaged students achieve the Ebacc with EM at grade 5+ Diminish the difference in the progress of PP students and their NPP peers and against national Termly progress report shows disadvantaged students in all years working towards making progress as their peers HoD termly analysis shows the difference in their subject areas |
| C | Increase the % of 4+ in Maths & English for disadvantaged students | Minimum progress 8 score of 0 in both English & Maths 50% pupils achieve a grade 4+ in English 50% pupils achieve a grade 4+ in Maths |



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| D | HAP disadvantaged students make good or better progress by the end of Key Stage 4 | HAP disadvantaged students to have a positive Progress 8 scores HAP disadvantaged students to achieve high end grades when compared to their peers Progress for disadvantaged students is made in line with peers nationally |
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A recovery curriculum has been put in place by the school to support all pupils due to the coronavirus pandemic - COVID 19.

| 5. Planned expenditure | | | | | |
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| Academic year | 2020/21 | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium funding to improve classroom pedagogy, provide targeted support to 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 | When will you review implementation? |
| A. PP students make better progress by receiving quality first teaching and learning. B. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers | Professional Learning Community to support first quality teaching - recovery curriculum focus Focus Friday to share best practice Training to develop all teachers how to effectively track and implement effective strategies to address under-performance and further develop student's performance High quality training and CPD for all staff | We want to offer high quality teaching to all pupils to improve student's progress and improve school overall results. Teacher training and CPD sessions help with the improvement in a teacher's best practice. An improvement in teacher's best practice will contribute to the continuous improvement in student's progress | Lesson observation and learning walk Regular work scrutinies carried out both within the learning communities and whole school Progress data collection and thorough and detailed analysis of data HoD's to review homework policy, the quality and quantity of | SWI AHU CMC KWI | Termly |



| <p>C. Continue to increase the % of 4+ in Maths & English for disadvantaged students</p> <p>D. HAP disadvantaged students make good or better progress by the end of Key Stage 4</p> | <p>to develop effective pedagogy, effective AFL strategies, useful and challenging, marking and feedback</p> <p>Google classroom training to support staff and students with remote learning</p> <p>Training to all staff to promote and increase the engagement of students through interactive lessons through the delivery of remote and blended learning.</p> | <p>High quality feedback is a way to improve attainment and this an effective approach that needs to be embedded across the school for both remote and onsite site learning.</p> <p>Evaluating the effectiveness of remote learning to ensure it helps pupils to be engaged in the learning to make progress</p> | <p>homework given.</p> | | |
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| CPD & other training | | | | | £25,000 |
| Kerboodle & Hegarty maths | | | | | £3000 |
| Total budgeted cost | | | | | £38,000 |
| 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 | When will you review implementation? |
| <p>A. PP students make better progress by receiving quality first teaching and learning.</p> | <p>Literacy - 1-1 and small group work for students with difficulties in reading for understanding, delivered by LSA and SEND support</p> | <p>Extended reading has been proven on numerous occasions that it makes a substantial impact and pupil's reading and attitude</p> | <p>Evaluation of the sessions Monitoring and tracking of student's progress in 1-1sessions 1-1 interview</p> | <p>RKO SAS IBA ITE</p> | <p>Termly</p> |



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| <p>B. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers</p> <p>C. Increase the % of 4+ in Maths & English for disadvantaged students</p> <p>D. HAP disadvantaged students make good or better progress by the end of Key Stage 4</p> | <p>Targeted Year 11 sessions for selected subjects and student to reconnect with learning</p> <p>Secure the improvement in the learning of maths to ensure students make progress using Hegarty maths as a resource for intervention and homework. Kerboodle used to support the teaching of science Science and MFL</p> <p>Collaborative work between HAP, EAL & PP lead to secure improvement in progress for all pupils</p> <p>Students to have targeted support from external agencies, providing intervention to ensure progress</p> <p>Counselling & trauma care service to provide extra support to students experiencing difficulties in this time of Covid - Trauma, anxiety and any loss.</p> | <p>Some pupils need targeted literacy support to catch up. Targeted interventions, ensuring that students with specific needs are given the opportunity to make progress</p> <p>Improvement in maths performance in relationship to other subjects across the school</p> <p>High quality resources helps to develop effective strategies and useful interventions to address underperformance as well as to challenges learners</p> <p>Disadvantaged and more able students need to be challenged more (OFSTED, 2018). Data indicates that HAP PP students are performing at the same level from the same starting point as the non HAP PP peers.</p> <p>Poor attendance and behaviour of students and the lack of parental engagement in some cases leads to slow and poor progress in school</p> <p>Support students in overcoming barriers and to help breakdown the social, emotional and behavioural barriers to learning that they are experiencing</p> <p>A safe space with experienced</p> | <p>Termly progress data collection and analysis Improve the quality of numeracy across the school Tracking and analysing of student's progress</p> <p>Sharing best practice Tracking and analysing of student's progress</p> <p>PiXL training for More Able Coordinator</p> <p>Improve the quality of teaching CPD training to support lesson delivery</p> <p>HAP students continue to be clearly identified, tracked and monitored</p> <p>Regular monitoring and tracking of student's progress</p> <p>RAP meetings with KPI leads and HODs</p> <p>Records kept of meetings and attendance tracking support and intervention</p> <p>Parents attendance to meetings including Progress meetings</p> <p>Case studies of student support</p> | <p>AHU CMC DBA NMP EMO DWA Progress Leaders</p> | |
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| | | support to support vulnerable students going through difficult circumstances. | | | | |
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| | | | | | Literacy programme & SEN support) | £10,000 |
| | | | | | External agencies | £7,000 |
| | | | | | More able support | £10,000 |
| | | | | | Other Intervention and support | £18,000 |
| | | | | | Total budgeted cost | £45,000 |
| 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 | When will you review implementation? | |
| <p>A. PP students make better progress by receiving quality first teaching and learning.</p> <p>B. To diminish the difference in Attainment 8 and Progress 8 outcomes for disadvantaged students and their non-disadvantaged peers</p> | <p>Resource room</p> <p>ICT equipment</p> <p>Revision aids</p> <p>Careers interviews, career meeting, workshops and work experience</p> <p>Targeted intervention for identified students, including 1:1 support from attendance and behaviour lead</p> | <p>PP students will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11</p> <p>Revision guides and appropriate texts are provided free of charge to student premium students.</p> <p>All students receive career guidance through wellbeing lessons in all year and an interview with a Career Advisor.</p> | <p>Records of interviews are kept</p> <p>Participation in work experience</p> <p>Workshops documents and session evaluation forms reflects impact</p> <p>Use attendance and behaviour data to ensure appropriate pupils are identified to receive intervention</p> <p>PL to engage parents before, during and after intervention</p> <p>Monitor attendance and behaviour</p> | <p>CMC</p> <p>SWI</p> <p>DPI</p> <p>IBA</p> <p>CGR</p> <p>DWA</p> <p>AHU</p> <p>Progress leaders</p> | <p>September 21</p> | |



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| <p>C. Increase the % of 4+ in Maths & English for disadvantaged students</p> <p>D. HAP disadvantaged students make good or better progress by the end of Key Stage 4</p> | <p>Opportunities to enhance learning outside of the classroom</p> <p>Implementation of the ARIPP</p> <p>Uniform allowance to support those in need</p> <p>More able projects to raise aspirations for academic success</p> <p>Motivational seminars and acknowledging and celebrating and rewarding students success when targets are met</p> <p>Academic and Peer mentoring sessions</p> | <p>KS3 PP students will also receive career guidance through 1 to 1 sessions and workshops</p> <p>EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. .</p> <p>Educational visits help to engage students in their learning to positively impact their progress and build on their cultural capital and raise aspirations</p> <p>Essential support is important for families to access subsidised uniformed when required due to challenging circumstances</p> <p>HAP PP students need to make more progress in line with students nationally. Opportunities to raise aspirations such as visits to universities in particular Russell Group ones such as Cambridge, Imperial London.</p> <p>Being involved in special projects with external bodies needs to be created to promote academic excellence in the school.</p> <p>Students responds well to external motivational speakers and specific</p> | <p>improvement in against students attainment/progress</p> <p>Termly attendance and behaviour analysis.</p> <p>Activities are organised by various teachers to support the learning</p> <p>Student survey</p> <p>Attendance register</p> <p>behaviour/attainment logs to show student progress</p> <p>Records are kept of interventions</p> <p>Tracking of student's progress</p> <p>Student identified and support and guidance provided through 1-1 meetings</p> <p>Records are kept</p> <p>Tracking of student's progress</p> <p>Not academic rewards and this is shared in Prize giving and Year assemblies</p> <p>Tracking of student's progress</p> <p>Records are kept</p> <p>Reward assemblies</p> <p>Monitoring and tracking of student's</p> | | |
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| | | praise Combatting the barrier to learning that PP students face of lacking academic organisations | progress | | |
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| | | | | Counselling services | £10, 000 |
| | | | | Careers & advice | £7,000 |
| | | | | Rewards | £12,000 |
| | | | | Recovery Curriculum Learning opportunities/further interventions | £15,000 |
| | | | | Additional resource | £25,000` |
| | | | | Workshops & seminars | £15,000 |
| | | | | Uniform | £5000 |
| | | | | Total budgeted cost | £89,000 |



| Areas of Development | Planned expenditure |
|--------------------------------|---------------------|
| Quality of teaching for all | £38,000 |
| Targeted support | £45,000 |
| Other approaches | £89, 000 |
| Reserve Funding | £24,730 |
| Total PP budget 2020/21 | £196,730.00 |