



PUPIL PREMIUM TERM 1 IMPACT REPORT 2019-2020

“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	2019/20	Total PP budget	£207, 570.93	Date of most recent PP Review	Sep 2019
Total number of students	480	Number of students eligible for PP	198	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving grade 4+ in English and Maths	20%	72%
% achieving grade 5+ in English and Maths	7%	50%
Progress 8	-0.2	0.13
Attainment 8	38.5	50.1



3. Barriers to future attainment (for students eligible for PP including)	
In-school barriers <i>(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.	High attaining PP students are making less progress than other high attaining student
C.	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
D.	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>	
E.	Lack of support with learning at home and lack of engagement of parents for students who are most vulnerable to underachieve
F.	There is an increase in the number of social care involvement with a minority of families



4. Outcomes		
	<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
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



5. Planned expenditure					
Academic year		2019/20			
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?
<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>C. Increase the % of 4+ in Maths & English for disadvantaged students</p> <p>D. HAP disadvantaged students make good or better</p>	<p>Professional Learning Community established to support first quality teaching</p> <p>Focus Friday to share best practice</p> <p>Implementation of Leadership training to develop all teachers how to effectively track and implement effective strategies to address under-performance and further develop student's performance</p> <p>High quality training and CPD for all</p>	<p>We want to offer high quality teaching to all pupils to improve student's progress and improve school overall results.</p> <p>Teacher leadership training and CPD sessions helps with the improvement in teacher's best practice. An improvement in teacher's best practice will contribute to the continuous improvement in student's progress</p> <p>High quality feedback is a way to</p>	<p>Lesson observation and learning walk</p> <p>Regular work scrutinies carried out both within the learning communities and whole school</p> <p>Progress data collection and thorough and detailed analysis of data</p> <p>HoD's to review homework policy, the quality and</p>	<p>SWI</p> <p>DDU</p> <p>CMC</p> <p>KWI</p>	<p>Termly</p>



progress by the end of Key Stage 4	staff to develop effective pedagogy, effective AFL strategies, useful and challenging, marking and feedback Google classroom to support students in taking responsibility for their learning inside and outside of the classroom	improve attainment and this an effective approach that needs to be embedded across the school. Evaluating the effectiveness of homework to ensure it helps pupils to make good or better progress	quantity of homework given.		
					PIXL £5000
					CPD & other training £15000
					Kerboodle & Hegarty maths £3000
<p style="text-align: right;">Total budgeted cost</p>					<p style="text-align: right;">£23,000</p>



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>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>First story creative writing club to support 20 HAP students in English</p> <p>Literacy - 1-1 (toe by toe) and small group work for students with difficulties in reading for understanding, delivered by LSA and SEND support</p> <p>Targeted Year 11 period 7 for all subjects</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.</p> <p>Targeted Year 11 intervention group taught by an additional maths teacher</p> <p>Kerboodle used to support the teaching of science Science and MFL</p> <p>Collaborative work between HAP and PP lead to secure improvement in progress by all pupils</p> <p>Students to have targeted support from external agencies, providing intervention to ensure progress</p> <p>Chaplaincy</p>	<p>KS4 initiative to build confidence in creative writing through poetry and Oracy amongst specifically PP students to create growth in their self-esteem, confidence and communication skills</p> <p>Extended reading has been proven on numerous occasions that it makes a substantial impact and pupil's reading and attitude</p> <p>Some pupils need targeted literacy support to catch up.</p> <p>Targeted interventions, ensuring the right students are going to the right sessions, targeting specific needs 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 needs to be challenged more (OFSTED, 2018) Data indicates that that HAP PP students are performing at the same level from the same</p>	<p>Evaluation of the sessions Monitoring and tracking of student's progress</p> <p>1-1 student interviews</p> <p>Termly progress data collection and analysis</p> <p>Hegarty maths training and dissemination to staff</p> <p>Improve the quality of numeracy across the school</p> <p>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>RKO SAS IBA LSI AHU CMC SPO DBA PL EMO</p>	<p>September 2020</p>



		<p>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 support to support vulnerable students going through difficult circumstances.</p>	<p>HAP students continue to be clearly identified and tracked in lessons</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>		
Additional staffing for Maths and booster sessions					£30,000
Literacy programme & SEN support)					£25,000
External agencies					£25,000
More able support					£10,000
First Story					£5000
Other Intervention and support					£10,000
Total budgeted cost					£105,500



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>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>	Free breakfast club sessions	Students who are in school early are less likely to be late, more prepared for their day and have a greater amount of time with positive role models.	Registers taken and tracked Evaluation of sessions Tracking of student's progress All requests approved and monitored to ensure value for money.	CMC SWI SPO DPI IBA PL DWA JCA DPI AHU	Sep 20
	Resource room	Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour.	Participation in D&T food lessons		
	ICT equipment	PP students will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11	Records of interviews are kept Participation in work experience Workshops documents and session evaluation forms reflects impact		
	Revision aids	Revision guides and appropriate texts are provided free of charge to student premium students.	Use behaviour data to ensure appropriate pupils are identified to receive intervention		
	Teaching material for D&T Food	PP students often times attend lessons without ingredients for cooking class which impacts on their learning	PL to engage parents before, during and after intervention		
	Careers interviews, career meeting, workshops and work experience	All students receive careers guidance through wellbeing lessons in all year and an interview with a Career Advisor.	Monitor behaviour improvements in behaviour against students attainment/progress		
	Targeted intervention for identified students, including 1:1 support from behaviour manager		Termly behaviour analysis. Trip and activities are organised by various trip organisers to support the learning for e.g.		
	Trips, enrichment and other opportunities to enhance learning outside of the classroom				
Lambeth Black Caribbean Aim High Project					
Uniform allowance to support those in need					
More able projects and trips to raise					



	<p>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</p>	<p>KS3 PP students will also receive career guidance through 1 to 1 sessions and workshops</p> <p>Year 10 students experience 1 week of work experience</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 helps to engage students in their learning to positively impact on their progress and build on their cultural capital.</p> <p>Educational visits helps to engage students in their learning to positively impact on their progress and build on their cultural capital and raise aspirations</p> <p>Essential support is important for families to access subsidised uniform when required due to challenging circumstances HAP PP students needs 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>	<ul style="list-style-type: none"> ● Lion heart challenge programme ● Brecon and Beacons trip ● Lille trip ● Paris trip <p>Student survey</p> <p>Attendance register 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 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 progress</p>		
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		<p>Students responds well to external motivational speakers and specific praise</p> <p>Combatting the barrier to learning that PP students face of lacking academic organisations</p> <p>Guidance for students to prepare for lessons</p>			
				Careers & advice	£5,000
				Rewards	£12,000
				Trips & Enrichment	£15,000
				Breakfast Club	£10,000
				Lion Heart Challenge	£4000
				Additional resource	£10,000`
				Workshops & seminars	£5000
				Behaviour manager appointment	£5000
				Uniform	£3000
				Total budgeted cost	£69, 000



Areas of Development	Planned expenditure
Quality of teaching for all	£23,000
Targeted support	£105,000
Other approaches	£69,000
Reserve Funding	£10, 570.93
Total PP budget 2018/19	£207, 570.93

Table 1: Students eligible for PP 2018-2019

2019-2020 cohort			
Year group	Total cohort	PPG	PPG (%)
7	92	28	30.4
8	76	46	60.5
9	68	37	54.4
10	86	35	40.6
11	95	49	51.5
12	42	8	19
13	27	10	37
TOTAL	486	213	43.8



**Key Stage 3 Progress for 2018-19
 YEAR 7 GAP ANALYSIS**

Data to date, January 6, 2020 All students = 92 Disadvantaged students = 28 Non Disadvantaged students = 64
 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged		
Non disadvantaged		
Mathematics		
Disadvantaged		
Non disadvantaged		
Science		
Disadvantaged		
Non disadvantaged		
Religious Studies		
Disadvantaged		
Non disadvantaged		
Computing		
Disadvantaged		
Non disadvantaged		
Art		
Disadvantaged		
Non disadvantaged		
Drama		
Disadvantaged		



Non disadvantaged		
French		
Disadvantaged		
Non disadvantaged		
Geography		
Disadvantaged		
Non disadvantaged		
History		
Disadvantaged		
Non disadvantaged		
Mandarin		
Disadvantaged		
Non disadvantaged		
Music		
Disadvantaged		
Non disadvantaged		
Physical Ed.		
Disadvantaged		
Non disadvantaged		
Spanish		
Disadvantaged		
Non disadvantaged		
D&T		
Disadvantaged		
Non disadvantaged		



YEAR 8 GAP ANALYSIS

Data to date, January 6, 2020 All students = 76 Disadvantaged students =46 Non Disadvantaged students = 30
 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	3%	9%
Non disadvantaged		
Mathematics		
Disadvantaged	2%	0%
Non disadvantaged		
Science		
Disadvantaged	-4%	-5%
Non disadvantaged		
Religious Studies		
Disadvantaged	6%	-6%
Non disadvantaged		
Computing		
Disadvantaged	-7%	-9%
Non disadvantaged		
Art		
Disadvantaged	-7%	-9%
Non disadvantaged		



Drama		
Disadvantaged	8%	-5%
Non disadvantaged		
French		
Disadvantaged	-10%	-18%
Non disadvantaged		
Geography		
Disadvantaged	-4%	-8%
Non disadvantaged		
History		
Disadvantaged	3%	-5%
Non disadvantaged		
Mandarin		
Disadvantaged	-22%	-7%
Non disadvantaged		
Music		
Disadvantaged	1%	-1%
Non disadvantaged		
Physical Ed.		
Disadvantaged	-8%	-5%
Non disadvantaged		
Spanish		
Disadvantaged	-1%	-1%
Non disadvantaged		



YEAR 9 GAP ANALYSIS

Data to date, January 6, 2020 All students = 68 Disadvantaged students = 37 Non Disadvantaged students = 31
 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English		
Disadvantaged	15%	7%
Non disadvantaged		
Mathematics		
Disadvantaged	-9%	-16%
Non disadvantaged		
Science		
Disadvantaged	-4%	-14%
Non disadvantaged		
Religious Studies		
Disadvantaged	5%	7%
Non disadvantaged		
Computing		
Disadvantaged	3%	-3%
Non disadvantaged		



Art		
Disadvantaged	-6%	-7%
Non disadvantaged		
Drama		
Disadvantaged	-11%	-20%
Non disadvantaged		
French		
Disadvantaged	-3%	5%
Non disadvantaged		
Geography		
Disadvantaged	-14%	-12%
Non disadvantaged		
History		
Disadvantaged	11%	23%
Non disadvantaged		
Music		
Disadvantaged	8%	-19%
Non disadvantaged		
Physical Ed.		
Disadvantaged	-13%	-3%
Non disadvantaged		
Spanish		
Disadvantaged	-18%	-4%
Non disadvantaged		



Key Stage 4 progress for 2019-20

YEAR 10 GAP ANALYSIS

Data to date, January 6, 2020 All students = 86 Disadvantaged students = 35 Non Disadvantaged students = 51 Green = Gap narrowed compared to previous data/year Blue = Gap increased compared to previous data/year Orange = No change in Gap

	Gap in % making at least Expected Progress	Gap in % making at least Near Expected Progress
English Language		
Disadvantaged	-4%	4%
Non disadvantaged		
English Literature		
Disadvantaged	-8%	3%
Non disadvantaged		
Mathematics		
Disadvantaged	-9%	-13%
Non disadvantaged		
Combined Science		
Disadvantaged	-15%	-21%
Non disadvantaged		
Biology		
Disadvantaged	-1%	6%
Non disadvantaged		
Chemistry		
Disadvantaged	1%	5%
Non disadvantaged		



Physics		
Disadvantaged	19%	4%
Non disadvantaged		
Religious Studies		
Disadvantaged	6%	6%
Non disadvantaged		
French		
Disadvantaged	4%	8%
Non disadvantaged		
Spanish		
Disadvantaged	10%	-11%
Non disadvantaged		
Geography		
Disadvantaged	-5%	15%
Non disadvantaged		
History		
Disadvantaged	-12%	17%
Non disadvantaged		
Art		
Disadvantaged	8%	17%
Non disadvantaged		



BTEC Business		
Disadvantaged	-28%	-9%
Non disadvantaged		
Business Studies		
Disadvantaged	-23%	-34%
Non disadvantaged		
Computing		
Disadvantaged	10%	19%
Non disadvantaged		
Drama		
Disadvantaged	0%	0%
Non disadvantaged		
BTEC Health &SC		
Disadvantaged	-7%	-7%
Non disadvantaged		
Mandarin		
Disadvantaged	33%	67%
Non disadvantaged		
Music		
Disadvantaged	-67%	-67%
Non disadvantaged		



Headline Figures Comparative Chart

	PP	NPP	GAP
English 4+	34.29%	43.14%	-8.85%
English 5+	28.57%	33.33%	-4.76%
English A8	8.17	8.55	-0.38
English P8	-0.59	-0.57	-0.02
Maths 4+	2.86%	9.8%	-6.95%
Maths 5+	0%	5.88%	-5.88%
Maths A8	6.29	6.94	-0.65
Maths P8	-0.97	-0.82	-0.15
% achieving 4+ in English & Maths	34.29	33.33	0.95
% achieving 5+ in English & Maths	14.29%	13.76%	0.56%
Progress 8	-0.69	-0.48	-0.21
Attainment 8	36	39.88	-3.88
Ebbac	8.57 (3)	9.8 (5)	-1.23 (-2)
PP HAP A8	56.5	31.18	25.32
PP HAP P8	-0.4	-0.76	0.36