

NAILSEA SCHOOL: PUPIL PREMIUM STRATEGY OVERVIEW for 2020-21

Overview:

The information below provides a summary of how we plan to spend our Pupil Premium Grant for 2020-21

Pupil Premium rates are currently:

£955 for students in Y7-11 recorded as Free School Meals/Ever 6

£310 for students up to Y11 recorded as Ever 6 Service child

£2345 for Looked after children & previously looked after children

Our Pupil Premium Funding is expected to be (this is based on the Jan census of 2020):

£103,140 (Ever 6/FSM)

£18,760 (PLAC)

£3100 (Services)

£125,000 estimate

LAC students' PP+ grant will be dealt with separately and in accordance with their Personal Education plan (PEP).

**Note that final allocation is based on January census and actual number so eligible students can vary throughout the year due to students leaving, joining or changing circumstances.*

As of September 2020, our eligibility is:

Year	Ever 6/FSM	Services	LAC (PP+)	PLAC (PP+)	Total (PP+)	Prior Attainment			SEN (E or K code)
						High	Mid	Low	
7	25	3	2	tbc	27 (2)	Awaiting data			6
8	26	1	1	2	27 (3)	6	13	8	7
9	24	2	1	3	26 (4)	9	10	11	8
10	16	1	0	2	17 (2)	3	9	7	4
11	26	2	0	1	28 (1)	6	11	12	8

Current Attainment (based on 2020 GCSE Centre Assessment Grades):		
	Pupils eligible for PP (Nailsea)	Pupils not eligible for PP (Nailsea)
5 x Good passes (inc Eng & Maths)	73%	Tbc
5 x Strong passes (inc Eng & Maths)	26%	Tbc
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Attainment of disadvantaged students across Progress 8 and Attainment 8 measures at KS4.	
B.	Transition (Y6-7 & Y9-10 social and emotional well-being of PP students. Due to relatively small percentage, these students are often in need of more pastoral support during these periods. Can lead to lack of engagement and therefore lack of academic progress. School closure has adversely impacted on time for this.	
C.	Teaching & Learning (and curriculum planning) needs to be priority for all subject areas. School closure (and work submission rates) suggests that Y11 PP students will return with a widening gap in their knowledge.	
D.	Reading skills of PP students entering Y7 are, on average, lower than other students. This gap has, in the past, continued through their school career, preventing sustained high achievement through KS4.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance rates for students eligible for PP are 88.78% (below the 95% target for all students). This reduces their school hours and causes them to fall behind or have significant gaps in their knowledge/learning.	
F.	PP eligible students have, in some cases, poor home learning environments and less parental engagement. This is particularly important due to school's closure and likelihood of 'year group' isolation during this academic year. Attainment gap is likely to have increased during the school closure from March 2020-Sept 2020.	
Intended Outcomes		Success criteria
A	Improve rates of progress/attainment and for all students to progress equally with others across year groups and subjects.	The gap between the P8 and A8 scores of PP and non PP students to reduce. Monitored through x3 progress reviews through the year. Regular tracking meetings will also allow individual students to be discussed.
B	Ensure transition of disadvantaged and vulnerable students into Y7 and Y10 is supportive and enables them to familiarise themselves with the school, its procedures and give them the opportunity to begin to form peer support networks.	Good/accelerated progress will be seen in progress reviews (x3 per year). Engagement in events such as Prep for Success and information evenings will also be high.
C.	Ensure the enforced closure of schools does not impact negatively on the academic progress of disadvantaged students.	On-going attainment that matches or exceeds the students' target grades (x 3 progress checks though year). Improved contact with home.
C	PP students will actively engage in extra-curricular and enrichment opportunities provided by the school and other organisations.	Registers and student voice. This may include 'virtual' opportunities as well (due to C-19 restrictions).

D	Improved rates of progress for those students with low standardised reading scores.	Improved standardised scores for those below 90. These will be re-assessed every 2 terms. Staff to know the reading ability of all their students and adapt teaching strategies accordingly.
E	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees among students eligible for PP. Overall attendance among students eligible for PP to improve from 88.78 to 95% or in line with other students.
F	All PP families to have access to the necessary IT & skills needed to access remote/home learning.	Increased submission rates for homework and remote learning (if applicable). Improve attainment through engagement in these tasks.

1. Planned expenditure

Academic year 2020-21

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

i. Quality of teaching for all

Sutton Trust 2011 - *The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.*

Intended outcome	Action & rationale (and staff leads)	Description of Intervention	How impact will be measured.	Contribution from PP funding.	Evaluation
All	Leadership role with oversight of PP progress (Asst Head: Aspiration & Inclusion).	Leadership and Management of whole school strategy to improve attainment and progress of PP students.	Current grade analysis compared at each progress review. Student voice during SEW/360 reviews to demonstrate improvements in T&L.	£18500	

B&D	Improved rates of progress for those students with low standardised reading scores EEF Reading comprehension strategies +6months	NGRT – and accompanying strategies. All students who are new to the school (Y7 or in-year entrants) to take reading test as part of admission process.	Re-assessment of key students (every other term, using NGRT). Progress reviews.	£2,000 (250 tests @ £8)	
F	Develop independence & support home learning Self regulation +8months, homework +5month	GCSEPod & Hegarty Maths Y10 & 11 students to have access to GCSE to enhance their independent study.	Monitoring of PP access to GCSE Pod. Hegarty online progress tracking tools to measure engagement and attainment. Progress reviews.	£1217 + £300	
F	Develop 'laptop library' for students to be able to borrow IT in order to complete homework/isolation work. *during school closure, PP students, on average, submitted 12% fewer pieces of work than non PP students.)	Provision of technology to ensure students have opportunity to access home learning as well as online resources.	Increased submission of homework. Increased submission of work if school undergoes year group isolations.	£500 donated by Rotary Club (and on-going requests for donations)	
A, E, F	School Trips Music tuition Duke of Edinburgh	Student participation in school trips either paid for or subsidised to remove the barrier of cost. Musical tuition subsidised (30%) DofE costs subsidised in Y10 & 11 (50%)	Increased participation rates. Progress in all subjects (especially those whose areas are supported by trips). Course completion (or grades achieved in music) Parent and student voice.	£1000*. Notional amount due to current C-19 restrictions around music tuition/trips.	

All	Uniform vouchers	Student have sense of community and pride in school.	Decreased number of PP students without PE kit or uniform.	£700	
				23,717 (+500)	
ii. Targeted support					
Intended outcome	Action & rationale (and staff leads)	Description of Intervention	How impact will be measured.	Contribution from PP funding.	Evaluation
A, B, F	Dedicated member of staff to work with individuals and small groups on activities to support their academic progress.	Academic Mentor: Directed by SOR. For example: T1 – Y7 & 10 focus. Interviews and transition. Liaising with staff to create SMART academic targets for students. Also to act as key worker to CiC.	Monitoring of SMART targets. Fortnightly meetings and monitoring of student engagement/attainment (by mentor) PRs Tracking meetings	£25,600 (JG5 – actual salary £20,232 TTO)	
All	Raise the profile of PP students in every classroom, as well as class teacher taking ownership for the progress these students make.	PP Leads within Curriculum areas: <ul style="list-style-type: none"> • STEM • Humanities • Creatives 	Through PP QA process: Drop ins Student voice Work scrutiny	£3,177 (TLR3 - £1,059)	
A, B, E	Resilience and Pastoral mentoring for those students who are disengaged from education. KS3 (HoH) Deputy Safeguarding Lead & Mentor	Regular pastoral mentoring over specific time (6 weeks) To act as key worker for 2 x CiC Mentoring session to recorded using tracking sheet. Clear targets to be	Fortnightly pastoral report to monitor behaviour points and absence. Fortnightly reviews of targets set. Progress reviews to monitor academic attainment/progress.	£7,014 £11,094	

	EEF meta cognition +8months, 1:1 +5months	agreed and acted on by mentee and reviewed the next week. Targets to be shared with Tutor and relevant subject staff.	Decrease in number of PP students having FTE and being referred to IE.		
A, E, F.	Support vulnerable students whose personal or emotional barriers to learning are preventing them from making progress EEF Social and emotional learning +4months, Outdoor adventure learning +4months	DEN – outdoors education and Outdoor Education Teaching Assistant	Entry & exit questionnaire to be carried out and logged. Pastoral team (who would have made referral) to monitor pattern in attendance or behaviour/rewards points. Increase in number of PP student eligible for end of term rewards events.	£17,196	
E.	Increased attendance rates for students eligible for PP. DofE (2016) 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grade A*-C	Attendance Officer: Attendance clinics Home visits Engagement activities with families	Fortnightly pastoral report to monitor absence. Attendance gap between PP and non PP to decrease. Improved attendance at events such as parents evening and information evenings.	£15,324	
				79,405	
iii. Wider Pastoral and SEMH approaches.					
Intended outcome	Action & rationale (and staff leads)	Description of Intervention	How impact will be measured.	Contribution from PP funding.	Evaluation

A, E, F	Support the SEMH of all students. To ensure wide range of students receive support their mental health. EEF Social and Emotional learning +4months CM	WellSpring Therapist	Pastoral monitoring. Number of students accessing the WellSpring support. Student voice on exit (where appropriate).	£6,000 To be supported through Covid 19 'Catch Up fund'	
A, B, E, F	My Concern	Improve efficiency and rigour of how safeguarding is logged and tracked.	More efficient closing/dealing of safeguarding concerns.	£1,400	
A,D,F	Increase % of PP students staying in education or going into employment after Key Stage 4 (at least in line with National average). Ensure students do not become NEET on leaving Nailsea School.	Careers advisor onsite (interviews with PP Y9, 10 & 11) Provide impartial and expert careers advice to PP students. Impartial and regular careers advise to ensure students have clear goals and pathways.	Records of meetings indicate that students can make independent choices about their progression pathways. Number of NEET decreases.	£12,420	
				19,820	
TOTAL				122,942	