



Pupil Premium Strategy Statement 2020-21

This document shows the different aspects of the pupil premium plan for 2020-21.

Different tabs show different aspects of the plan, including an overview of the school data and barriers.

There are then separate tabs for each aspect of planning - quality of teaching and learning, targeted support and other approaches.

School Overview

1. Summary information			
School	Ratton School		
Academic Year	2020/21	Total PP budget (as of Sept 2020)	£255,299
Total number of pupils	1181	Number of pupils eligible for PP	275
2. Current attainment (2020 results)			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	Improvement on 2018/19
% achieving 9-4 grades in English and Maths (BASICS)	40	76 (in school ave)	1
% achieving 9-5 in English and Maths	23	50 (in school ave)	2
Attainment 8 score average	35.6	52.8	0
Progress 8 score average	N/A	N/A	N/A

Improvement in attainment, but gap widened

Improvement in attainment, but gap widened

Improvement in attainment, but gap widened

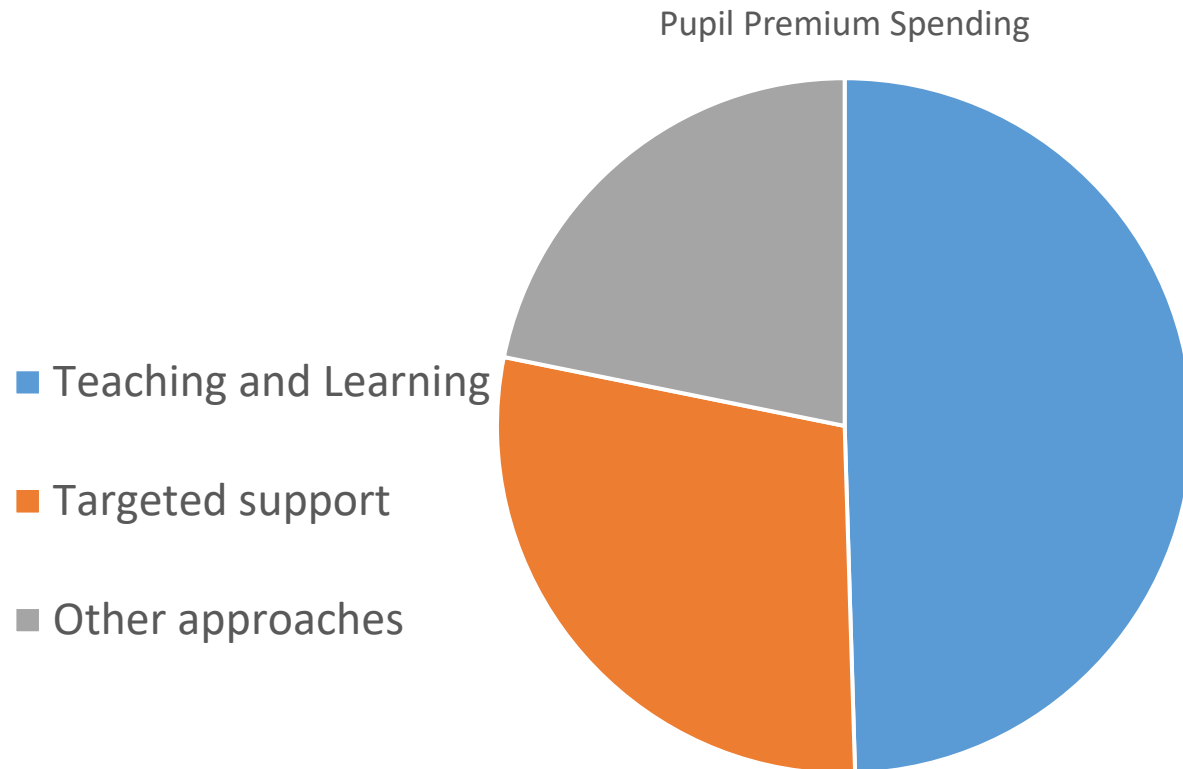
Accurate data not available due to centre assessed grades being used.

Barriers

<i>Internal Barriers</i>	
A	Teaching and learning - ensuring that disadvantaged students are prioritised
B	Gaps in learning generated by school closure
C	Improving GCSE attainment and progress

<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D	Absence for pp students reduced last year to 9.3% (compared to 4.9% non-PP). This gap widened slightly last year, from 3.94% to 4.34%. Persistent absence fell from 29% to 27.6%

Summary spending



Spending summary reflects each target area detailed on the next few slides.

Teaching and Learning

Teaching and Learning

Objectives - Teaching and Learning	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact
Adjust the "6 Principles" CPD in light of current teaching model	Quality first teaching is identified by EEF as contributing most significantly to student progress.	Review PP First strategy and provide CPD to account for COVID restrictions.	LDs	INSET time	Remind staff about principles of PP FIRST. Provide engagement data to class teachers.	Use CPD to revisit key aspects of PP FIRST e.g. providing feedback	Monitor uptake and identify areas for continued development (termly)	FIRST strategies reviewed. All subject areas show evidence of implementing PP FIRST. 100% teachers adopt PP FIRST strategies.
		Review feedback strategies developed last year to account for COVID restrictions	SAHT PP/T&L		Create and implement a new feedback strategy that includes strategies for PP students	Monitoring of quality of feedback by CLs/LDs	Review and evaluate feedback policies LD/CL	Disadvantaged students receive targeted feedback to support their progress.
		Embed use of Microsoft TEAMS for homework (and feedback?)	SAHT PP/T&L/ICT		Identify and address students without equipment	Monitor engagement with TEAMS for disadvantaged students	Review and evaluate homework setting	Disadvantaged students are supported to continue to access homework on the new system.

Teaching and Learning

Objectives - Teaching and Learning	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones	Intended Impact	
Reduce the impact of school closure on PP students	Attainment for PP students (A8) was maintained based on CAGs, but the attainment gap widened.	Review the effects of Centre Assessed Gradings on PP students	SAHT PP	N/A	Analyse the performance of PP students under Centre Assessed grades	Identify reasons for any differences. Create and implement plan to address identified reasons. CLs to address with departments. Identify and share good practice within departments.	PP students show improved grade conversion from predictions to final outcomes (in the event of CAG being used)
	Engagement of PP students in KS3 was limited during school closure	Monitor and adjust curriculum to address learning gaps (see also actions under Targeted Support)	Strategic Lead Curriculum/ CLs	INSET time	Review KSMs at start of year.	Ensure that topics more appropriate to face-to-face teaching are delivered. Regular reviews of KSMs and T&L to ensure appropriate	Learning gaps are filled for PP students. A8/P8 scores improve from T1 to T5.
Continue to support subject areas to remove barriers to learning	Improves behaviour as conflict is reduced. Increases learning time if students are prepared. Supports catch-up for students who have been absent.	Provide equipment, resources, PE kit	SAHT PP/ CLs	£7,000 Resources £5,000 Trips	CLs to identify barriers to learning and participation (ongoing)	Provide equipment, resources, PE kit etc (ongoing) Monitor impact (ongoing)	Students are enabled to: catch up if they have been absent, participate in practical subjects, access revision materials.

Targeted support

Targeted Support

Objectives - Targeted support	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact
English and Maths Outcomes	Attainment in Maths and English remained steady under centre assessed grades, but the gap between PP and non-PP widened as a consequence of this process.	Maintain and develop Maths PP FIRST intervention model	CL Ma	Cost of interventions	Wave 1 strategies implemented. Establish online tutoring sessions.	Monitor engagement/impact	Review impacts at each data capture (termly) and re-focus intervention where required.	PP Maths attainment improves on 2020 outcomes. P8 in line with or above national measure.
		English PP intervention strategy	CL Eng	Cost of interventions	Create English PP intervention plan	Implement plan (term 2) Literacy support assistant provides appropriate interventions. At School Online/Mytutor sessions monitored	Monitor and review (termly)	PP English attainment improves on 2020 outcomes. P8 in line with or above national measure.
		Embed literacy strategy across whole school	LD/CL Eng	INSET time	Regular CPD reminders on implementing Literacy strategies within subject areas	Literacy strategy within English identifies gaps in learning and addresses them. Strengths/gaps shared with other areas.	Monitor and review actions (termly)	Evidence of subject areas explicitly teaching literacy. Impact on improved outcomes of literacy based subjects.

Targeted support

Objectives - Targeted support	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact
Improve progress of targeted students through Learning Mentor interventions	Actions remain in place for this year, following curtailment by school closure	Make use of new reporting data to identify students in need of intervention	SAHT PP/LMs	£22000 (LM salary)	Students identified by LM after each data capture point using new A2L measures	Short term interventions put in place to address barriers to learning (termly)	Student progress reviewed and revisited. (termly)	Number of subjects that are WT or SB is reduced for target students. Greater proportion of students from KS3 involved with LMs.
		Review "Meet the Teacher" model for Y11 students (in line with COVID restrictions)	SAHT PP	T&L Meeting time	Devise method for students to meet teachers and devise action plan.	Combined/Learning Mentor supports students to complete actions. Monitoring of meetings	Review action plans - End Dec Repeat cycle January-April	Students provided with individual feedback on how to improve. Students take more responsibility for their learning by completing the identified actions. Staff/student voice is positive.
		Provide improving engagement sessions to KS3 students	LM	LM scheduled time	Students identified in Y7/8. Two groups run during term 1 / term 2	Review impact. Adjust program.	Monitor impact - identify further students (T5/6) if appropriate	P8 scores improve for target group
							Improved A2L and homework grades. Sessions contribute to identifying students for further mentoring.	

Targeted support

Objectives - Targeted support	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended Impact
Resilience - Provide opportunities to improve aspiration and engagement	Forest School was identified positively by OFSTED and has had a positive effect on engagement and attendance	Relaunch use of Forest School	AP coordinator	tbc	Plans implemented to give a range of students experience of Forest School	Review of engagement data with students involved	Review impact on students	Forest School re-implemented. Wider range of students involved. Curriculum models available that provide opportunities for Y7 students. Forest School used to support engagement with the wider curriculum - improved behaviour measures for targeted students.
	Yes Futures has shown positive impact on Y9 students in previous years	Yes Futures Program to continue with same group that is now in Y10	SAHT PP	Cost of Yes Futures program £6000	Re-launch last year's program (for students now in Y10)	Identify students for next cohort (term 2/3)?	Implement new program. Track data for all participants (termly)	Impact reviews show the students involved have acted on opportunities to demonstrate work-related skills. Progress is maintained or improved for target students. Students demonstrate greater resilience.
	The John Muir Award is a personal development program that encourages environmental responsibility	Run John Muir Award for identified students	YL	Timetabled staffing	Identify students and launch the award	Monitor engagement and data for participants	Review program and impact on students	A2L/attendance/behaviour data shows positive improvement for students involved.
Support academic recovery after school closure	After school closure, funding has been allocated to support catch up. This will need planning and targeting towards the relevant students	Use of catch up funding		Catch up funding	Launch Y11 interventions for GCSE	Provide KS3 interventions for targeted students	Explore other interventions for other year groups (Y10 HW club, Y7 Action Tutoring)	Data captures show Improving picture of progress in Y7-10

Other approaches

Targeted support

Objectives - Other approaches	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended impact
Provide alternative curriculum pathways for appropriate students	Alternative provision for students who find it difficult to engage with school	Source and fund suitable alternative provisions	SAHT Behaviour/ AP coordinator	Cost of alternative provisions	Identify students and match them to appropriate courses, including the new Free School, The Workplace	Monitor attendance/engagement with course	Plan for other students	Students selected for courses achieve qualifications which they might have struggled to achieve in school. Positive impact on school.
Provide remote learning opportunities in the event of COVID-19 restrictions.		Implement a digital strategy for maintaining teaching and learning under further COVID restrictions	SAHT ICT/T&L	IT equipment	Prepare a digital plan for online learning.	Support disadvantaged students with ICT equipment (inc govt provision if appropriate). Monitor engagement.	Explore use of remote learning to support students in the "V group"	PP students are able to engage with online learning in the event of school closures.

Targeted support

Objectives - Other approaches	Evidence/Rationale	Actions	Lead	Resources/ expenditure	Milestones			Intended impact
Improved attendance rates	We can't improve outcomes for children if they aren't attending school! A new attendance team is in place - having worked to establish itself, it can now move forwards	Employ consultant services to intervene with poor attenders in both KS3 and KS4	SAHT Behaviour	22500	Adjust attendance planning to account for students who self-isolate. Monitor this for PP students	PP students are prioritised for attendance interventions	Rewards for improved attendance. Sanctions also applied.	Improved absence figures compared to 2019-20 for PP students and in line with national averages. Persistent absence less than national average.
		Track and intervene with students whose attendance is poor	Attendance team /Yls	Attendance team staffing £15,000				