Target Cohorts Strategy Statement (inclusive of Pupil Premium Financial Statement) - Pittville School

Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. They realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium (and other related funding sources) in raising standards. Successful schools adopt a whole school approach to their use of the pupil premium (and other related funding sources) that delivers on the full potential of every pupil, including nurturing their more able pupils to excel.

Supporting the attainment of disadvantaged pupils
Briefing for school leaders
November 2015

Summary information

School	Pittville School				
Academic year or years covered by statement:	2020/2021 – 2021/22	1. Total Pupil Premium: 2. Total Year 7 Catch up Premium: 3. Total Covid 19 Catch Up Premium:	1. £229,220 2. 3.	Date of most recent PP Review	October 2020
Total number of pupils	839	1. Number of pupils eligible for PP 2. Number of pupils eligible for Y7 Catch up	1. 258 (30.7%) 2.	Date for next internal review of this strategy	July 2021
Statement authorised by:	Richard Gilpin (Headteacher)				
Pupil Premium Lead:	Karen Foster (Assistant Headteacher)				
Governor Lead	Dr Adam White (Chair of Governors)				

Attainment – Summer 2019 Results
NO NATIONAL STATISTICS FOR SUMMER 2020

	Pupils eligible for PP (your school)	Pupils eligible for PP (National average)	Pupils not eligible for PP (National Average)
Eng / Maths 9-4%	23	44	71
Eng / Maths 9-5%	15	25	49
Progress 8 score (average)	-0.73	-0.40	+0.11

Attainment 8 score (average)	31.67	37	49

Target cohort(s):	• Pupil Premium • Covid 19 catch up – *N.B: impacts all students but recognition of disproportionate impact on some.* • Year 7 catch up – *In absence of KS2 data there is a need for curriculum-based transition work to be conducted.* • SEND / EHCP inclusion programmes. • Strategic interventions targeted at other key demographics *(informed by SEF and / or IDSR)*
Strategy aims for disadvantaged students:	• Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT (Fischer Family Trust) 20 projections.* • Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally. • Improve / sustain attendance of identified cohort to at least 95% • Improve / sustain the ATL profile of the identified cohort to match that of their peers. • To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities

Curriculum and Assessment:

• Does the curriculum display the same academic, technical, or vocational ambitions for all learners?
• Does the intended curriculum address social disadvantage by addressing gaps in learners' knowledge and skills?
• Does the curriculum ensure that all learners have "the knowledge… needed to be educated citizens, introducing them to the best that has been thought, said, and helping to engender an appreciation of human creativity and achievement?' **Ofsted 2019**
• Does the curriculum follow a principled design that ensures apposite and aspirational transition from Key Stage 4 for all learners?

Issue to address:	Target cohort(s)	Action(s)	Resources / budgetary cost(s)	Intended Priority outcome(s):	Review / Stakeholders responsible:
Student progress to improve in CORE subjects.	Pupil Premium MA Boys	**CATS 4 testing.** Introduction allows us to ensure apposite target setting / effective curriculum mapping and curriculum sequencing that matches student need.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets*	July 2021: DHT: Quality of Education

Improve rates of progress across all year groups for students eligible for pupil premium.	Year 7 Catch Up	**Excess staffing in English and Science.** Allows for small group intervention and one to one support for identified cohorts by subject specialists. **GLOW Maths.** Allocation of time for curriculum leader Maths to work with feeder primaries. Embed 'mastery' approach to allow for more effective Y7 transition. **Maintaining smaller classes (across the core at both KS3 and KS4)** to provide personalised teaching and to support metacognition and self-regulation. Smaller classes specifically for low attainers. **Re design of curriculum.** → Equitable weighting for CORE across 5-year curriculum → Move to three-year KS3 (including amending the year 9 curriculum) → Focus on sequenced 5-year curricula to prepare students more effectively for KS$ subject content. **Wave 1,2,3 intervention model.** Identifies underachieving cohorts at timely junctures in school year and allows for deployment of appropriate interventions which are then tracked / evaluated at next review point.		*refer to FFT 20 projections.* Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.	Curriculum Leaders: English, Maths and Science
Maintain principled curriculum design that supports student progress to apposite post 16 options.	Pupil Premium	**Re design of curriculum.** → Maintain Study Support, PDP, and Travel + Tourism as KS4 pathway for identified students. → Increased allocation for MFL → Introduction of 'soft' option choices in Year 9 → Move to three-year KS3 (including amending the year 9 curriculum)		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.*	**July 2022:** DHT: Quality of Education

				To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities	
		→ Focus on sequenced 5-year curricula to prepare students more effectively for KS4 subject content. Engagement with UoG 'Decolonising the Curriculum' project.		**Measures:** Annual review of students eligible for Pupil Premium on EBACC pathway <mark>Year 11 - XX% PP XX% non-PP (please note out of XX students XX students are LA on entry)</mark> <mark>Year 10 - XX% PP XX% non-PP (please note out of XX students XX are LA)</mark> <mark>Target for Year 9 cohort 2021/22:</mark> XX%	
To improve reading ages so that as many	Year 7 Catch Up	**Appointment of whole School Literacy co-ordinator.** To work with curriculum teams to lead on implementation of effective literacy-based strategies.	WS Literacy co-ordinator TLR:	Progress of identified cohort to improve. Closure of progress	July 2021:

students as possible are reading at chronological reading ages.	Pupil Premium (as a Percentage of Y7 cohort?)	**Timetabled Library Reading lesson**. Once per cycle for all KS£ English groups **STAR Accelerated Reader testing programme.** Test all students' reading ages on entry. **Use Accelerated Reader programme** to embed a motivational culture of regular reading habits to improve comprehension and vocabulary. → Target those just below their chronological reading ages with a time limited intervention. **Tier 2 / 'hinterland' vocabulary.** Whole school focus on effective delivery as part of QFT. **Develop Teaching Assistant training programme.** To deliver more effective small group intervention(s).	Accelerated Reader STAR test: £440 Accelerated Reader Programme: £2150 Librarian support with reading: £1000 Note: this cost is based on a small proportion of librarian time dedicated to one-to-one reading. Purchase of Accelerated Reader books and reward materials: £400 TA training Programme:	gaps. *N.B: all targets refer to FFT 20 projections.* Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally. **Measures:** Accelerated Reader STAR test data. Number of library loans. Number of books read in the Accelerated Reader Programme	Whole School Literacy co-ordinator School Librarian Curriculum Leader – English AHT: SENCo and Inclusion
Students eligible for Pupil Premium become more organised in their own learning.	Pupil Premium MA boys	**Calendared Quality Assurance of Home Learning provision.** Ensure that best practice developed during period of mandated remote learning is harnessed to support engagement of key cohorts. **IT equipment** made available for Pupil Premium students with no access at home.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.*	July 2021: DHT: Quality of Education AHT: with responsibility for Pupil Premium

| Students become aware of how they can access support to manage their home learning. | | **Creation of P6 lesson schedule.** Inclusive of use of National Tutoring Programme to support required intervention for identified students.

Home learning Club: students are supported with homework and independent study.

GCSE Ready Summer Programme: (Year 10 Focus)
• Motivational Speaker to be deployed with key cohorts start of summer term.
• Students eligible to attend a workshop on study skills. (Tim Benton)
• Parental 'Teams' session to support parent body with strategies of how best to support students.

Curriculum Area capitation. Incorporated within CL reviews. SLT Quality Assurance of initiatives targeted at reducing progress gaps for key cohorts. (Home Learning key focus)

Purchase of 'GCSE Pod' Subscription. To support students in accessing high quality remote learning provision where barriers may exist to effective participation in 'live' Teams lessons. | | Improve / sustain the ATL profile of the identified cohort to match that of their peers. | |

Teaching and Learning:

• Do all teachers and support staff have an ethos of high attainment for all pupils?
• Does quality first teaching exist across the breadth of the curriculum and is quality first teaching emphasised by curriculum leaders?
• Do we provide a consistently high standard of teaching through setting expectations, monitoring performance and tailoring teaching and support to our pupils?
• Do we identify the strengths of our teachers, deploying staff effectively and quality assuring teaching and learning? (Is best practice then shared across the staff body?)
• Are resources (including support staff) in place and deployed strategically to address barriers to learning?

Issue to address:	Target cohort(s)	Action(s)	Resources / budgetary cost(s)	Intended Priority outcome(s):	Review / Stakeholders responsible:

Students with Special Educational Needs and Disabilities (SEND) are overrepresented amongst students eligible for pupil premium serving as an additional barrier to learning.	Pupil Premium SEND	**SENDCo secondment to Senior Leadership Team.** Now a full-time post. **Combined pastoral and SEND Student Support Team.** Fortnightly meetings with HOH & DSL to explore safeguarding & early help casework. **All SEND students have a 'Pupil Profile.'** Containing the needs of the student, the impact on their learning, recommended strategies, and student's comments - to be emailed to teachers and accessible on SIMS. **Increase awareness to all staff.** Of our Pupil Premium and SEN crossover students. **Deployment of TA's.** For key overlap (PP/SEN students) **Continuing Professional Development (CPD).** Whole school focus on High Level SEN and Pupil Premium crossover. **Focus on quality first teaching** and teaching standards.		Improve rates of progress across all year groups for students eligible for pupil premium who also have other vulnerability factors e.g., SEN(D) / (K): **Measures:** In year attainment data	July 2021: AHT: SENCo and Inclusion AHT: Behaviour and Attitudes AHT: Teaching and Learning
Disengagement with learning amongst boys	Pupil Premium MA boys	**Introduction of 'key influencers strategy.'** Bridging curriculum + pastoral provision. Focused on improving attainment, widening aspirations and choices, and working towards post-16 provision.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.* Improve / sustain the ATL profile of the identified cohort to	July 2021: AHT: Behaviour and Attitudes Designated Head of House (DK)

				match that of their peers.	
				To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities	
Ensure that QFT is emphasised across all curriculum areas /and key stages.	Pupil Premium SEND MA Boys Year 7 Catch Up	• **Planned whole school CPD** around the Pittville Learning Principles, underpinning a focus on quality teaching in mixed attainment groupings. • **Targeted CPD for individual teachers.** Including internal provision, external courses, and T&L reading library. • **New Quality Assurance cycle.** to monitor standard of teaching and address any inconsistencies. Calendared QA activities explicitly focused on engagement of Pupil Premium cohort • **Development of NQT and NQT+1 programme / early careers framework.** Underpinning a focus on quality teaching • **Introduction of T&L newsletter.** Shared strategies for developing pedagogical approaches (including effective remote learning provision) • **Development of staff, student, and parent voice.** As part of QA - ensuring that all stakeholders views are heard.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.* Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.	July 2022: DHT: Quality of Education AHT: Teaching and Learning
Ensure teaching staff can teach and embed 21st Century teaching	Pupil Premium MA boys			Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets*	

| skills (metacognition, collaboration, critical thinking, problem-solving, communication, creativity, digital literacy) to close the capability and resilience gaps. | | | | *refer to FFT 20 projections.* | |

Behaviour and Attitudes and Safeguarding (including attendance):

Leaders and staff create a **safe, calm, orderly** and **positive environment** which has an impact on behaviour and attitudes.

- How do we foster a culture of safeguarding that supports effective arrangements to identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation?
- Is there a strong focus on attendance and punctuality, including clear and effective attendance policies that staff apply consistently and fairly?
- Are pupils committed to learning, know how to study effectively, are resilient to setbacks and take pride in their achievements?
- Is there a relationship between teachers and pupils that reflects a positive and respectful culture? (Restorative Practice)
- Is there a zero tolerance for bullying, peer-on-peer abuse, and discrimination?

Issue to address:	Target cohort(s)	Action(s)	Resources / budgetary cost(s)	Intended Priority outcome(s):	Review / Stakeholders responsible:
Ensure all students feel safe and effectively supported to be at school.	Pupil Premium SEN (K) MA boys	**Staffing of Inclusion provision (Room 48) by qualified English teacher.** Focused on ensuring effective continued access to remote education for key identified students. **Full time Attendance officer.** Supported by designated Head of House with responsibility for whole school attendance.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.*	July 2021: AHT: SENCo and Inclusion AHT: Behaviour and Attitudes

(Exacerbated by C19 Recovery) Focus to support mental health and resilience.		**Designated Anti Bullying Lead.** Appointment of senior member of staff from within head of House team. **Appointment of TA staff to allow Restorative Practice Leads** to have additional time to work with key identified students. → RP Leads support students who are academically under-performing or have attendance and behaviour issues that are impacting on their progress. → RP Leads to increase parental engagement, lead mentoring sessions on a focussed area of need, in this academic year these include organisation, mental health needs, anger management and anxiety reduction. **All staff to be trained in restorative practice** – this to be embedded in tutoring programme. Appointment of previous PSHCE lead to role of **Curriculum Leader - Personal Development** **Alternative Curriculum Provision** for disadvantaged students including a variety of vocational qualifications carried out off-site, on site, the inclusion facility and call in. **Support for additional purchases:** including educational activities, uniform, music lessons and equipment.		Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally. Improve / sustain attendance of identified cohort to at least 95% Improve / sustain the ATL profile of the identified cohort to match that of their peers.	Heads of House
Disadvantaged home environment means that pupils eligible for Pupil Premium do not have access to the same levels	Through our identification of students who will benefit from COVID Catch Up Programme there is a crossover with students eligible	**Appointment if TA staff to allow for creation of Pupil Premium Operational Lead** post to work with key identified students. → PP Lead supports students who are academically under-performing or have attendance and behaviour issues that are impacting on their progress.		Progress of identified cohort to improve. Closure of progress gaps. *N.B: all targets refer to FFT 20 projections.*	July 2021: DHT: Quality of Education AHT: with responsibility for Pupil Premium

of support as other students during periods of remote learning.	for Pupil Premium			Improve / sustain the ATL profile of the identified cohort to match that of their peers. To ensure Pupil Premium Students are eligible and aware of COVID Catch UP Programme

Personal Development (where not addressed in 'curriculum and assessment'):

- What opportunities are there to for all learners develop cultural capital and careers links?
- How do we ensure readiness for the next phase of education, training, or employment so that pupils are equipped to make the transition successfully?
- Are there clearly signposted opportunities to support learners to develop their character including their resilience, confidence, and independence?
- Are pupils responsible, respectful, and active citizens who can play their part and become actively involved in public life as adults in modern Britain?
- How do we ensure age-appropriate understanding of healthy relationships through appropriate relationships and sex education (do we do this differently for key cohorts?)
- How do we ensure learners recognise risks to their well-being / and making them aware of the support available to them (do we do this differently for key cohorts?)

Issue to address:	Target cohort(s)	Action(s)	Resources / budgetary cost(s)	Intended Priority outcome(s):	Review / Stakeholders responsible:
Students are progressing to apposite post 16 destinations in keeping with their academic attainment (high aspirations)	Pupil Premium MA boys	**Career's provision.** Targeted support of Careers advisor to provide IAG on appropriate further study and careers pathways following the Gatsby benchmarks. **Participation in GAP/GROWS project.** Work designed to enhance the careers and aspiration programmes for under-represented groups that already exist in schools through a mix of on-campus experiences, activities and resources. All		Increase the percentage of the identified cohort achieving 4+ and 5+ in Maths and English to the same as non-disadvantaged pupils nationally.	July 2021: AHT: with responsibility for Pupil Premium

| | | GROWS activities and resources are aligned to the Gatsby Benchmarks.

KS5 outreach programmes. Trip to University / college open days and workshops (if allowed or remotely)

NEET programme | | To widen aspirations and choices of the identified cohort through engagement in school life and wider cultural capital opportunities

Measures:

100% of Year 11 students who are eligible for Pupil Premium will not fall into the NEET category. | |

Leadership, Infrastructure and Staffing (where not addressed in the headings above):

- How do we ensure that we engage effectively with learners and others in their community, including parents, carers, employers, and local services?
- Are resources (including support staff) in place and deployed strategically to address barriers to learning?

Issue to address:	Target cohort(s)	Action(s)	Resources / budgetary cost(s)	Intended Priority outcome(s):	Review / Stakeholders responsible:

Ideas Box... What do we intend to introduce?	• ICT strategy – direct spend on hardware / software targeted at removing barriers to learning for key cohorts. • A 'disadvantaged' working group that meets regularly to coordinate provision and analyse impact. • Parental outreach initiatives.

	• Continued work with middle leaders, looking at appropriate support and development opportunities and encouraging greater collaboration across the curriculum. • Use of surplus curriculum time (within identified departments) to develop a KS2 outreach programme. • Focus on work experience for PP students. • Whole school reward programme linked to ATL, targeted intervention with poor performing ATL pupils.