

High Storrs School Pupil Premium and Y7 Catch-up premium Strategy 2020-21

Date of next review: September 2021

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

It is allocated to schools for every pupil who has been registered for free school meals in the last six years, and for Children Looked After and children who have previously been in the care of a Local Authority. Pupil premium funding is available to:

- schools maintained by the local authority, including:
 - schools for children with special educational needs or disabilities
 - pupil referral units (PRUs), for children who can't go to a mainstream school
- [academies](#) and [free schools](#), including:
 - academies for children with special educational needs or disabilities
 - alternative provision (AP) academies, for children who can't go to a mainstream school
- voluntary-sector AP, with local authority agreement

non-maintained special schools (NMSS), for children with special educational needs as approved by the Secretary of State for Education under section [342 of the Education Act 1992](#)

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils

- | | Pupil premium per pupil |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| ➤ Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) | £1,345 |
| ➤ Pupils in years 7 to 11 recorded as Ever 6 FSM | £955 |
| ➤ Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,345 |
| ➤ Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) | £2,345 |

Service children

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence

Service premium per pupil

£310

The following document provides details of how the Pupil Premium funding for High Storrs School students was spent in 2019-20 and the impact it had on student outcomes, as well as how we are spending the Pupil Premium funding in 2020-21.

Classification of Disadvantaged students

We define Disadvantaged students as young people in Y7-11 who are eligible for the Pupil Premium or Pupil Premium Plus funding on the 1st day of the new school year in September. We work with these students throughout the academic year, and therefore our internal Disadvantaged intervention group can exceed "official" Pupil Premium numbers. The detailed summary of how the Pupil Premium funding was spent in 2019-20 is shown below.

How the Pupil Premium Funding was spent in 2019-20

Spend 2019-20	Improvement focus	Purpose and impact
An experienced Assistant Headteachers leads the Pupil Premium Strategy	Improve the outcomes for disadvantaged students	The individual and multiple needs of all Disadvantaged students are known and understood by all staff. Timely interventions are put in place to support learning, improve learning behaviours and support well-being. Outcomes for disadvantaged students were strong in 2020; our students achieve both attainment and progress measures that exceed those of all students nationally.
BME Learning Mentor (1/2 of the cost of employing a Learning Mentor)	Emotional well-being and safeguarding of Disadvantaged students	This was a highly effective role in supporting our disadvantaged students and had a positive impact on students attendance. 1:1 sessions enabled the identification of barriers to learning and the support provided helped students raise their self-esteem and re-

		engaged them with their learning. Our BME Learning Mentor attended multiagency meetings, TAF, MAP and LAC reviews. This role was vital in providing 1:1 support to disadvantaged students with complex needs. It was successful in enabling students to overcome their difficulties and improve their A2L and B4L and will therefore continue again this year.
EAL Teacher for New Arrivals	Targeted support for New Arrivals through 1:1 tuition and in class support.	Racing to English language acquisition course and conversational English improves access to the Curriculum for New Arrivals. It will continue again this year.
HOLA	Improve outcomes for EAL students	Four EAL students achieved grades 8 and 9 in the HOLA Centre Assessed Grades in 2020. Most students who sit the HOLA achieve their highest GCSE grade in it. Therefore this strategy will continue.
2 Vulnerable Groups Teachers	Targeted support for disadvantaged students through 1:1 support, small group tuition and in class support.	<p>The KS3 Language Intervention programme and Y9 Curriculum Support course provides targeted support to a small group of students to improve their language skills which in turn enables greater access to the curriculum.</p> <p>In KS4 1:1 subject support is provided in lessons, through small group withdrawal and through revision sessions delivered during am roll call. Disadvantaged students outperformed their non-disadvantaged peers in 13 subjects, further closing the attainment gap between PP and non PP in 2020.</p> <p>KS3 Lead Learner Intervention programme provides academic mentoring to students who need to improve their A2L. This year 100% of students improved their A2L and 56% of students reduced the number of concerns from Tracker 1 to Tracker 2.</p> <p>KS3 Science mentoring provided 1:1 support to students struggling in science by trained 6th form mentors, especially with the complex subject vocabulary. Student feedback showed a significant improvement in their understanding of science and an improvement in their assessment scores. This will not continue in 2020-21 until the restrictions on mixing year group bubbles is lifted.</p>

<p>Experienced MFL examiner leads our small group am roll call intervention for disadvantaged students</p>	<p>Improve outcomes for disadvantaged students in MFL</p>	<p>MFL small group tuition for targeted students was led by a trained examiner and took place during am roll call. Disadvantaged students outperformed their non-disadvantaged peers in French and German. Therefore, it will continue again this year.</p>
<p>Student Support Assistants (6/20 of the cost of employing 4 Student Support Assistants)</p>	<p>Pastoral support will lead to personal success for students</p>	<p>This is a crucial role in providing timely pastoral support to disadvantaged students. Ours SSAs establish positive relationships with families, liaise with external agencies and support the work of the HOH to identify barriers to learning. They then implement bespoke strategies to support students. Work is also undertaken with students who are not completing homework or have concerns on their trackers. Building strong relationships with families helps to support and further encourage student engagement. These roles had a massive impact on student wellbeing and outcomes and will therefore continue.</p>
<p>Maths HLTA</p>	<p>Attainment and progress of our Disadvantaged students in mathematics remains strong. KS3 Catch-up programme improves the progress of disadvantaged students who are not secondary ready on transition.</p>	<p>Through the work of our TA in supporting disadvantaged student we were able to close the attainment gap between disadvantaged and non-disadvantaged students in maths again this year. 52% of our disadvantaged students achieved or exceeded their progress targets achieving a positive residual of +0.07 average difference from progress target. EAL students who were also supported by our HLTA achieved a +0.37 average difference from progress target. Our HLTA supported students in Y7-11 through 1:1 support and small group withdrawal for targeted intervention e.g. post assessment, pre-assessment, work on metacognition and self-regulation, vocabulary and number skills on a rolling programme. So successful was her work with the students that additional sessions were put on for morning roll call. They were always very well attended and in addition to gaining the skills and understanding they needed they grew in confidence. So much so that they then began to self-refer, knowing that her strategies for teaching them would enable them to plug the gaps in their knowledge or understanding very quickly and go on to make excellent progress in other topics too.</p>

		Students were supported who were identified from KS2 data as NSR who had gaps in their knowledge and needed the 1:1 support small and group withdrawal for set periods of time to work on particular areas of maths. These students made excellent progress with some students being moved up a set whilst others performed higher in their assessments than students who had started at the school Secondary Ready. Our HLTA would also teach a lesson while the teacher worked with a small group of students which provides continuity in learning. This role had a massive impact on student outcomes and will therefore continue.
Attendance Officer	Improve attendance	The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees. This was an important role in identifying patterns of absence of our most vulnerable/persistent absentees, timely home visits took place when a child was absent and attendance and punctuality workshops are run in school. This role had a positive impact on student attendance and will therefore continue.
Support for disadvantaged students throughout their transition		To ensure the transition process for PP students meets their individual needs and allows them to settle positively into secondary school, feel valued, supported, have a named person working with them and therefore integrate well into our school community.
Nurture room and mentoring	Support for vulnerable students	Students are withdrawn from lessons for quiet one to one or small group time in our calm, quiet nurture room for nurturing activities and mentoring which improves well-being. This role had a massive impact on student wellbeing and will therefore continue.
Band skills	Opportunity for disadvantaged students to learn how to play musical instruments	Each year disadvantaged students in Y7 are invited to join our Band skills sessions run by highly qualified Sheffield Music Hub instrumental Teachers. This supports students' cultural capital through giving them access to learning a musical instrument. It takes place during an extended roll call for half an hour each week.

		Students perform at the public celebration assemblies in the summer term. As well as musical skills they will also develop transferable skills such as teamwork, confidence in presentation, improving focus and listening. We had 15 new Y7s join the programme this year, 11 Y8s, 3 Y9s and 5 Y10s continued on the programme and due to the high levels of interest and attendance we set up another group for older students to continue with it too. They initially attended the am sessions until Autumn half term then phased to a lunchtime session and were mentored by two 6 th formers. This programme, though highly successful will not continue due to the restrictions put in place due to Covid 19.
Off-site provision	Educational needs	To provide an enriched and engaging learning experience for disadvantaged students outside of school, which are not available to other students for example, Heeley City Farm. This had a positive impact on student wellbeing and will therefore continue.
Breakfast Club	Ensure students have breakfast	To attract students to our interventions and to ensure that they are nourished and ready for learning. This programme, though highly successful, will not continue due to the restrictions put in place due to Covid 19 and the separation of year group bubbles and vulnerable students.
Trips and Visits	Build Cultural Capital	To ensure equality of opportunity to enrichment and to enable students to access every opportunity offered outside of lessons, regardless of any financial barriers to learning that may exist. This will continue as soon as Covid restrictions are lifted and trips and visits can commence.
Stretch and challenge bursary	Stretch and challenge	Identification of underachieving disadvantaged students (KS2U) and coordination of a mentoring programme to get students back on track. We also ran aspiration events and Outreach work with Universities. All disadvantaged KS2 U/M students were invited to remote University talks delivered by Oxford and Cambridge Universities.

		This colleague worked with subject leaders and individual members of staff to provide stretch and challenge for disadvantaged KS2U students. This year more programmes will be researched and considered.
Revision resources and stationary	Ensure students have the resources they need for learning	Particularly at KS4, it is vital that our most disadvantaged students have the tools to complete revision and consolidation activities outside of school, regardless of any financial barriers to learning that may exist. This will continue.
IDL, First News and Twinkl subscriptions	Software appropriate to the needs of our most vulnerable disadvantaged students	These packages are used by our EAL teachers in conjunction with the LSU department. They are designed to support Literacy and Oracy and develop the reading skills of our disadvantaged students. We will continue to subscribe to these packages due to their increasing use and success across the school.
Access Arrangement testing	Identify whether students need extra time in examinations	Identification of disadvantaged students who are eligible for extra time in their examinations due to low processing skills. This will continue.
Bidding Fund	Ensure equality of opportunity Cultural capital Attainment and progress	This provided support for disadvantaged students across the curriculum to enable students to access every opportunity offered in lessons, regardless of any financial barriers that exist. This included; Revision Guides and workbooks. Reading Books including a signed book from an author who we brought in for the day who delivered an inspirational talk and writing workshops Food, D&T and Art equipment PE Kit assistance First News subscription supports disadvantaged students, EAL and SEND students learning Twinkl subscription Practical Maths resources Stationary packs Study Skills Day resources Stationary packs and maths equipment

		Subsidised trips and visits This was highly valued and improved outcomes and will continue again this year.
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2019-20 Outcomes	
Centre Assessed Grades September 2020	
<p>HSS tracked and intervened with a cohort of students who were Pupil Premium for all KS3 and KS4 and were designated as Pupil Premium on the first day of the new school year in September 2019. The following information relates to the HSS Disadvantaged cohort of 31 students, rather than the DfE figures. Several students who had been supported throughout their time at High Storrs School as part of our Disadvantaged student cohort were not included in the DfE figures. Summer 2020 Centre Awarded Grades shows a much-improved performance for students classified as Disadvantaged. The combination of the strategies, some of which were funded through the Pupil Premium Funding, has seen an overall increase in outcomes for our pupil premium.</p> <p><i>*N.B. Progress for the different pillars are depressed as they do not include legacy grades.</i></p>	

2020 Outcomes based on Centre Assessment Grades due to Covid 19					
	2016	2017	2018	2019	2020 (CAGs)
Progress 8	-0.70	-0.41	-0.09	-0.03	+0.58
Basics Measures					
Grade 5 or above In English and Maths		39%	27%	39.1% (66.7% non PP)	45.2% (71.3% non PP)
Attainment in English					
5+ English (Nat 52.7%)		52%	66%	60.9% (84.2% non PP)	58.1% (81.4% non PP)

4+ English		71%	85%	82.6% (91.9% non PP)	77.4% (91.7% non PP)
Grades 7-9 in English		26%	27%	30%	16%
Attainment in Maths					
5+ Maths (Nat 52.7%)		45%	34%	47.8% (72.9% non PP)	45.2% (73.4% non PP)
4+ Maths			71%	69.6% (84.6% non PP)	67.7% (85.9% non PP)
EBacc					
Strong 5+ EBacc			13%	8.7% (43.4% non PP)	16.1% (37.1% non PP)
Standard 4+ EBacc			8.6%	26.1% (56.6% non PP)	25.8% (50.6% non PP)
Attainment in Science					
2 Grade 4+ in Science	2+ A*-C 31.6%	2+ A*-C 45%	72%	60.9%	64.5% (84.0% non PP)
2 Grade 5+ in Science			53%	52.2%	51.6% (73.8% non PP)

Pupil premium students also performed strongly in terms of progress in Biology, RE, Geography, Sociology, Chemistry, Y10 English Literature, Physics, Y11 English Language, Drama and Urdu

	4+ (C+) Eng	4+ (C+) Ma	4+ (C+) En & Ma	EBACC Avg Points	P8
2020 (31)	77%	68%	65%	4.1	+0.58
2019 (23)	83%	70%	70%	4.0	-0.03
2018 (41)	85%	71%	68%	3.9	-0.09
2017 (34)	68%	59%	53%	N/A	-0.41
2016 (38)	67%	61%	56%	N/A	-0.70

Disadvantaged Student Outcomes	School Disadvantaged Students				National Data 2019		Trends
	2020 (31)	2019 (23)	2018 (41)	2017 (34)	Disadvantaged (Like-for-like)	Non-Disadvantaged	
Progress 8	+0.58	-0.03	-0.09	-0.41	-0.45	0.13	Improving 4-year trend and above National in 2019.
Attainment 8	45.7	43.8	42.8	39.8	36.54	50.15	Improving 4-year trend – significantly above National outcomes.
% Grade 5 or above in English and maths	45%	39%	27%	44%	24%	50%	Improving 4 year trend – significantly above National outcomes.
EBacc entry	45%	68%	61%	41%	27%	44%	Above National entry for non-disadvantaged students since 2017
Absence Y7-11	7.3%	5.7%	6.7%	7.2%	7.8%	4.2%	Dipped by 1.6% in 2020 due to Covid 19 but still higher than national absence for PP.

Decrease in EBACC entry due to change in curriculum structure and option pathways for 2020 exam entry.

Pupil Premium Strategy for 2020

At High Storrs School we have 132 Disadvantaged students making up 11% of our school population. 6% are FSM. This year we will receive £158,030 in Pupil Premium and Pupil Premium Plus funding. The funding will allow additional resources to be provided to support the improving trend of attainment and progress of our disadvantaged students. National data shows that disadvantaged students are more likely to underachieve than students who are not disadvantaged. We use the EEF toolkit to consider, plan and implement strategies which are most likely to improve outcomes for disadvantaged students. Usually on an annual basis we would also receive £12,500 funding for Y7 catch-up which would be incorporated into this plan. However, due to the Government providing Covid Catch-up funding this year we may not be allocated additional funding specifically for KS3 Catch-up. Relevant support will still be provided in KS3.

We are absolutely committed to closing the attainment gap between our disadvantaged students and their peers, and we hope to do this by ensuring that all our students get access to a relevant and inspiring curriculum, the best teaching and learning, opportunities to raise aspiration, close the vocabulary gap and targeted support for catch-up and intervention to close the learning gaps created through lockdown. A culture of high expectations is ever present, ensuring all students always strive for their best whilst a recovery curriculum and additional interventions support students in removing barriers to learning to help them get back on track to minimise the impact of the school closure.

The trend of improving outcomes for students supported by Pupil Premium is a key part of our School Improvement Plan. This year our Pupil Premium Strategy will include a whole school focus on Connect, Consolidate and Catch-up to support students return to school, re-engage students with their learning and to identify and close any gaps which have occurred through lockdown.

Key Priorities:

1. Transition back into school life is successful following the school closure due to Covid 19. Students feel safe, secure, have a positive emotional well-being and are prepared for learning
2. Quality first teaching supports and enables all students to get them back on track and fill gaps in learning from lockdown
3. Recovery Curriculum and bespoke strategies help our disadvantaged students catch up on lost learning
4. Students who have gaps in their learning through lockdown are identified and receive additional interventions. Details can be found in our Catch-up funding strategy.

Priority 1:

Success Criteria For 2021: Transition back into school life is successful. Students feel safe, secure, have a positive emotional well-being and are prepared for learning	Review Cycle RAG		
	1	2	3
<ul style="list-style-type: none"> ○ Routines are re-established. Positive relationships are established to underpin our work for building confidence, improving resilience, growth mindset, well-being and self esteem ○ The pastoral and academic needs of our disadvantaged students are known and understood by all ○ Students are equipped with the resources and stationery they need for learning ○ Barriers to learning are addressed through additional and targeted provision which meets individual needs 			

<ul style="list-style-type: none"> ○ Increase attendance >95% ○ Reduce PA to less than 8.5% 						
PRIORITY (What?)	ACTIONS (How?)	KEY STAFF (Spend	AMOUNT ALLOCATED	PROGRESS UPDATE (What has been achieved and impact?)		
INTENT						
Routines are re-established.	HOH, SSAs and FTs helped students to settle back into school, re-establish routines and relationships and foster a positive, supportive climate for learning through extended Tutor sessions in the first week in September. All students asked to share any concerns they have with Pastoral Teams so additional bespoke support can be provided to individuals.	SLT VGT	Salary contribution			
The needs of our disadvantaged students are known and understood by all	Challenging Pupil Premium Underachievement Booklet updated and disseminated to ensure all staff know who the disadvantaged, newly disadvantaged vulnerable students are and know how best to support them. It will be updated after every tracker and the link will be circulated to all staff.	GT	Salary contribution			
	EHCPs and snapshots for disadvantaged students are updated and maintained throughout the year to ensure they meet the current needs of the child.	GT HAM	Salary contribution			
	Names of students issued with laptops and netbooks are shared with staff in the Challenging Pupil Premium Underachievement Booklet. Teachers ensure all disadvantaged students know their usernames and password for online learning programs used in their subject. FTs to ensure students can access SMHW and emails. Importance of students being able to access all sites needed for learning re-iterated during assemblies during the first week back	GT BED	Salary contribution			

	<p>All disadvantaged students who did not engage with their learning during lockdown were identified in the summer term. AHTs and SLs shared information with colleagues during September INSET. Disadvantaged students to be seated at the front of the class alongside positive role models. This will enable the prompt identification of learning gaps, inform curriculum planning and intervention</p>	<p>SLT SLs</p>	<p>Salary contribution</p>	
	<p>Know your learners CPD will be delivered during the INSET on the first day of the new term to provide guidance on how best to meet the needs of disadvantaged students pastorally, academically and emotionally.</p>	<p>HAM</p>	<p>Salary contribution</p>	
	<p>A disadvantaged cohort spreadsheet has been created to collate all data in relation to students. This includes; FSM, EAL, LAC, Post LAC, Young Carer, SEND information, behaviour data, attendance, learning during lockdown and ability profile. It has been shared with all staff together with guidance on who to speak to for additional guidance or support</p>	<p>GT Data Manager</p>	<p>Salary contribution</p>	
	<p>We have a high proportion of Disadvantaged students who are not SEND and/or EAL but qualify for Access Arrangements. To support our work on improving the outcomes for disadvantaged learners who may not have the same level of vocabulary or processing skills as non-disadvantaged students we test all our disadvantaged students to see if they qualify for Access Arrangements. If they do these students are added to the RON, subject teachers and the Exams Office are notified and provision is put in place for them for assessments and exams.</p>	<p>HAM</p>	<p>Salary contribution + cost for testing papers</p>	

Students are equipped with the resources and stationary they need for learning	Stationery and maths equipment was ordered in the summer term and will be issued to disadvantaged students who do not have the equipment they need for learning as necessary.	BUL	Cost for equipment	
	During lockdown we delivered netbooks to disadvantaged students who informed us that they did not have access to appropriate devices for home learning. In September we will do an IT survey to identify disadvantaged students who need additional IT to access remote home learning so no further detriment should occur in case of moving to tiers 2, 3 or 4. Equipment could include tablets, keyboards and microphones.	GT BED	Salary contribution	
	Bidding fund will be set up which colleagues can bid into to purchase additional resources to support disadvantaged students learning including workbooks, revision guides. This will also ensure equality of opportunity regardless of any financial barriers that exist.	GT	£9500	
Barriers to learning post lockdown are addressed through additional and targeted provision which meets individual needs	Mentoring programme for targeted disadvantaged students will be led by the VGT and KS4 AHT. The mentor will be a key worker who will liaise with subject teachers and pastoral staff and identify and put in place additional support as it is needed. Data analysis will be undertaken so we can measure impact and refine as necessary.	VGT BED	VGT Salary contributions	
	We will maintain a bank of laptops and tablets which disadvantaged students can loan whilst self-isolating or poorly due to Covid 19.	ROW GT		
	Our Students Support Assistants have a crucial role in supporting our students to improve their attendance, behaviour for learning, wellbeing and are the key link workers with families and external agencies. Our SSAs	SSAs	Salary contribution	

	work very closely with our Heads Of House to monitor and track the performance of our Disadvantaged students and employ individualised interventions after each tracker. They are a key link between subject teachers, external agencies and parents/carers and are crucial in identifying barriers to learning and putting strategies in place to re-engage students with their learning; reviewing and refining strategies as appropriate with the support of the AHTs			
	Our BME learning mentor provides support to our most vulnerable students and is our key link worker with external agencies, MAST, CAMHS, TAF, MAPS and the Virtual School. 1:1 sessions are provided to many of our disadvantaged students, both in and out of school to support students with complex barriers to learning. This is a highly valued role which helps the individuals to raise their self-esteem, self-belief and re-engages them with school and learning	BME Learning Mentor	Salary contribution	
	Our Nurture room will provide an enriched learning experience to targeted individuals to improve wellbeing, resilience and teamwork	HAM TAs	Salary contribution	
Improve the attendance of disadvantaged students	The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is a prerequisite for narrowing the achievement gap, particularly around persistent absentees. This is an important role in identifying patterns of attendance of our vulnerable/persistent absentees. Timely home visits are undertaken when a child is absent. Competitions and rewards encourage improved punctuality and attendance	EWO	Salary contribution	
	Our SENCO and HLTA provide individualised support for students with complex needs which prevent them	SEND CO TA	Salary contribution	

	from attending school and coordinates our Safe and Well checks for students who are on offsite placements			
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Priority 2:

Quality first teaching supports enables all students to get them back on track and fill gaps in learning from lockdown				Review Cycle RAG		
				1	2	3
Success Criteria For 2020 <ul style="list-style-type: none"> ○ Quality first teaching ○ Close the vocabulary Gap and improve disciplinary literacy ○ Provide a curriculum that stretches and challenges our most able disadvantaged students ○ Raise aspiration through Stretch and Challenge ○ Provide opportunities to embed Cultural Capital 						
PRIORITY (What?)	ACTIONS (How?)	KEY STAFF (Spend)	AMOUNT ALLOCATED	PROGRESS UPDATE (What has been achieved and impact?)		
CPD ensures First Quality teaching of disadvantaged students	<p>Staff CPD on approaches to checks on learning and review was shared in weeks one of two and subjects had extra time to meet and plan their recovery curriculum. As a school we talk regularly about checking if students are on track and how to get them back on track. It is a key part of our school improvement plan and at the heart of Performance Management.</p> <p>Additional guidance and strategies for teaching disadvantaged students was published in the 'Challenging Pupil Premium Underachievement' booklet shared with all staff on the first day back in September.</p>	GT				

	<p>Disadvantaged students are seated at the front of the classroom alongside a positive role model, regular checks on learning take place, students are encouraged to participate in oral discussion, their work is marked first and they receive effective feedback to help them improve. If a disadvantaged student is absent from the lesson the teacher will save the worksheets and provide 1:1 support on their return and help them to catch up on the work they have missed.</p>			
	<p>All staff establish and maintain strong classroom relationships using their knowledge of the students obtained from the Challenging Pupil Premium Underachievement Booklet, CPD meeting 'know your learners, SL PowerPoint inset in September, PP snapshots, effective class seating plans with data, deft use of B4L strategies including praise and rewards, A2L criteria, checks on learning. This will be monitored by SLs during learning walks, lesson observations, departmental QA, SL and SLT line management meetings.</p>			
	<p>The teaching of disadvantaged students is a primary focus in all lesson observations, work scrutiny and subject QAs. The tracking and attainment of disadvantaged students is discussed in half termly meetings with SLs and their SLT links, at all subject RAPs and 1:1 RAPs with the SL and teachers. Strategies are measured via trackers for impact reviewed and refined.</p>	<p>SLT SLs</p>		
	<p>Teachers ensure disadvantaged students are able to access and know how to use all the sites they use in their subjects and that they have the usernames and passwords they need to access remote learning in case of tiers 2,3 or 4 being implemented.</p>	<p>GT BED LAC</p>		

	Gaps in learning are identified through low stakes testing and addressed by the teacher through targeted intervention and support. Self-regulation and metacognition strategies will be used to develop successful learners.	SLs SLT		
Provide a curriculum that stretches and challenges our most able disadvantaged students	Plan and implement a 11-18 Careers curriculum that informs and inspires our students, offer additional support to raise aspirations, build on careers work in PSCHEE and within the whole curriculum. Disadvantaged students in Y11 receive an early careers interview and additional support and guidance from the VGT.	MF, MSN, JON	Salary contribution	
	Students in Y8 will receive an individual aspiration interview and support throughout the options process coordinated by the Head of Careers.	JON		
	S&C TLR Postholder who is part of the VGT will work with SLs and pastoral staff to put in place appropriate interventions for KS2 U students and evaluate the impact of these, to ensure that any gaps in performance between different key groups are successfully addressed.	GT, HW	VGT salary contribution	
	S&C TLR Postholder who is part of the VGT will keep staff informed of research, good practice and resources on the effective teaching of disadvantaged KS2 U students	GT, HW	VGT salary contribution	
	S&C TLR Postholder who is part of the VGT will work with colleagues to ensure that the teaching of KS2 U students is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of KS2 U students as identified through their PM targets.	GT, HW	VGT salary contribution	
	S&C TLR Postholder who is part of the VGT will ensure that KS2 U students, including disadvantaged KS2 U	GT, HW	VGT salary contribution	

	students, achieve ambitious destination outcomes through the coordination of aspiration events.			
Close the vocabulary Gap and improve disciplinary literacy	Links to TLGs and strategies for Closing the Vocabulary Gap and Disciplinary Literacy across the Curriculum INSET and Policy were shared with staff in the Challenging Pupil Premium Underachievement Booklet.	GT	Salary contribution + resources	
Provide opportunities to embed Cultural Capital	Once Covid travel restrictions are lifted colleagues will identify and support vulnerable students who are not accessing extracurricular activities or trips and visits to increase participation and further develop cultural capital.	GT WMC		
	We provide opportunities to build on Cultural Capital in all lessons so students acquire the essential knowledge they need to be educated citizens, introducing them to the best that has been thought and said.	SLT SLs		
VGT keep abreast of latest developments and evidence-based interventions	VGT keep abreast of latest developments and attend all webinars on meeting the needs of disadvantaged students post lock-down and EEF evidenced based recommendations. This year we will continue our work with Marc Rowlands via a Minerva INSET in November and a two day visit to the Trust in February 2021.	VGT		

Priority 3: Recovery Curriculum and bespoke strategies help our disadvantaged students to catch up on lost learning

Success for all - positive progress 8 for August 2020 (sig +) and beyond.	Review Cycle RAG		
	1	2	3
Success Criteria For 2020 <ul style="list-style-type: none"> Gaps in learning and identified and students are supported to get them back on track Improved A2L scores and engagement with learning 			

<ul style="list-style-type: none"> ○ Back on track strategies improve students learning behaviours and outcomes ○ Improved engagement with extra-curricular opportunities especially those which further develop Cultural Capital 						
PRIORITY (What?)	ACTIONS (How?)	KEY STAFF (Spend)	AMOUNT ALLOCATED	PROGRESS UPDATE (What has been achieved and impact?)		
Gaps in learning due to lockdown are identified and students are supported to re-engage with their learning	Students in KS4 who did not engage with their learning during lockdown were identified in the summer term and started our Flying High monitoring in the first few weeks of term. They will work with the KS4 AHT who will meet with them every week to support their re-engagement with learning.	BED GT				
	Trackers will be analysed to identify underachieving students and timely academic support will be put in place to get students back on track. This will be through classroom-based intervention, SL intervention or whole school intervention. Every disadvantaged student who is not on track will receive academic mentoring with one of our VGT, HOH, SSA or member of the Inclusion team. This will enable us to identify individual barriers to learning so pastoral, academic or inclusion team support can be provided					
	Data analysis by SLT and SLs, following assessments and Trackers, will give information about underachieving students. This information will be analysed at whole, subject and individual level and will inform interventions and/or planning for Catch-up	GT BED	VGT salary contribution			
Teachers, Middle leaders and senior	Strategies will be employed by all staff to ensure increased impact on students' learning behaviours (A2L, B4L) and outcomes, especially those identified by SLs in the first week in September. This will be	LAC BED GT HW	VGT salary contribution			

leaders use high impact strategies to get students back on track	achieved by working with students, parents/carers, pastoral staff and the inclusion team to ensure appropriate timely interventions are implemented to get students back on track with their learning e.g. subject monitoring, Pastoral mentoring, Flying High intervention and VGT mentoring.			
	We will employ a B4L, A2L specialist who will undertake work with individual students and small groups of students to improve their behaviours for learning.	GT BED LAC HAM		
	Behaviour data analysed and used by SLT / SL / Pastoral teams to identify and support key students in terms of developing both their B4L and A2L	BED, LAC, GT, MSN	VGT salary contribution	
	Subject RAP meetings will be used to identifying and tackle underachievement and/or catch-up intervention	SLT		
	SLT and SLs will engage with opportunities within MAT schools in order to share and develop best practice to raise student attainment and progress	SLT SLs VGT	VGT salary contribution	
	SLs will monitor and track the engagement, completion rate and quality of homework completed by disadvantaged students and support individuals to develop good habits and independent learning skills.	GT	Salary contribution VGT	
	We will run a texting system through the exam season and text the parent/carer of every disadvantaged student the day before their exam to remind them when it is and what they need to bring. This is personalised from their subject teacher.	GT SLs		
Prepare students in Y6 for Transition into Y7 and encourage attendance	The costs of £80 per child will be waived for students so they are able to attend a week-long summer school as part of the Y6-7 transition programme (if it runs). Approximately 180 students attend each year so provides an excellent opportunity for students to get to know the school before they	GT, LAC		

	<p>start in September, form and maintain positive relationships with their peers, pastoral and learning support staff whilst bridging the transition from KS2 to KS3. It also enables the identification of vulnerable students who may find the transition difficult, so we can put strategies in place to support them.</p> <p>VGT will deliver a Bridging Programme of activities to support the Y6-7 transition to prevent the dip in attainment from KS2 to KS3.</p>			
		GT LAC	VGT Salary contributions	
<p>Early interventions are put in place to close the vocabulary and gap and improve disciplinary literacy skills</p>	<p>We will purchase headsets and microphones which will enable students to use in school and at home on IDL to improve their reading comprehension age.</p>	GT HAM ROW		
	<p>Our VGT team will provide support across the school on strategies to close the vocabulary gap and will organise Group Chats on strategies students can use to develop their Academic vocabulary, love of reading, etymology and run the 'word of the week' programme. Word of the Week is delivered in form time and all subject areas to develop students understanding of the language used in examinations and in different contexts across the curriculum.</p>			
<p>CPD for teaching disadvantaged, New Arrivals and EAL learners</p>	<p>The Vulnerable Groups Team will provide in class support for three teachers new to the school in Science and a teacher of Health & Social Care. Their knowledge of the students in the groups and the specialist skills for teaching EAL students and closing the vocabulary gap will provide CPD for the colleagues and support for the students</p>	AJ, EB, HW, GT	VGT Salary contributions	
	<p>VGT teacher will continue to provide targeted support for our New Arrivals through 1:1 work outside the classroom and in class support. We use the Race to English scheme of work, conversational English and pre-teaching subject specific vocabulary. Students are</p>	GT	VGT Salary contributions	

	issued with a tablet which they use for translations and all staff are given guidance on how to use Google Translate.			
	Early identification of EAL students who read, write and speak a home language at home will be entered for the HOLA exam. The vast majority of EAL students achieve their highest GCSE grade in the HOLA	GT	VGT Salary contributions	
	All students undertake a reading test in the first week of school in September and staff are notified of students' reading ages. This ensures students are supported in the classroom where the reading skills are not aligned to the texts or academic language that is required to access the new generation GCSEs.	HAM	Resources cost	
VGT Salary contributions	Reading is encouraged and supported across the school (reading weeks linked to Academic Tutoring, book boxes in DTs, good reads are promoted and wider reading recommendations in all subjects)	GT, JC, JR HAM	Resources	
	We use IDL to help students improve their reading age and purchase headsets for them to use in school and at home	GT BED		
CPD, staff training, TLG	Transition data, reading tests and No more marking assessments will be used identify students in Y7 for our two-year language and Literacy Intervention programmes. This course is highly successful and provides students with the skills students need to access the secondary curriculum in all language and literacy-based subjects.	GT HAM AJ EB	VGT Salary contributions	
Y11 Study Skills	Alternative pathways are further developed (KS4 alternative routes including ASDAN, external and internal AP, other off-site provision) to provide an enriched and engaging learning experience for disadvantaged students outside of school	VN HAM		

Resources as required	VGT teachers will deliver the language acquisition part of our Y9 Study skills programme to students who would find it exceptionally difficult to study a language to GCSE. The course immerses students in the vocabulary and academic language needed to equip them with the skills they need to be able to access the new generation GCSEs. It also supports our work on closing the vocabulary gap.		VGT Salary contributions	
Provide subject specific support to students in the areas of the curriculum they find most challenging	Our VGT teachers will provide in class support, am roll call catch up/revision sessions and small group teaching to disadvantaged students in GCSE History, Geography, D&T, H&SC, Science and Business Studies; the subjects where the students struggle most with the academic language and vocabulary. This was highly valued by students in previous years and engagement was very high.	AJ, EB		
	VGT will provide am roll call speaking and listening support to disadvantaged students in French and Spanish. This strategy builds confidence, raises self-esteem and improves language acquisition. It was highly successful last year; disadvantaged students outperformed their non-disadvantaged peers in MFL.	MIL		
	Interventions are delivered by a maths specialist who supports individual and small groups of students in KS3 and KS4 in lessons or by small group withdrawal. The HLTA will also take the lesson whilst the class teacher works with specific students. Interventions are structured, evidence based, time limited and have clear success criteria.	SB		
	Subscription to First News and Twinkl to ensure our students have access to an engaging, appropriate resource which supports literacy development. It is used by our SENCO, teachers, New Arrivals and EAL			

	teachers and HIU teacher for the Deaf during Literacy Intervention and support sessions.			
Grand total			£158,030	

Measuring the impact of Pupil Premium spending:

The impact of our strategies employed for disadvantaged students will be measured against the progress being made by that of their no-disadvantaged peers after each tracker, after the core trial exams in November and their mock examinations in March. Interventions will be regularly reviewed, refined and provided in any areas where they are most needed. Student voice will also be considered when planning for 2020-21.

Strategies to improve outcomes for the Disadvantaged students in the 6th form

Disadvantaged students enter High Storrs Sixth Form from a range of 11-16 schools. This includes some schools with higher than national average numbers of Pupil Premium students. The Sixth Form team understand the value of Sixth Form education for these students in improving their social mobility and enabling them to access University if they wish to do so Post 18.

On entry to High Storrs Sixth Form, these students have a meeting with a member of the Sixth Form Team to discuss the support available to them, in particular the 16-19 Bursary. These students can also apply through the school hardship fund for key resources, for example the hardship fund is used to enable students to access school visits, such as the Y12 Geography field work trip and the Y13 Edale residential. Additional in-school support includes loaning textbooks and ensuring that these students have the equipment needed for their lessons.

Following tracker data entry points, progress of these students is analysed closely. Post tracker mentoring prioritises support for underachieving students from disadvantaged backgrounds.

All disadvantaged students take part in a Higher Education Day in the summer of Y12 and are supported closely in their Post 18 applications on an individual basis. Specific university-based bursaries are also targeted to these students, for example the Holbeck Trust.