

Pupil premium strategy / self- evaluation (secondary)

Good teaching is the most important lever schools must improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium – Education Endowment Foundation, 2109

1. Summary information					
School	Deptford Green School				
Academic Year	20-21	Total PP budget	£389,150	Date of most recent PP Review	December 2020
Total number of pupils	898	Number of pupils eligible for PP	395	Date for next internal review of this strategy	Sep 2021

2. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Poor literacy and numeracy	
B.	SEMH	
C.	Engagement in learning	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Persistent absence	
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improve literacy	Improve access to the curriculum, literacy, and progress
B.	Improve numeracy	Improve access to the curriculum, numeracy, and progress
C.	Reduce persistent absence	% reduction in PA
D.	Ensure high levels of engagement and progress made	Increase in effort and progress, reduction in IE, FTE, PE

4. Planned expenditure

Academic year

2020-21

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

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deliver consistently high-quality lessons supported through TEEP Programme	Improve teacher's skills in aspects of TEEP. Improve independent learning skills of students.	The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training programme for schools at all phases, enhancing teaching at every level with proven impact on outcomes	Ongoing programme of training throughout the year. 3 colleagues to complete Level 3 (train the trainer). Induction for all inexperienced staff and trainees. COVID Secure T&L policy. 10 new colleagues to complete Level 1 training. Enquiry Walks and feedback.	Ian Paish, SLT	March 2021. However due to Covid 19, this may need to be deferred.
SSAT delivery of additional staff TEEP (support staff and Pastoral Team)	Whole school understanding and shared language of TEEP and strategies	The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training	Head of Inclusion (Level 2) to monitor and support all Inclusion team with TEEP delivery and support. New colleagues to	Head of Inclusion, SLT	Ongoing throughout the year as part of internal and external QA processes. Review of student engagement
Lead Practitioners employed to improve quality of teaching through bespoke packages of support to identified teachers	Removal of variation in quality of teaching across the school and ensure consistently good learning experiences. Underperforming teachers to receive bespoke packages and support.	High quality intervention including IRIS based reflection opportunities support teachers' own professional development and improvements.	Regular CPD, ward rounds and one to one sessions. Support through Level 2 TEEP Lead Practitioners. Co planning opportunities. Frequent revisits and reflections.	IP/LPs	Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.

Lead Practitioners deployed to deliver bespoke packages of support to RQTs	Securing good practice following NQT success. Developing pedagogy, TEEP language and practice.	High quality intervention including IRIS based reflection opportunities support teachers' own professional development and improvements.	Regular CPD, ward rounds and one to one sessions. Support through Level 2 TEEP Lead Practitioners. Co planning opportunities. Frequent revisits and reflections.	IP/SC	Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.
Work with St Marylebone Teaching School to improve quality of teaching	Subject specific knowledge and skills enhanced. Share best practice across school	St Marylebone Teaching School has a strong track record of deploying SLEs to support and develop subject leaders. In addition, Deptford Green can also attend wider CPD offer as a member of the Teaching School Alliance.	Regular sessions with subject SLEs for specified subject leaders. Follow up of actions to form basis of work plan. Regular meetings with Head of Teaching School to review support and adapt accordingly.	JBx/HOFs	Ongoing throughout the year as part of internal and external QA processes. Review of subject development and impact on learning.

Total budgeted cost

£100,000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deployment of additional English staff to support intervention groups for PP students who need additional support.	Improved progress and outcomes for identified students. Knowledge and understanding. Close or narrow the gap between PP and Non-PP students.	Identified curriculum areas where review has highlighted misconceptions with a response of short intervention classes – pinpoint learning. Increase in teacher / student ratio.	Identify specific learning/curriculum needs and deliver bespoke teaching. Using external staff for example Teach First.	AP/ JBx	Half termly review of intervention package and engagement data
Deployment of additional Maths staff to support intervention groups. Running catch-up sessions before or after school for PP	Improved progress and outcomes for identified students. Knowledge and understanding. Close or narrow the gap between PP and Non-PP	Identified curriculum areas where review has highlighted misconceptions with a response of short intervention classes – pinpoint learning. Increase in teacher / student ratio. Evidence from previous level 1 students	Identify specific learning/curriculum needs and deliver bespoke teaching. Use data to identify specific students Set measurable targets and assess pupils' progress	AEB/ JBx	Half termly review of intervention package and engagement data. Use data to identify specific students Set measurable targets and assess pupils' progress

KS3 SEN/PP	Ensure successful transition from KS2 into KS4	Response to Year 6 learner reports, key stage data, GL tests outcomes to identify vulnerabilities and identified needs.	Curriculum development, delivery, intervention by TAs and class teachers,	NC/JBx	Half termly review of intervention package and engagement data
KS4 SEN/PP	Ensure successful transition from KS4 into Post 16 Provision.	Response to Year 10 and 11 learner reports, key stage data, PPE outcomes to identify vulnerabilities and identified needs.	Curriculum development, delivery, intervention by TAs and class teachers,	NC/TA/CN	Half termly review of intervention package and engagement data
Improve learning engagement data for those identified with poor learner behaviours.	Identify barriers to learning and develop strategies to overcome them.	Specialist intervention through Inclusion / HOYs/PLs identification will support and develop learners to develop independence and resilience.	Quality assurance, review of impact through effort and engagement data	NC/ES	Half termly review of intervention package and engagement data.
Place2Be	High quality counselling and support will lead to identified students developing resilience and strategies to support their learning.	Place2be is a nationally recognised bastion of good practice re. Supporting student's mental health and well-being; developing student resilience with specific strategies to deploy learning.	Referral rates – from staff and students, inclusion meetings and reporting. Data driven analysis and QA	NC	Termly Place2be review with School Project Manager. 4 weekly review of individual students through Inclusion panels.
Library Provision	High take up of Buzz books, online library provision, use of library (Covid 19 guidance used). Use of school displays areas to promote a reading culture	A safe, quiet, comfortable environment supports students and enables them to independently study. Revision materials alongside homework and research resources available.	Monitoring of student usage, directing specific students to provision	AP/BW	Half termly. Student voice in response to delivery. Effort reviews and student progress. Accelerator Reader data show improvement in reading ages and increase take up of students reading
Pastoral Leaders delivering barriers to learning packages	Intervention support ensures improved engagement, resilience with strong organisational skills. Bespoke one to one and group sessions	Students who are suffering from disengagement and who have been excluded or at risk of exclusion must have additional support and intervention in place.	Monitoring of student engagement. Reduction in exclusions overtime. Quality Assurance of delivery and student voice.	ES	Half termly. Student voice in response to delivery. Effort reviews and student progress. Engagement data.

Total budgeted cost					£249,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Persistent Absence Interventions	Decrease in number of persistent absence students	One to one conversations and attention in small groups with a focus on resilience, praise, and encouragement	Review of PA attendance data with drill down to individuals. Monitor quality of intervention and support.	ES	Half termly review of identified students and their attendance.
Redeployment of Pastoral Leaders/ Pastoral Assistants	A far greater focus on PA and behaviour concerns to ensure a rapid response. Reduction in % PA students and an increase in LORIC effort data. Punctuality data improves across the school.	One to one conversations and attention in small groups with a focus on resilience, praise, and encouragement. Positive learner behaviours with strategies to support are in place. Rapid response to students with punctuality issues.	Review of PA attendance data with drill down to individuals. Review of effort league and LORIC. Review punctuality data.	ES	Half termly review of identified students, their attendance, punctuality, effort and LORIC points.
Total budgeted cost					£40,000

5. Review of expenditure	
Previous Academic year	2019-20

i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Deliver consistently high-quality lessons supported through TEEP Programme	Removal of variation in teaching across the school	Enquiry Walks across the school indicate a significant reduction in variation of teaching and that the TEEP process has become mostly embedded. School closure has influenced the speed of this, and we have taken additional steps to promote aspects of TEEP Practice with the use of IRIS Connect and the sharing of best practice online. We have also rewritten the T&L policy to reflect our new approach.	10 new colleagues will undertake Level 1 training this year and 3 colleagues will complete level 3 training. In-house training as part of the induction process continues.	New Level 1 - £3000. New Level 3 - £3000. IRIS Connect contract £3500
SSAT delivery of Support staff TEEP Day (support staff and Pastoral Team)	Whole school understanding and shared language of TEEP and strategies	All support staff (Learning, technicians and Pastoral have completed the Support Staff Training day.	New Support staff are included in an induction of in-house TEEP training. All non-teaching staff have also completed T&L training on supporting students with ASC.	£1800
Lead Practitioners employed to improve quality of teaching through bespoke packages of support to identified teachers	Removal of variation in quality of teaching across the school and ensure consistently good learning experiences. Underperforming teachers to receive bespoke packages and support	Lead Practitioners are in place and work with a range of different colleagues where a need is identified. Packages of support have been put in place to support colleagues in Maths and Science. The RQT programme is also part of the Lead Practitioner programme of support. Enquiry walks across the school suggest a reduction in variation and an embedding of TEEP.	Sometimes we have applied a 6-week in-house support package through Lead Practitioners. We will now move this to the Teacher Experiencing Difficulty programme instead which is the informal capability stage. This will speed up the process of intervening with teachers and improving T&L.	£80000
Lead Practitioners deployed to deliver bespoke packages of support to RQTs	Securing good practice following NQT success. Developing pedagogy, TEEP language and practice.	One of the Lead Practitioners is responsible for the training and development of RQT colleagues. There is a robust programme of training in place for them and lesson observations so far have been positive and indicate an embedded use of the TEEP Cycle. All new colleagues will be part of the TEEP Level 1 training in February 2021.	In subsequent years when a September does not follow a period of extraordinary school closure, we will have our own in-house Level 3 TEEP teachers (Lead Practitioners) who will be able to begin the Level 1 training in September.	Level 3 TEEP training £3000

Pixl membership and attendance at conferences and training	Sharing best practice and being aware of new initiatives to support progress of students	PiXL Membership is maintained. 8 colleagues are all engaged in middle leader training with PiXL. These are programmes that involve online sessions and coaching and will last for the academic year. 4 of the colleagues are from the Maths team and 1 is from Science. Various colleagues attend the PiXL conferences.	Ongoing meetings with middle leaders on programmes to measure leadership development.	£4000
Total actual cost				£96,300
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Deployment of additional English staff to support intervention groups	Improved progress and outcomes for identified students. Knowledge and understanding.	<p>KS3 English assessment data shows improved attainment in literacy groups from their starting points. We have embedded literacy teaching points from KS1 and KS2 National Curriculum to close gaps.</p> <ul style="list-style-type: none"> • 8R includes 6/15 PP students. Of those 6 PP students 5 have improved attainment with a minimum of 10% increase in raw scores (3/30 marks) • 8/9 Non-PP students in this group also have increased attainment of between 5-10% • In 9R there is a similar trend with both PP and non-PP students improving attainment in Literature assessments up to 12%. • Accelerated reading scores show a slight increase in reading engagement 	<p>The small groups for literacy teaching mean that students have more one to one support. It has had an impact on PP and non-PP students in raising attainment.</p> <p>Using NC for KS1 and KS2 has allowed us to close gaps - Primary/Secondary school transition.</p>	£65,000

<p>Deployment of additional Maths staff to support intervention groups</p>	<p>Improved progress and outcomes for identified students. Knowledge and understanding.</p>	<p>Our pupil premium vision is to raise standards through breaking cycles and reducing the attainment gap. The PP actions made a positive difference across most year groups.</p> <p>Maths GCSE three-year trend</p> <table border="1" data-bbox="725 368 1341 509"> <thead> <tr> <th>Cohort</th> <th>Non-PP progress</th> <th>PP progress</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>0.57</td> <td>0.00</td> </tr> <tr> <td>2018/19</td> <td>0.42</td> <td>-0.32</td> </tr> <tr> <td>2017/18</td> <td>-0.22</td> <td>-0.61</td> </tr> </tbody> </table> <p>PP students' progress have increase at a greater rate when compared to non-PP students. Even though there is still a gap between non-PP and PP students it is evident from the three-year trend that PP students are making positive progress</p> <p>Current year groups</p> <table border="1" data-bbox="725 770 1341 911"> <thead> <tr> <th>Year</th> <th>Non-PP progress</th> <th>PP progress</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>-0.04</td> <td>0.01</td> </tr> <tr> <td>10</td> <td>-0.09</td> <td>0.03</td> </tr> <tr> <td>9</td> <td>-0.85</td> <td>-0.92</td> </tr> </tbody> </table> <p>At KS4, PP students fared better, with both year 11 and 10 achieving positive progress At KS4 students proved success but at KS3 more work need to be done</p>	Cohort	Non-PP progress	PP progress	2019/20	0.57	0.00	2018/19	0.42	-0.32	2017/18	-0.22	-0.61	Year	Non-PP progress	PP progress	11	-0.04	0.01	10	-0.09	0.03	9	-0.85	-0.92	<p>We will continue with this approach as well as ensuring that year 11, PP students are equipped with revision material and maths equipment they need to fully prepare for the exam.</p> <p>We need more consistency across the key stages. KS4 made better progress when compared to KS3. We will continue with interventions that have been successful at KS4 and amend our practice at KS3 where it has been less successful. We will use the PP fund effectively on a wider range of initiative e.g., booster classes, reading support or 'raising aspiration' programmes. We will identify students' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage</p>	<p>£65,000</p>
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2019/20	0.57	0.00																										
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<p>Year 7 SEN/PP nurture Group</p>	<p>Ensure successful transition from KS2</p>	<p>The Nurture group was set up to support the two year 7 students with EHCPs that required a considerable amount of support to ensure a successful transition and develop their resilience (from October 2019 – December 2020). It has proved highly successful for both students with EHCPs and three of the other students on SEN Support. All but two students achieved their Boxall Profile targets; the intervention also highlighted the need for further intervention for two students also on SEN Support; we</p>	<p>It was agreed that although a nurture group to support year 7 transition is required, there needs to be more consistency in the time of the day that the sessions were delivered for example, every day at the beginning or the end of the day, was a suggestion that might better support the students. Alternatively, the nurture group should be increased in size and should be taught as a teaching group who has the same teacher throughout (following a primary school model) and exit the group when they are ready and can be</p>	<p>£65,000</p>																								

		<p>used their attendance data to inform their levels of resilience:</p> <ul style="list-style-type: none"> • 4 students had attendance of between 100% and 94% • 3 students had attendance of 87 or 85% • 1 student had attendance data showing 64% at the end of the end of the year. <p>Behaviour data was used to monitor all students throughout, both within the nurture group sessions and their mainstream lessons, to determine their suitability to return to mainstream lessons full time:</p> <table border="1" data-bbox="725 539 1335 874"> <thead> <tr> <th>Student</th> <th>Negative Behaviour Points</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>31</td> </tr> <tr> <td>4</td> <td>20 – further intervention in place</td> </tr> <tr> <td>5</td> <td>75 – further intervention in place</td> </tr> <tr> <td>6</td> <td>1</td> </tr> <tr> <td>7</td> <td>4</td> </tr> <tr> <td>8</td> <td>3</td> </tr> </tbody> </table>	Student	Negative Behaviour Points	1	1	2	0	3	31	4	20 – further intervention in place	5	75 – further intervention in place	6	1	7	4	8	3	<p>successful in all areas of school life and access the whole curriculum.</p> <p>The year 7 cohort proved to be challenging in terms of behaviour. There were several requests for support (within the nurture group) that we had to reject due to their behaviour difficulties and how greatly it would impact on the established group. As a result, an alternative, more intense provision to address behaviour was trialled.</p> <p>Attendance played a huge part in identifying further needs that required support for the whole family of two of the children involved in this intervention. This resulted in these children being provided with a key worker - someone within the inclusion team as well as wrap around support provided by the attendance/safeguarding team. This approach is well-established and will continue to make a difference to the lives of children with complex needs.</p> <p>The introduction of Microsoft Teams and regular liaison with class teachers enabled the SEND teacher to adapt teaching resources, so that students attending the nurture group could engage in the same learning experiences as their peers.</p>	
Student	Negative Behaviour Points																					
1	1																					
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Behaviour Mentor	Identify barriers to learning and develop strategies to overcome them.	Partially successful. The Inclusion Panel meetings proved to be a successful forum for referring students in need of mentoring to support and improve students' behaviour, learning and engagement. The school mentor regularly engaged with 52 students (across all year groups) between Oct 2019 and March 2020. The main target set for the mentor was to ensure that intervention/mentoring sessions were carefully structured and delivered in a professional manner.	<p>The learning mentor was provided with his own room within the inclusion area to ensure a consistent approach and to ensure that students' attitude towards their mentoring sessions were taken seriously. Initially, there was a change in the relationship between the mentor and some of the students due to expectations being raised and the students now needing to take accountability for their actions.</p> <p>The introduction of the PiXL Edge programme has supported and enhanced the mentoring sessions, due</p>	£40,000																		

		<p>Analysis of behaviour data on a regular basis, ensured that the mentor was able to hold the students to account to improve their behaviour, learning and engagement. Of the 52 children identified, the behaviour and engagement data showed:</p> <ul style="list-style-type: none"> • 63% of the students improved their behaviour and engagement • For 10% of the students there was no improvement • 2 students (4%) changed/left our provision • 14% - behaviour was worse and they required further intervention. 	<p>to the focus on LORIC behaviours that the students needed to work towards demonstrating. Whilst the PiXL Edge programme will continue to be delivered, some students will continue to require one-to-one mentoring.</p>															
Place2Be	<p>High quality counselling and support will lead to identified students developing resilience and strategies to support their learning.</p>	<p>There was an increase in students accessing Place2Be and Place2Talk during the summer term. As a result, we have gained greater knowledge and understanding of the needs of many of our students who have required alternative methods of support. The range of needs were understandably exacerbated due to lockdown; the number of Children accessing Place2Talk and Place2Be was as follows:</p> <table border="1" data-bbox="725 911 1339 1393"> <tr> <td colspan="2">Place2Talk</td> </tr> <tr> <td>No. of children/young people seen:</td> <td>4</td> </tr> <tr> <td>No. of sessions held:</td> <td>14</td> </tr> <tr> <td colspan="2">Place2Be</td> </tr> <tr> <td>Counselling: No. of children / young people:</td> <td>11</td> </tr> <tr> <td>No. of sessions held:</td> <td>101</td> </tr> <tr> <td>Key themes emerging</td> <td>Isolation; family relationships; absence from school; loss; identity.</td> </tr> </table>	Place2Talk		No. of children/young people seen:	4	No. of sessions held:	14	Place2Be		Counselling: No. of children / young people:	11	No. of sessions held:	101	Key themes emerging	Isolation; family relationships; absence from school; loss; identity.	<p>Initially, a sizeable proportion of the referrals to Place2Be were considered as unsuitable due to the information being written on the referral forms, which were often relating to behaviour. As a result, several actions have been implemented to avoid this:</p> <ul style="list-style-type: none"> • Scrutiny of referral forms by the inclusion team to ensure appropriate information had been included • A new procedure (referrals form heads of year only) put in place to ensure that alternative interventions by class teachers had been attempted and evaluated • Regular meetings and updates with both on-site counsellors and senior Place2Be leaders and the headteacher. <p>The inclusion lead will continue to meet regularly with the two Place2Be counsellors to ensure the following:</p> <ul style="list-style-type: none"> • That confidentiality of students is maintained whilst being provided with advice and strategies for staff to implement 	£51,000
Place2Talk																		
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		<table border="1" data-bbox="725 172 1341 323"> <tr> <td data-bbox="725 172 1032 284">Phone check-in with parents (Other Parent Partnership)</td> <td data-bbox="1032 172 1341 284"></td> </tr> <tr> <td data-bbox="725 284 1032 323">No. of sessions held:</td> <td data-bbox="1032 284 1341 323">10</td> </tr> </table> <p data-bbox="725 357 1341 713">Counselling sessions for the 10 students who underwent assessments with Place2Be (between September 2019 and March 2020) were consistent and of the highest quality. 9 students improved their level of resilience and their ability to manage school life based on the feedback from the SDQ questionnaires completed by staff at the start and mid-way through their intervention. One student has continued to struggle due to circumstances beyond their control; further support for this student includes Early Help as well as regular support from the safeguarding team.</p>	Phone check-in with parents (Other Parent Partnership)		No. of sessions held:	10	<ul data-bbox="1413 177 1951 400" style="list-style-type: none"> • An increase in reports and updates are shared by Place2Be for analysis and further action purposes • A new initiative led by Place2Be counsellors who use their expertise to ensure that mental health awareness is raised across the school amongst students and staff. 	
Phone check-in with parents (Other Parent Partnership)								
No. of sessions held:	10							
Library Provision	High take up of pre and post school day research and learning environment to support students with homework, revision, reading.	<ul data-bbox="770 730 1301 858" style="list-style-type: none"> • KS4 students used the facilities most afterschool. • KS3 students used the facilities most before school. <p data-bbox="725 863 1341 1054">In Year 10 and Year 11, underperforming students were directed by HOY and HODs to use the Library facilities daily. Laptops were most often used to watch GCSE Pod clips for Literature; Maths Watch revision and for Kerboodle resources.</p> <p data-bbox="725 1091 1341 1283">When asked why students were using the Library before and after school, most said that they preferred revising and working in the Library than at home. Some of their reasons included: 'I have access to reliable laptops and the internet'; 'I have access to adults who can help me with my homework'; 'I can work with my peers.'</p> <p data-bbox="725 1319 1341 1378">Visible increase in numbers of PP and non-PP students reading in the library before and after school because of</p>	<p data-bbox="1368 730 1951 890">The Library space, because of the global pandemic, will have to be used differently. Investment in technology and texts remains a high priority to engage students in reading and increase the reading culture in the school.</p> <p data-bbox="1368 932 1951 1027">Having a space for students to work with their peers on their HW has improved student's engagement with HW.</p>					

		investment in new texts and improved layout/furniture in the Library.		
Pastoral Leaders delivering barriers to learning packages	Pixl Edge, Pixl Build Up delivered, monitoring and support ensures improved engagement, resilience with strong organisational skills.	Yes, the delivery in pastoral interventions has increased engagement and decreased behaviour points and exclusions (all of this can be evidenced through our BFL data). Students are being delivered more personalised interventions to develop their learner behaviours and other areas which they need to improve. This has made them more successful.	Increase the capacity of the Pastoral Leaders to ensure they can work with more students within their key stages. Increase the number of times across the year we measure impact and ensure a student moves up to a different wave of support and intervention if there is no impact.	
Total actual cost				£286,000
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Persistent Absence Breakfast Clubs	Decrease in number of persistent absence students	Success criteria met; 29 pupils were involved in the club. Of these 20 (68%) had improved attendance. 22 out of the 29 were PP students and of these, 16 (73%) saw improved attendance by up 15%.	Covid measures has meant that this cross-year approach had to be postponed temporarily due to staggered start times to the day and having year bubbles but is one we will use again in the future.	£2,000
Redeployment of Pastoral Leaders	A far greater focus on PA and behaviour concerns to ensure a rapid response. Reduction in % PA students and an increase in LORIC effort data	Success criteria met. Due to an increased requirement of staff to use the new system for recording behaviour, it is impossible to compare the two years' data in its raw form. However, the figures are: 2018-9: Positive 99441 Negative 6006	The redeployment of PLs has had a positive effect on the behaviour of PP students and the reduction in the number of PP students who were also PA. Following on from this, and to reduce any negative impact of covid-19 on behaviour and attendance, the school extended its pastoral provision to include in each key stage an assistant to each PL (to provide further support for positive behaviour and attendance)	£35,000

		<p>2019-20: Positive: 212127 Negative: 6820</p> <p>The ratio between positive and negative is worth comparing 2018-9 94% of comments were positive. 2019-20 97% of comments were positive. The number of Parkings involving PP students also decreased in 2019-20 by 6% from 297 to 274. There was also a significant decrease in the number of Internal exclusions involving PP students of 42% from 123 to 71. The number of FTE involving PP students also fell, by 49% between the two periods, from 61 to 31.</p> <p>The raw number of PP students who were PA fell from 94 to 85. The percentage of PA students who were also PP from 75% to 61%.</p>	<p>and an administrator (to ensure that the pastoral staff could spend less time on administration and more supporting students and their families). The Attendance team has also been extended to facilitate the same aims</p>	
Total actual cost				£37,000

6. Additional detail

Due to Covid 19, the board action areas in 2019/20 plan will continue as these were not fully completed. However, following a review, some actions have been removed or reshaped to enhance provision and improve outcomes for PP students.

