



THE DEAN TRUST
Lord Derby Academy

2019/2020 review (review up to February 2020- lockdown)

- 1- General review of the 2019/29 strategy (RAG rated)
- 2- Example of reflections that inform the review of the impact of funding and support with planning the 2020/2021 strategy
- 3- Examples of reflections by the SLT

1- General review (RAG rated)

Strands		Foci	Strategies	Lead	Review and RAG for value for impact (Dark green- very effective/ Green- effective / orange- needs more time to have desired impact/ Red- should be discontinued, no noticeable impact)
1A	Pedagogy	Effective implementation of the curriculum	I. High expectations and inclusive teaching focussed on the needs of the learners, not the label	JA CP	Departmental reviews, meeting notes, 1:1 with leaders show that there is a shared expectation; impact now needs to be translated fully in pupils' outcomes.
			II. Ensure T&L SLT lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	CP	Quote from our 2020 "Inclusion Quality Mark" report": "The leadership of disadvantaged students is excellent. The Deputy Headteacher uses the student funding wisely to have maximum impact on students' outcomes and life chances. The spending plan is thorough and well thought-out, ensuring the spending is having the best impact. the Deputy Headteacher tracks the progress of the disadvantaged student cohort closely and ensures that no student is left behind".
			III. All teachers use selected D. Lemov strategies, ensure pupils practise retrieval and include appropriate opportunities for complex application , once the knowledge and techniques that are needed have been fully embedded (use of "letting the kite go" technique).	CP	Monitoring up to February 2020, prior to lockdown, shows these strategies are being embedded – further monitoring needs to be conducted to fully assess impact.

			IV. Focus monitoring on the provision of appropriate opportunities to learn at greater depth and develop resilience	CP LM SB	
			V. In Y11, with the support of HoY, staff access a database for each disadvantaged pupil's challenges and interests and use this knowledge in their day-to-day practice and curriculum (Daniel Sobel)	CP	Conversations with staff and case studies have shown this kind of knowledge supports staff in their approach to pupils. 1 case study in particular shows how teachers were able to transform a pupil's outlook towards their studies.
			VI. Renew TLR 3 T&L to support with all staff implementing 1A. I	CP	See 1C I for impact on pupils' progress. In terms of enrichment, pupils at LDA continue to have the same opportunities as their peers and they are equally represented in the Pupil Parliament. For transition, the summer school was a success (parents' evaluation) and applications to LDA as first choice continues to be high.
1B	CPD to enhance the teaching of the curriculum and appropriate use of assessment	<ul style="list-style-type: none"> ▪ CPD supports the development of staff's subject knowledge ▪ CPD Supports the development of staff's pedagogy as per 1A ▪ CPD supports the development of pedagogical content 	I. Continue to purchase relevant publications that relate to pedagogy and curriculum. Purchase for each HoD David Didau's a copy of "Making children cleverer" and other subject specific curriculum publications.	CP	
			II. An additional £5,000 cover fund to allow: <ul style="list-style-type: none"> ▪ time for teachers to develop their subject and pedagogical knowledge ▪ time for HoDs and Deputies to meet and discuss the curriculum ▪ time for specific examination boards training ▪ all Middle Leaders to visit another school to observe teaching and engage in curriculum discussions 	JA CP	Cover has supported leaders to meet and have time to develop their curriculum. Individual CPD feedback shows leaders have benefitted from visiting other school leaders to further develop their curriculum. Cover was also used for staff to develop their subject knowledge (e.g. Physics/ Chemistry/MFL/ History). Quality cover, delivered by our team of trained cover supervisors has also meant standards in the classroom were not compromised.

			<ul style="list-style-type: none"> ▪ time for Middle Leaders to sequence the curriculum ▪ time for Middle Leaders to review assessment procedures ▪ triads of QA exercises and feedback exercises are implemented 		
			III. Ensure staff undertaking NPQLM/ NPQSL qualifications focus their research project on improving outcomes for disadvantaged pupils.	CP	Middle and senior leaders all have a PP focus for their project. For instance, one NPQSL candidate led on the Inclusion Quality Mark (IQM) application.
1C	Staff recruitment retention & wellbeing	Continue to create opportunities to recruit & ensure retention of outstanding teachers. Focus on staff wellbeing.	I. 7 TLR 3 created to retain good staff and focus on key areas of this plan	VG JA	<p>Based on the 2019 validated set of examination results, for 5 of the TLR 3 teachers', P8 for the disadvantaged cohort in their GCSE class was as follows:</p> <ul style="list-style-type: none"> • Teacher 1: P8= 0.79 (science) • Teacher 2: P8 = 0.35-0.1 (science) • Teacher 3: p8 =- 0.18 (MFL) • Teacher 4: p8= 0.1 (Music) • Teacher 5: p8= 0.74 (MFL) <p>1 new TLR 3 recruit in maths 1 teacher back from maternity</p> <p>All the above teachers continue to have been retained/ no application was made to work at another school.</p>
			II. Portion of Cover Supervisor Salary to support with cover to support staff wellbeing	VG JA	The independent staff survey led by the Trust shows LDA came above the national benchmark for all schools and secondary schools for staff wellbeing.
			III. Support towards wellbeing sundries (lunch during INSET/ Colleague of the week rewards/ staff area)	JA	

Strands		Focus	Strategy	Lead	
2A	Curriculum intent & implementation in maths	Strengthening leadership and curriculum intent & implementation in mathematics	I. Director of mathematics & contribution to the recruitment of an additional outstanding teacher in mathematics (including a TLR3 as incentive)	VG JA	Appraisal documentation and the school's self-evaluation form document the impact of the Director of mathematics on the department.
2B	Numeracy	To focus on application of maths in real life/ability to reason mathematically and a sense of enjoyment & curiosity about the subject.	I. Contribution to the leadership of numeracy	KA	A recent survey shows the profile of numeracy across the curriculum has been raised- impact now needs to be demonstrated
			II. Preparation the Numeracy Quality Mark	KA	
2C	Literacy	Rapid progress of all pupils reading below chronological age and closing the vocabulary gap.	I. Contribution to the leadership of literacy II. All departments to set weekly KS3 homework about Tier 2, subject specific words via bedrock and regularly use bedrock strategies to help pupils understand and embed these new words.	CP LMO	<p>Literacy Assessment Online testing PP data Feb (2020)</p> <ul style="list-style-type: none"> • Red readers reduced by 2% • Amber readers reduced by 1% • Green readers increased by 2% <p>This testing is crucial for providing information of our pupils' reading ages and then retesting pupils a further two times across the year to ensure that strategies in place are taking effect. Positive changes were beginning to show from the Literacy strategies that had taken place.</p> <p>Disadvantaged pupils increased their progress by 23% when compared to their base test. Bedrock is research backed to ensure that pupils make process and reduce the word gap.</p>

2D	KS2 to KS3 Transition	Quality transition between KS2 and KS3 and mitigating for gaps inherited from KS2 performance	I. Renew TLR 3 holder to support with transition (KS2 to KS3 and KS3 to KS4) (main focus of TLR- retain good teachers)	JE	
			II. Summer school for Y6 with a focus on maths/English and based on gaps in learning	JE	Quote from our 2020 Inclusion Quality Mark report: “The summer school, paid for using the Pupil Premium funding, is attended by the majority of new starters (87% of the Year 6 students attended in 2019). there is a strong focus on progress in English and Maths to prevent any regression during the transition between the two key stages, which is a national issue. In fact, the impact is remarkable when you analyse the data in Maths over the past three years, with progress in Maths doubling since the programme’s inception”.
2E	KS3 curriculum intent	To ensure the curriculum intent and implementation powerfully address the stark social disadvantage of LDA pupils	II. Ensure KS3 curriculum SLT lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA JE	See 1A II
			III. Evaluate the quality of education over time using observation, learning tours and work scrutiny ‘Deep Dives’ to ensure high quality provision	JE CP JA HoD s	HoDs have positively commented on the impact of “Deep Dives” on their department and how they have led them to reflect on areas for development. We now need to show impact on KS3 pupils’ progress.
			III. The cross-Trust Curriculum Values permeate subject/whole school curriculum		
			IVI. Review schemes of work and ensure enrichment is implicit and enhances provision		
			VI. Curriculum meeting for middle managers to reflect on the curriculum and improve it in their subject		

2F	Options in Year 9	To ensure Year 9 disadvantaged pupils and their parents receive bespoke support and guidance to ensure aspirational option choices/ remove preconceived ideas about particular options	I. Bespoke invitation for identified parents at options evening	JE CS HoD s HoYs	79% of parents of disadvantaged pupils attended the options evening compared to 62% the year before.	
			II. Targeted advice to pupils from the beginning of Year 9		A survey showed 100% of pupils thought the advice they received prior to option evening was good or excellent; 100% also said the college visits had supported their thinking as to their next steps.	
			III. Bespoke taster days and visits to colleges			
2G	Closing the gap in Y9 -English & Maths	Ensure staff identify gaps and steps to address those gaps	I. To renew/create a TLR 3 position in Maths/ English to retain /recruit outstanding teacher and support with the tracking of specific pupils in Year 9 to support closing the gap.	JE BBL	Close tracking is now taking place- impact on progress now needs to be established (February 20 data showed some progress)	
	Closing the gap in Year 8 maths		II. To establish a cohort of pupils in liaison with key staff in maths and English and design a bespoke package of intervention and support for those pupils. Track the progress through the year & liaise with parents		JE LHe JAs	Close tracking is now taking place- impact on progress now needs to be established (February 20 data showed some progress but it is difficult to measure what progress would have been in July 20, had pupils been in).
			III. Maths mornings (8.00 a.m. -8.40 a.m.) with a targeted group of Year 8 pupils		CPa	February 20 data showed some progress but it is difficult to measure what progress would have been in July 20, had pupils been in).

2I	Individual subjects' curriculum intent and implementation with a focus on disadvantaged Y11 pupils	Focus on how the intended curriculum and its implementation address social disadvantage by addressing gaps in pupils' knowledge and skills	I. Continue to provide departments with bidding opportunities to support closing the gap to national all with Year 11	JA	Individual bids have supported pupils accessing some subjects (e.g. ingredients for Food Tech, software accessible from home to support with revisions. £1000 was redirected to purchase materials for pupils to study from home during lockdown.
			II. Ensure SLT Y11 lead has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	LM JA	
2J	Closing the gap at KS4 in English and maths	Ensure staff identify gaps and steps to address those gaps	I. School's examination board accredited examiners in English to deliver regular "Walk & Talk" sessions in the Sports Hall to the whole of Year 11	CS	Extremely positive pupil voice feedback: 100% of respondents found the activity useful or extremely useful and 100% would like more similar workshops in the future.
			II. School's examination board accredited examiner in English to deliver workshop for the English staff to update on AQA developments	CS	100% of staff responded positively to the workshop.
			III. All mock examination papers in English Language marked by an external AQA examiner	FF	
			IV. Deeper learning project in maths	EP	Funded via school CPD
			V. 5 twilight sessions across the year with a targeted cohort of Year 11 pupils at risk of getting 3 only rather than their targeted 4	EP	Money re-directed towards materials to study during lockdown
			VI. School trip targeting 40 underperforming disadvantaged Y11 pupils	EP	Money re-directed towards materials to study during lockdown

			VII. Maths 50 day revision practice booklets and answers purchased for every PP pupils/ booklets will also be used in intervention time	EP	Money re-directed towards materials to study during lockdown
2K	Disadvantaged boys in Year 11	Increase motivation to achieve	I. Commission inspirational speaker to run workshops for targeted boys in Year11	LM	Money rolled over the20/21 budget
2M	Culture, life-skills and experience	Across KS3, all pupils experience and participate in creativity, the arts and sport & subsidy for cultural opportunities, curriculum-based trips	I. Extracurricular opportunities fund, including: <ul style="list-style-type: none"> • access to DoE – Bronze and Silver Awards • swimming lessons • Peripatetic lessons 	CS	55 % of pupils taking part in enrichment were PP, which fully reflects our school's make up.
			II. Ensure SLT lead for enrichment and pupil engagement has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA CS	
2N	Knowledge for opportunity	A comprehensive CEIAG offer to focus on social mobility	I. Continue to work in partnership with local colleges/speakers/providers	CS	
2O	Pupils' wellbeing	To promote pupils' good mental health and well-being.	I. Increase <u>menstrual knowledge and access to sanitary products</u> for girls	CS	Up 30% uptake since previous year.
			II. Continue to provide spare underwear and tights for emergency use	CS	

			III. Introduce hygiene box for boys and girls	CS	
			IV. Pastoral officer to support with Mental Health	CS	
			V. Increase the amount of workshops and days providing opportunities to support with Mental health	CS	
			VI. Review with the Pupil Parliament menus on offer in the canteen to ensure healthy options are promoted	CS	Positive feedback from pupils; there has been a 12% increase in disadvantaged pupils opting to take their free school meal (prior to this, 38% of disadvantaged pupils were not claiming their free school meals).
			VII. Increase opportunities for pupils to join in extracurricular sporting activities outside school	CS	Fund rolled over 20/21
2P	SEND	Curriculum access	I. Pupils with SEND at KS4 have access to the full curriculum with bespoke transition support	VG	Evidence shows that pupils on Kit MacGrath course have made progress that could not be measured on GCSE grading. We had 26 PP+ SEND pupils, out of whom 9 were entered for the Ebacc. Pupils choosing / strongly willing to study languages at KS4 may do so, regardless of their ability.
			II. Targeted careers meetings and opportunities to visit Carmel college/ liaison with home regarding next phase of education	CT	Visits took place with supportive feedback from parents and the college. 100% now have a post 16 place.
			III. An additional maths specialist to deliver 1:1 support on identified gaps	VG	
			IV. To create TLR 3 in science to retain good staff and ensure targeted	VG/ JA	Staff in science retained. Pupils' progress in science now needs to be closely monitored.

			support of a specific cohort of SEND pupils in science.		
			V. Lunch club to develop social skills (vulnerable PP & SEND)	CT	Club well attended with an 86% of targeted pupils attending.
2Q	Inclusion	Supporting vulnerable pupils to develop social, emotional and behavioural skills to succeed	I. Re-engage programme for 6 PP students with serious mental health issues	AC	All 6 pupils have significantly improved their attendance: Combined attendance post programme: 52% Post programme: 73%
			II. Inclusion enrichment/ cultural and health development	CF	Extremely positive pupil voice feedback/ pupils were exposed to food they had never seen/tasted before (e.g. avocados, pomegranate, hummous etc)
			III. Alternative Education & support	AC	<ul style="list-style-type: none"> - 100% of the pupils accessing GCSE's via the department were entered for English literature, English language, maths, science and a humanities GCSE - 100% of pupils passed English and maths. - 75% of pupils passed science (either combined science, or 2 single sciences) - 50% of pupils passed humanities - 25% of inclusion pupils achieved a positive maths Progress 8 score - 50% of pupils' attendance was over 93% which was an increase to their attendance prior to moving into the department.

			IV. Boxall profiling	CF	
Strands		Focus	Strategy	Lead	
3A	Attendance & Persistent Absence	Continue to increase attendance % and lower persistent absence to meet the National all figures	I. Ensure SLT lead in charge of attendance and inclusion has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	JA AC	Attendance continues to be an area of focus and sat at 92.10 % (non-pp: 96.55 %) in February 20. We have strong case studies showing the positive impact of the outreach officer.
			II. Funding for an admin attendance officer	AC	
			III. Funding for outreach attendance officer	AC	
			IV. Local Authority Service Level Agreement and support - attendance	AC	
			V. Accountability and targets for all leaders involved with attendance	AC	
			VI. Improved Attendance data to form tutors so they can monitor PP attendance and action	AC	
			VII. Rewards for good and improved attendance	AC/ HOY s	
			VIII. Internal exclusion to support with low FTE	AC	

			IX. Police panels – Safer Schools Police Officer/attendance blitzes	AC	Strong case studies available about the impact of police panels on some poor-attenders.
			X. Saturday school and 3-5 school to support with Truancy	AC	Money rolled over as this has been a deterrent and there was no truancy reported
3B	Attitudes to learning	Explicit focus on “Behaviour for Progress” (BfP)	I. Behaviour for Progress (BfP) stickers and posters/ Embed use of language in every lesson / opportunities for self-assessment	CS	ClassChart as a new tool has been a very useful tool to support the analysis of BfP for disadvantaged pupils. It showed that disadvantaged pupils had twice the amount of incidents of poor BfP. The next development is now to ensure all involved access this figure and put an action plan to reduce this significant gap.
			I. Continue with tracking of BfP via Classcharts	CS	
			II. Keep BfP high profile amongst staff and pupils	CS	
			III. Embed Lord Derby Award	CS	
			IV. Embed Pupil parliament functions (e.g. Glitch theatre visit, badges etc.)	CS	
3C	Parent engagement	Engage parents to support pupils’ education	I. Review opportunities for alternative parents’ evenings for selected parents who usually do not engage (Parents voice in the past did not reflect realistic barriers)	CS	Attendance of disadvantaged parents continues to be lower than that of their non-disadvantaged peers. However there has been an 8% increase on figures since the previous year (For evenings from September -February 20)
			II. Contact parents/carers prior to Parents’ evenings and information events to secure an appointment	CS	
			III. Monitor attendance at Parents events and follow up with home	CS	

			IV. “KS4 Revision Launch” events to inform parents about the expectations and demands of KS4 / develop understanding of the courses and how to support their children	CS	This did not take place
3D	Pupil engagement in revision activities at KS4	Encourage motivation to achieve at the GCSE examinations.	I. A bespoke mentor	LM	Some mentors have more impact than others. Strategy to be reviewed
			II. Study packs provided to equip PP with the practical resources to assist their studies (study packs based on pupil voice)	LM HOY 11	This money was directed towards the cost of revision packs at home during COVID- this included specially designed careers advice booklets, KS4/5 materials for pupils wanting to do particular A-levels (e.g. books in Spanish for A-level Spanish; maths text books etc)
			III. Study Base – staffed in the morning and after school with support available and access to resources to enable pupils to engage and make progress (March onwards)	LM	
			IV. Free breakfast before revision sessions and examinations	LM	Funds rolled over the 20/21 budget
3E	Transition-Pastoral	Increased sense of belonging and pride to join Y7	I. Provide school uniform, PE kit, other uniform related sundries and school stationery to all Year 7	JA	All external reports comment on our pupils looking impeccable and having the right equipment in lessons.
3F	Emergency fund	Support pupils in severe circumstances	I. Identification of pupils in need of a free breakfast and school related items.	JA	Social workers have reported on the positive impact this has on pupils.

2-Examples of reflections that inform the review of the impact of funding and support with planning the 2020/2021 strategy



Leaders completing the review: Head of inclusion/ Assistant Headteacher, Inclusion

Pupil Premium funding allocated in 2019/2020:

£70,000 - alternative provision

£6,500 - re-engage programme for 6 PP pupils with mental health issues

£ 500 - cultural fund (e.g. exposure to food pupils don't access at home)

£100 - boxall profiling

Total: £77,100

Aim: To support young people with accessing the curriculum

What went well for disadvantaged pupils in Inclusion and what was the impact of this funding? (pls also include some examination, attendance etc figures)

The pupils who accessed support via the Inclusion department were provided with a range of life skills opportunities due to PP funding. This supports the school's drive to provide all pupils with deep enrichment experiences which support cultural capital, giving all pupils the opportunity to develop their knowledge to be effective citizens.

For example, as part of our Life Skills programme pupils explored various cultures. Pupils also had little knowledge of food from other countries. To expand their knowledge, pupils were introduced to an arrangement of foods from different parts of the world. This lesson was extremely popular and allowed for in-depth discussion focussed lessons. Pupils were required to work as part of a team to prepare their food which supported those who struggle with communication and interaction. This programme gave pupils a better understanding and appreciation of the wide range of cultural influences that have also shaped their own heritage and that of others not only within our school but further afield. Furthermore, it gave them an interest in exploring, improving understanding of and showing respect for different cultures and the ability to recognise the things that we share across cultural communities.

It was identified that pupils attending the Inclusion department were arriving at school hungry, which was impacting on their readiness to learn. Using PP funding we were able to start a free breakfast club when pupils were provided with a warm drink and hot or cold breakfast. As part of pupil voice, discussions were had in regard to the breakfast menu and they designed 'Flexi Friday' which introduced a more continental style breakfast. Some pupils had never tried foods such as croissant, avocado, raspberries, bagels and 'real butter'. Using PP funding, we were able to provide them the opportunity to try them.

GCSE pupils studying art were provided with necessary resources to complete their coursework to a very high standard, which enabled them to achieve outcomes matching that of the whole school's.

- 100% of the pupils accessing GCSEs via the department were entered for English literature, English language, maths, science and a humanities GCSE
- 100% of pupils gained a grade in English and maths
- 75% of pupils gained a grade in science (either combined science, or 2 single sciences)
- 50% of pupils gained a grade in humanities
- 25% of inclusion pupils achieved a **positive** maths Progress 8 score
- 50% of pupils' attendance was over 93% ,which was an increase to their attendance prior to moving into the department.

Funding was also used to purchase rewards for those pupils who engaged in the Behaviour League and achieved the most points at the end of each half term. In addition, those pupils with the most improved attendance were also given a reward using this funding.

BOXALL PROFILE

The purchase of the Boxall Profile meant that pupils could be assessed, and a bespoke learning plan formed which helps staff to implement the given strategies to meet the needs of the pupils. This plan is transferable to mainstream lessons and used if pupils move off site as it gives the alternative provider an immediate insight into the pupils needs and what helps.

What could be improved to increase the attendance of this cohort?

The attendance could be improved if this cohort had a designated key person (who knows their circumstances) to work closely with the pupil and their family to identify specific barriers to their non/poor attendance and to put relevant support in place to remove the barrier.

To use funding to continue to purchase rewards for those with the most improved attendance.

In your opinion, did that allocation represent good value for money and why?

Please see the Inclusion Quality Mark report (2020). The opportunities that pupils have been given due to the allocation of funding is priceless. Because of this funding, some of the pupils who were at risk of exclusion (7) , have been given an opportunity to access their learning in an environment that has been able to meet their emotional needs and allowed them to make progress educationally, socially and morally.



Year leader completing the review: Head of Year 11

Head of Year **.....10.....** in 2019/2020

Pupil Premium funding allocated in 2019/2020: £ 600

Aim: To increase the attendance of disadvantaged pupils in individual year groups

Attendance figure for your year group's attendance in general between September 19- February 20: **.....94.3..... %**

Attendance for the disadvantaged pupils in the group between September 19- February 20: **91.91.%**

Describe briefly how the money was spent:

- Resources for 'welcome to KS4' evening;
 - Healthy food samples
 - Teaching resources
 - Revision materials
- Rewards vouchers at Christmas
- Silent disco reward event
- Weekly prizes for top ten monitored pupils

What went well attendance wise for disadvantaged pupils and what was the impact of this funding?

Pupils in the 'top ten' attendance cohort were specifically selected Pupil Premium pupils. Regular contact allowed an opportunity for pastoral check in and attendance was improved as a result. Their incentive was weekly small prizes and half termly vouchers.

I was able to address barriers in advance and provide support to prevent non-attendance.

What could be improved to increase the attendance of this cohort?

Larger cohort of pupils to be focused on

Parental engagement- more frequent in-school panels

Mentor style support as a check-in for pupils

Catch up learning via online support to close gaps in learning and reduce absence



Pupil Premium funding allocated in 2019/2020: £ 600

Aim: To increase the attendance of disadvantaged pupils in individual year groups

Year leader completing the review: **Head of Year 7 in 2019/2020**

Attendance figure for your year group's attendance in general between September 19- February 20: 96%

Attendance for the disadvantaged pupils in the group between September 19- February 20: 94.56%

Describe briefly how the money was spent:

The money was spent on whole school activities, including the silent disco. Some of the money was also spent on supporting the SEND department and the pupils with an EHCP. This money rewarded improved attendance and supported with pupil's confidence within the school.

What went well attendance wise for disadvantaged pupils and what was the impact of this funding?

There was an increase in pupil confidence, especially with the EHCP pupils and pupils' attendance improved collectively.

Pupils enjoyed the whole school initiative and there were a significant number of pupils who were disappointed that they could not attend the silent disco. This increased the attendance of the year group after the half term 2 as pupils aimed to attend the next event.

What could be improved to increase the attendance of this cohort?

More focussed rewards for improved attendance, looking at specific cohorts of pupils within the PP cohort. For example, underachieving boys

More involvement from the pupil parliament and pupil leadership to ensure that the rewards and activities appeal to the pupils and will be an incentive to improve their attendance.

Short term activities/ events that allow all pupils to be rewards for their attendance. Inclusion of weekly, small rewards for pupils who have attended and have improved their attendance.

A focus on improved attendance, even if below the 97% average. Encouragement and praise for these pupils. Small rewards to encourage them to continue.

100% - support/ rewards for these pupils who are attending regularly.

3- Reflections by the SLT (2019/20)- identified barriers and possible actions

**COMPLETED BY:
ASSISTANT HEADTEACHER -DIRECTOR OF KS4**

SCHOOL PRIORITIES	AREAS OF FOCUS FOR THE SCHOOL	Possible actions and/or spending implications	Estimated value that PP budget could support
1- Teaching and Learning	Access to subject resources	<ul style="list-style-type: none"> Ensure all pupils have a full complement of study stationary / revision guides / revision resources 	£2000
	Access to consistently high-quality teaching	<ul style="list-style-type: none"> Ensure PP pupils are known / grouped appropriately / monitored effectively / receive personalised feedback through 'progress meetings' 'Master class' clubs to accelerate learning 	£1000
	Absence leads to gaps in learning	<ul style="list-style-type: none"> 'Catch up' resources available from departments / TA led catch -up support groups on return from extended absence or regular absences 	£2000
	Dependence on teacher support / motivation	<ul style="list-style-type: none"> Develop ability of staff to promote / enhance metacognition strategies to develop self-regulation and independent learning skills 	
2- Curriculum	Access to study support outside of school	<ul style="list-style-type: none"> Targeted study support enrichment activities e.g. Saturday morning Twilight 'study club' with access to IT equipment and pastoral support Explore potential 'online or in school tutoring programmes' e.g. Mytutor / Tutor Trust 	£2500
	High Prior Attainers do not always have access to the same opportunities as their peers nationally to excel	<ul style="list-style-type: none"> Twilight 'masterclass' sessions run by external tutors 	£2000
	Promote well-being of pupils to ensure 'study and exam ready'	<ul style="list-style-type: none"> Free breakfast / refreshments before revision sessions and examinations 	£1000
3- Behaviour for progress	Additional support to enhance engagement / realise ability	<ul style="list-style-type: none"> Targeted mentoring (small groups/ individual) to build confidence in ability /competence as independent learners Utilise 'getting to know you' information to ensure personalised support Aspiration workshops – access to role models from different careers 	

COMPLETED BY:

ASSISTANT HEADTEACHER - DIRECTOR OF TEACHING AND LEARNING

SCHOOL PRIORITIES	AREAS OF FOCUS FOR THE SCHOOL	Actions and/or spending implications	Estimated value
1- Teaching & Learning	Teacher subject knowledge, particularly in changing specifications and when teaching out of subject	<ul style="list-style-type: none">• Provide departmental/subject specific CPD• Use twilight sessions to support staff CPD	
	Pupils may struggle to access platforms such as Bedrock, Google Classroom etc	<ul style="list-style-type: none">• Additional resources need to be provided	
	Reading age data suggests that some disadvantaged pupils are reading below chronological age	<ul style="list-style-type: none">• Ensure clear strategies for teaching 'reading for understanding' and vocabulary development in class and via platforms such as Bedrock	Costs of Bedrock
	Some pupils' lack of confidence limits participation in lessons.	<ul style="list-style-type: none">• Staff CPD focuses on 'Let the Kite Go' to support teaching approaches that improve independent learning• Pupils' oracy is developed through the literacy strategy	

**COMPLETED BY:
ASSISTANT HEADTEACHER - DIRECTOR OF PUPIL AND PARENT ENGAGEMENT**

SCHOOL PRIORITIES	AREAS OF FOCUS FOR THE SCHOOL	Actions and/or spending implications	Estimated value
2- Curriculum	Without support from the school, some pupils are less likely to attend 'off site' or residential trips and visits or the take part in the DofE Awards	Educational and curriculum trips are subsidised /funded via the PP budget <ul style="list-style-type: none"> • HoDs & HoYs encourage disadvantaged pupils to take part in trips, sport, outdoor education, performing arts and extra-curricular activities • HoDs & HoYs contact parents to ensure they are aware of payment options to maximise PP participation. Strategy should be in place to ensure that the cohort is representative of the school.	Continue with £10,000 enrichment budget Time
	Some pupils in year 7 are less likely to engage with cross-curricular, project-based pilot programme (Our Place).	<ul style="list-style-type: none"> • To provide, high quality resources to encourage pupils to produce 'beautiful work' of value for an authentic audience by crafting and redrafting (Ron Berger / Mary Myatt) 	£4,000
	Disadvantaged pupils are less likely to regularly access Class Charts	<ul style="list-style-type: none"> • For costs of Tutors to ensure that all pupils are logged on to ClassCharts at the start of the academic year, beginning with disadvantaged pupils. 	Time
Disadvantaged parents are less likely to regularly access Class Charts	<ul style="list-style-type: none"> • Form Tutors to ensure that all parents are logged on the ClassCharts at the start of the academic year, beginning with the parents of disadvantaged pupils. 	Time	
Disadvantaged pupils receive double the number of negative Class Charts points as non-disadvantaged.	<ul style="list-style-type: none"> • Development of subject specific BfP posters for all classrooms. • Calendared parental meetings / progress meetings between HOYs and parents with ongoing reluctant or compliant behaviour. 	Time	

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		<ul style="list-style-type: none"> • HODs to monitor 'Compliant' and 'Reluctant' BfP in the department and plan interventions. • Redesign of 'Parental Support' leaflet to be distributed to all parents along with Class Charts login information. 	Printing costs Cover
3- Behaviour for progress (BfP)	Some parents are less likely to attend KS4 launch evenings and so miss out on workshops to support their children's learning at home.	<ul style="list-style-type: none"> • Bespoke, off-site workshops to support parents in engendering good habits at home. (EEF guidance) 	Venue hire Cover costs
	Some parents are less likely to engage or communicate with school so their own barriers to their child's education cannot always be adequately assessed.	<ul style="list-style-type: none"> • Bespoke, off-site parent forums and / or workshops to engage with school / school life. 	Venue hire

**COMPLETED BY:
ASSISTANT HEADTEACHER -DIRECTOR OF KS3**

SCHOOL PRIORITIES	AREAS OF FOCUS FOR THE SCHOOL	Actions and/or spending implications	Estimated value
2- Curriculum	Further gaps in knowledge and barriers to learning develop as a result of Covid-19	<ul style="list-style-type: none"> • Use of GL testing to measure gaps / progress at KS3 	Approx £17,000
		<ul style="list-style-type: none"> • Provide all KS3/KS4 pupils with subject revision guides (or KS3 equivalent) to supplement learning 	Approx £10,000
		<ul style="list-style-type: none"> • Increase Departmental Reprographics budget to provide catch-up booklet 	
		<ul style="list-style-type: none"> • Maximise use of on-line learning to supplement in class learning 	Time
		<ul style="list-style-type: none"> • Maximise use of external agency support e.g. Shaping Futures to provide catch-up opportunities 	
		<ul style="list-style-type: none"> • Review Curriculum provision and provide catch-up curriculum 	Time
		<ul style="list-style-type: none"> • Liaise with relevant personnel to ensure catch-up strategy is in place for all disadvantaged pupils 	Time / resources costs as identified
	KS2-3 Gaps in knowledge are wider for disadvantaged pupils	<ul style="list-style-type: none"> • Review Transition Action Plan in light of Covid-19 • Re-direct Summer School allocation to provide residential including an academic slant and a focus on teambuilding • TLR Holder for Transition used strategically to focus on PP pupils as part of Transition Action Plan 	Time £12,000 Proportion of TLR awarded
	<ul style="list-style-type: none"> • Possible wider gap in Cultural Capital 	<ul style="list-style-type: none"> • Ensure the Dean Trust Curriculum Values are embedded into the LDA Curriculum • Increase parents' awareness of the LDA curriculum, the purpose it plays and its power in unlocking potential 	Time / Staff CPD
	<ul style="list-style-type: none"> • Some pupils & parents are less aware of opportunities available 	<ul style="list-style-type: none"> • Ensure the LDA Curriculum and provides a broad and balanced experience • Exploit opportunities to involve parents during the academic calendar • Ensure the Options process enables aspiration for disadvantaged pupils • Evaluate the quality of education over time using observation, learning tours and work scrutiny 'Deep Dives' to ensure high quality provision • The cross-Trust Curriculum Values permeate subject/whole school curriculum • Review schemes of work and ensure enrichment is implicit and enhances provision 	Time / CPD

**COMPLETED BY:
ASSISTANT HEADTEACHER - ABI**

SCHOOL PRIORITIES	AREAS OF FOCUS FOR THE SCHOOL	Actions and/or spending implications	Estimated value that PP budget could support
1- 2- BfP (Inclusion)	Some pupils struggle to access mainstream education due to their social and emotional needs	Inclusion team are part subsidised via PP budget	
		SLT lead in charge of attendance and inclusion has a PP focus in their role and is clear about the impact of their work on disadvantaged pupils	Contribution to SLT lead salary: £ 9,800
		Curriculum opportunities are funded via the PP budget ie Healthy Eating and Enrichment	£500
		Alternative Education & support	£10,000
		Boxall profiling	£160
		Specialist link support	£20000
		Staff CPD	£1000
		Allocate a lead member of staff to support with graduated response and statutory assessment	£22,000
		Use of work back hours to support additional homework club after school	
	There is a growing cohort of pupils who are struggling to access school due to their mental health	Allocate a lead member of staff to support this cohort and lead on assessment of need	£22,000
		Re-engage programme to support pupils back into school	£10,000

	Pupils attending Inclusion and off-site provision having access to 8 GCSEs and specialist teacher support	Specialist link teacher	£ 22 000 (mentioned earlier)
		Inclusion manager and SENDCO to explore qualifications to better suit the need of the pupils.	
Attendance & Persistent Absence	As a cohort disadvantaged pupil attend less than their non-disadvantaged peers and are more likely to fall into the persistently absent category	Funding for an admin attendance officer	£22,500
		Funding for outreach attendance officer	£20,000
		Rewards for good and improved attendance	£3,000 (£600 per Year Group)
		Local Authority Service Level Agreement and support - attendance	£6,000
		Internal exclusion to support with low FTE	£5,000 (staffing)
		Police panels – Safer Schools Police Officer/attendance blitzes	£6,000
		Saturday school and 3-5 school to support with Truancy	£400
		Allocate a lead member of staff to support with graduated response and statutory assessment	£22,000

**COMPLETED BY:
ASSOCIATE ASSISTANT HEADTEACHER, DIRECTOR OF MATHS**

	AREAS OF FOCUS FOR THE SCHOOL	Actions and/or spending implications	Estimated value
1- Teaching & Learning	A significant number of disadvantaged pupils don't have access to laptop and/or the internet to support them with their home learning.	<ul style="list-style-type: none"> • Access to laptops after school hours- staff supervision and laptops 	
		<ul style="list-style-type: none"> • Hard copies of support materials- exam papers with answers, Q&A booklets, 	£1200
	Some disadvantaged pupils have less support with their home learning.	<ul style="list-style-type: none"> • Intervention teachers for ongoing small group targeted intervention 	£6000
		<ul style="list-style-type: none"> • Colomendy school trip to provide extra maths support in small groups. 	£3500 full cost
		<ul style="list-style-type: none"> • Tutor Trust tutors for year 10 and 11 on Mondays (3-5pm TBC) 	TBC- £5000 Potential top up funding from Liverpool University
Disadvantaged pupils often have inexperience with current affairs, real life maths and vocabulary.	<ul style="list-style-type: none"> • The Deeper Learning Project promotes relevant teaching with deepened understandings, discussion and addressing gaps in real life contexts. (team teaching) 	£3000 (paid vis T&L)	
Disadvantaged pupils often have gaps in learning.	<ul style="list-style-type: none"> • PinPoint QLA allows teaching to meet the identified needs of individual pupils. 	£350	
2- Curriculum	Disadvantaged pupils often do not experience numeracy/maths in real life contexts/relevance outside the school curriculum. They often do not have opportunities to enjoy maths and the success/good feeling that this brings. Pupils premium pupils often don't have the support and learning environment at home.	<ul style="list-style-type: none"> • Numeracy KS3 school trip to Aintree racecourse (CPA) 	£350
		<ul style="list-style-type: none"> • Shaping Futures workshops 	Time/cover
		<ul style="list-style-type: none"> • University of Liverpool – High attaining pupil workshops 	Time/cover
		<ul style="list-style-type: none"> • Barclays- Life skills 	Time/cover
		<ul style="list-style-type: none"> • Maths competition against other schools- King David's school 	Time/cover and transport
<ul style="list-style-type: none"> • Buddy system in form time 	Time- cover for form teacher (CPA)		

		<ul style="list-style-type: none"> New games for maths board games club. 	£70
		<ul style="list-style-type: none"> Numeracy/problem solving workshop (KS3 – low/middle ability pupils – link in with catch up pupils to bridge the KS2/KS3 gap) Workshops are designed to be fun https://www.schoolworkshops.com/maths/the-problem-solving-company-1 	£400
		<ul style="list-style-type: none"> GCSE booster/problem solving workshop (KS4) – workshops around 3 hours long for 30 pupils at a time working mainly on grade 4/5 topics. https://www.schoolworkshops.com/maths/GCSE-Maths-Workshops-for-Year-11 	£1600
		<ul style="list-style-type: none"> Young engineers club- year 8 	£100
		<ul style="list-style-type: none"> Math-letics competition year 7/8 with primaries (tbc) 	£300
		<ul style="list-style-type: none"> Maths carousel challenge- year 9 	£500
		<ul style="list-style-type: none"> UKMT maths challenge – year 9 and 10 	£40
		<ul style="list-style-type: none"> GCSE problem solving workshops – year 11 2 x 3hour sessions for 60 pupils. 	£1600
		Colamendy- without pupil contribution	£3500
		<ul style="list-style-type: none"> Lord Derby estate giant garden games- year 10 and 11 	£450
		<ul style="list-style-type: none"> School Escape rooms- year 7 	£500
		<ul style="list-style-type: none"> Year 7 and 8 UKMT challenge 	£40
		<ul style="list-style-type: none"> Inclusion trip to Lord Derby estate- Year 11 	£100
		<ul style="list-style-type: none"> Twilight sessions for year 11 x 5- carousel (£150 per session for pizza) 	£750
		<ul style="list-style-type: none"> Workshops for Statistics pupils 	£400
Behaviour for progress	Some disadvantaged pupils often don't get the recognition of 'small wins' and lose focus.	HODs and HOYs encourage pupils to strive to achieve house points to win inter house and larger house competitions. Pupils need to feel pride and competitive drive for something they want. Initially this might be a personal materialistic gain but in the long term it is ambition and drive to be the best.	Time, postcards home, prizes, trophies, reward trip, breakfasts, free lunches, queue jump passes.
	Some disadvantaged pupils often don't experience personal recognition of success and the 'good feeling' from this recognition. They need to experience small wins to encourage their long-term gains.	Pupil premium boys project with CPA	£300
	Some disadvantaged pupils will benefit from targeted support and recognition.	Young engineers club- CPA	£100

Summer 2020 GCSE Results Headlines

Disadvantaged cohort

PUPILS	
● 108 pupils	● 12 inclusion
● 56 boys	● 52 girls
LDA: 53.5% PP	National: 26.5% PP

E-BACC ENTRIES	
● 59 pupils	● 23 boys
● 36 girls	
LDA: 55% PP	National : 27.5% PP

		Grade 9	Grades 8-6	Grade 5	Grade 4	Grade 3 or less
English	Number	1	21	13	31	39
	%	0.93	19.6	12	29	36.5
Maths	Number	1	7	24	22	53
	%	0.93	6.5	22.5	20.5	49.5

**AVERAGE
A8
GRADE**

3.67*

P8

-0.8*

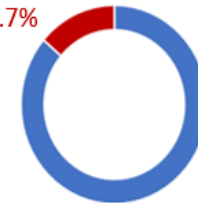
	A8	P8
English	8.19	-0.63
Maths	6.96	-0.78
Ebacc	9.79	-0.98
Open	11.76	-0.86

***PP Average Attainment 8 in 2019, nationally: 3.67**

*** P8 PP nationally in 2019: -0.45**

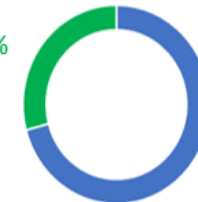
Pupils achieving 5 strong passes in E&M

15.7%



Pupils achieving 5 standard passes, inc E&M

40.7%



% ACHIEVING 9-5 IN MATHS AND ENGLISH

20.4%



National PP 2019: 24.7%

% ACHIEVING 9-4 IN MATHS AND ENGLISH

43.5%



Value added

-1.129

-1.106

-1.101

Sc VA

Hums VA

Lang Va