



Pupil Premium Strategy 2019-2020

Estimated Income for academic year 2019-2020: £89,610.00

Date of next review: September 2020

Table to show audit of barriers to disadvantaged students attaining and progressing as well as their non disadvantaged peers

<u>Identified barrier</u>	<u>Measures proposed to address these barriers *</u>	<u>Estimated costs</u>	<u>Intended impact (actual impact to be reported Autumn 2020)</u>
<u>1.Pupil Premium status coupled with other needs</u> <ul style="list-style-type: none"> ● SPLD ● SEMH ● CP ● CLA 	<ul style="list-style-type: none"> ● Alternative curriculum where appropriate ● Small group teaching ● Employment of SEMH TA 	<p>£ variable</p> <p>£Variable depend on salary of staff</p> <p>£15 per hour plus oncosts</p>	<ul style="list-style-type: none"> ● Students are following a curriculum more suited to their needs and with additional support where necessary ● As above as well as a focus on literacy and numeracy skills ● Support where needed for emotional barriers to learning ● Intensive support in Maths, English and Science on a 1:1

	<ul style="list-style-type: none"> • Employment of a 1:1 tutor two days per week • Kick London Mentoring for identified students 	<p>£15000</p> <p>£200 per day</p>	<p>basis with some in-class support as well. Tutor has enhanced awareness of attachment issues and the impact this can have on learning.</p> <ul style="list-style-type: none"> • Students with low self-esteem or poor role models are able to feel supported.
<p><u>2.Lack of cultural capital</u></p> <ul style="list-style-type: none"> • Not attending clubs/ activities out of school • Not taken to theatre, museums etc • Lack of books at home • Not engaged or low engagement in enrichment activities 	<ul style="list-style-type: none"> • LEAP, SHINE, CLIMB group activities in years 8,9 and 10 respectively, including funding for trips as well as trips solely for these students. • Books provided alongside revision materials. Librarian is aware of need and regularly buys suitable books • Music fees 	<p>£ variable with some trips/ activities at no cost</p> <p>£Variable</p> <p>£600 per year per student</p>	<ul style="list-style-type: none"> • Students have equal opportunity to take part in activities which enhance their cultural capital or support learning in class. Increased engagement with learning, better focus in class and attendance • Vocabulary increased; revision not impeded by lack of materials. • Aptitude not impacted on lack of funding

	<ul style="list-style-type: none"> Staff encouraged to prioritise PP students for trips and activities 	£ Variable	<ul style="list-style-type: none"> Raised profile of these students amongst staff
<p><u>3.Economic Hardship or Family issues</u></p> <ul style="list-style-type: none"> Lack of facilities or space to make learning at home easier Other home issues 	<ul style="list-style-type: none"> Provision of Chrome books for CLA students Revision materials provided Memory Mnemonics and Time Management via ELEVATE for KS3 Trips funded partially or fully Revision workshops at KS4 LRC/Library open before and after school Homework club twice a week in Curriculum Support 	<p>£300 per student</p> <p>£Variable</p> <p>£2000</p> <p>£Variable</p> <p>£ Variable</p> <p>£ free</p> <p>£salary for two TA's</p>	<ul style="list-style-type: none"> Students can access SMHW and other online resources beyond the school day Improved outcomes in exams Improved outcomes in exams Students have equal opportunity to take part in activities which enhance their cultural capital or support learning in class. Improved outcomes in exams Access to books and on-line materials. Supported learning can take place

	<p>Department</p> <ul style="list-style-type: none"> Family Support Worker 	<p>twice a week for one hour each</p> <p>£4000 per year</p>	<ul style="list-style-type: none"> Able to support families with issues that are beyond the remit of school staff e.g housing and benefits
<p>4 Attitudes of some staff</p> <ul style="list-style-type: none"> Pupil premium underachievement is not a big issue here and the underachievement can be hidden by some high attainment 	<ul style="list-style-type: none"> Raise awareness Encourage staff to run their own activities Promotion by the Heads of Key Stage through briefings Provision of hard and soft data. Careful tracking of interventions Line Management and ERP process has a focus on this 	<p>£ none</p> <p>£ Trip dependent</p> <p>£ none</p> <p>£ None</p> <p>£ None</p>	<ul style="list-style-type: none"> All staff aware of who these key students are A wider range of activities available so that all needs catered for Interventions can be put in place as appropriate Middle Leader awareness increased which can then disseminate to departments
<p>Other</p> <ul style="list-style-type: none"> Low aspiration amongst students Low aspirations amongst parents 	<ul style="list-style-type: none"> Morrisby testing Revision and study skills 	<p>£30 per student</p> <p>£ Variable</p>	<ul style="list-style-type: none"> Students prepared for next steps Improved results and confidence. Students prepared for

<ul style="list-style-type: none"> Behaviour 	<p>sessions by external agencies (some already listed above). Parent sessions may be included</p> <ul style="list-style-type: none"> Youth Connexions Growth Mindset evening for parents Mentoring - e.g by Watford Football Club Kick London - as above Peer mentoring 	<p>£tbc</p> <p>£free</p> <p>£ Variable</p> <p>£200 per day</p> <p>£ salary for one member of staff for one day of training (cover)</p>	<p>next steps</p> <ul style="list-style-type: none"> Support for students identified with low self esteem, low resilience Support for parents which in turn will help their child/ren Behavioural issues impact less on progress As above Students feel supported by older students and may also have a benefit for those who are training to be the mentors. Good role models
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Notes

*Where additional opportunities become available during the academic year, these will be considered in terms of cost and intended impact.

Measures have been chosen where previously there has been shown to have an impact or through research and reading of key documents such as published by the Education Endowment Fund.

For the academic year 2019-2020, the Headmaster and Deputy Head are engaged with the Great Expectations programme being run by HfL.