

Pupil Premium Grant (PPG) strategy and impact statement - SWCHS

1. Summary information					
School	Saffron Walden County High School				
Academic Year	2020/21	Total PPG budget	£ 134,000	Date of most recent PPG Review	Spring 2020
Total number of pupils	1479 (7-11)	Number of pupils eligible for PPG	161 (KtS)	Date for next internal review of this strategy	Spring 2021

2. 2019/2020 Outcomes		
	Pupils eligible for PPG (your school)	National results for PPG (National Average 2020)
% achieving Basic 5+ (English and Maths)	43%	N/A
% achieving 5+ in EBACC	25%	N/A
Progress 8 score average	N/A	N/A
Attainment 8 score average	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The school has seen a trend in poor meta-cognition and learning skills including resilience and focus. Average learner scores for PPG students were consistently lower across all year groups. We were unable to ascertain an accurate analysis of this during the academic year 2019 – 2020 due to the national lockdown. This will remain as an area of development.
B.	High proportion of PPG pupils who are also SEND. 41% of PPG students have special educational needs.
C.	During the short academic year there was some challenging behaviour from some PPG students. 26% of the total SWCHS Fixed Term Exclusions (FTEs) were PPG pupils. 74% of FTEs were non-PPG. However, the PPG percentage of total FTEs represents 6% of the SWCHS PPG cohort. This was an improvement from last academic year although only reflects pre-lockdown trends. This will still be monitored this academic year.

D.	Lower rates of engagement in school and extra-curricular opportunities including trips, clubs and school responsibilities. (Lockdown)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	High levels of absence among some PPG students and higher proportion of PPG students who are PA. % of SWCHS PPG students who were in PA category by May 2020 was 30%.
F.	Poorer parental engagement during lockdown.
G.	This group of pupils are significantly less likely to be able to access technology as a tool for extending learning at home. This level of access has become a more marked concern since the March 2020 lockdown, and has a far greater potential impact on the learning of PPG children during repeat or similar events.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	PPG students exhibit stronger meta-cognition and learning skills. Monitor gaps in average learner score at each Progress Check and ensure PPG students are prioritised for intervention.
B.	PPG and SEND students receive the support they need to engage and progress positively. Ongoing liaison between YACs and SENDCO to ensure correct support is in place.
C.	Improved behaviour from PPG students leading to fewer FTEs, fewer periods in Isolation and fewer detentions. FTE and Isolation data to be analysed to track gaps. Wellbeing provision for PPG students ensures that student access to appropriate support, referrals to external agencies, alternative curriculum provision and home liaison/intervention is timely and conducive to improving the educational experience of those in need.
D.	PPG students are actively encouraged to take part in a wide range of trips, clubs and school responsibilities.
E.	PPG students achieve improved levels of attendance and there are fewer PPG students who are PA. Close intervention and monitoring from Inclusion Officer with lower thresholds for intervention for PPG students.
	Success criteria
	PPG students develop the skills needed to engage more fully in lessons and make good progress. Gaps in average learner scores are reduced.
	PPG / SEND students engage and progress positively.
	PPG students are supported to manage behaviour more positively.
	PPG students contribute to the school community and engage more with the prevailing ethos.
	PPG students are in school more regularly and therefore engaging more effectively with lessons and activities.

F.	Staff actively promote better relationships with parents of PPG students to improve engagement. Contact with some PPG parents before Parents Evening to encourage attendance. PPG students involved in Structured Mentoring which includes parental meetings in school. Development of new ideas to try and engage parents of PPG pupils.	Parents of PPG students become more involved with their children's education and empowered to work with school to support engagement and progress.
-----------	---	--

5. Planned expenditure					
Academic year	2020-21				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure all PPG students are making good progress in En and Ma, especially those with lower prior attainment.	Extra Maths and English group in all years with LSA support. This allows for smaller group sizes, especially for lower prior attainers.	EEF / Sutton Trust Toolkit findings: Reducing Class Sizes: +3 months progress.	TLWs and analysis of PC data for students in smaller En and Ma groups. Liaison with ACs for En and Ma. YAC oversight of Progress checks to highlight areas for intervention.	P Singh PPG Co-ordinator ACs YACs	PPG review in the spring term to review progress. On-going TLWs throughout all terms.
Ensure all PPG students are known by teachers and that they are supported to make good progress. Give students access to one-one tuition through the national tutoring program Give more able PPG students access to external opportunities such as the brilliant club	Clear best practice guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback ...) PPG booklet 2020-21 to be reviewed frequently as the list may change more often due to the current pandemic. Updated lists will be shared with staff.	EEF / Sutton Trust Toolkit findings: Meta-cognition and self-regulation: +8 months progress.	TLWs and analysis of PC data for PPG students to monitor gaps in Average Learner scores. PPG Co-ordinator and P Singh to keep this high profile for staff – staff briefings, staff meetings. Maintained staff awareness. PPG staff booklet used to promote pupils who are in receipt of the PPG and offer strategies to best support them using findings from PPG Review (Deep Dive).	P Singh P Lankester PPG Co-ordinator	PPG review 2020 to assess implementation. On-going TLWs throughout all terms.
Total budgeted cost					£60,000

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG Achievement and Support Co-ordinator' to identify targeted support.	<p>PPG Co-ordinator to work closely with the AC in Maths to help improve results for DA pupils.</p> <p>Development of action plans for certain DA pupils.</p> <p>Close liaison with all staff (including ACs and YACs) to ensure PPG pupils receive a 'Premium' service from the school.</p>	<p>Protected and Directed time will ensure that the PPG Co-ordinator can meet regularly with the AC in Maths as well as other members of staff to discuss support mechanisms for PPG pupils.</p> <p>EEF Pupil Premium Guide used to inform PPG Co-ordinator of best practice.</p>	<p>Fortnightly Line Management meetings with P Singh to monitor progress and develop strategies.</p> <p>Regular meetings with ACs and YACs.</p> <p>PPG Co-ordinator reports back to SLT, ACs and YACs throughout the year.</p> <p>PPG Co-ordinator conducts 'PPG Review' with SLT to assess impact of strategies used.</p>	P Singh PPG Co-ordinator	Summer Term 2020

To support targeted PPG students in developing skills and understanding in English and Maths.	Actions this academic year have been tailored to meet COVID Safe measures. Selected year 11 PPG students will be given additional support for Maths during supervised study sessions in small groups. With additional support from sixth form students. Year KS3 weekly afternoon literacy sessions in the library.	Evidence of benefits of smaller groups. EEF / Sutton Trust Toolkit findings: Small group tuition: +4 months progress. Starting interventions sooner rather than later so students can acquire the skills and understanding at KS3 and can continue to build on this into and during KS4.	Working with colleagues in En. and Continued liaison with ACs for English and Maths.	P Singh AC for English and Maths	Summer Term 2020
To support targeted PPG students in developing improved learner behaviours	PPG breakfast club YAC/SSO Intervention groups (Homework Clubs, learning skills ...). FT PPG questionnaires show areas of concern.	All PPG (FSM) students will have access to breakfast every morning. EEF / Sutton Trust Toolkit findings: Metacognition and self-regulation: +8 months progress.	P Singh and M Blaney to discuss with YACs in line management meetings. Intervention strategies reviewed in all YAC PC analysis.	P SINGH M Blaney YACs	On-going review throughout the year. Summer Term 2020
Continue to support targeted PPG students by involving them in the Year 9, Year 10 and 11 Study Groups.	Selected PPG students removed from one GCSE option and have 5 hrs per cycle of study time with Senior Leader – Ma, En, homework, study skills.	Positive impact of previous Year 11 groups on student achievement, engagement, attendance and well-being.	P Singh, M Blaney and YAC delivering study support sessions. Frequent discussions to share best practice. Monitoring of PC data.	M Blaney P Singh J Watts T Wheeler PPG Co-ordinator	On-going monitoring throughout the year by Study Group teacher and PPG Achievement and Support Co-ordinator. Summer Term 2021
Total budgeted cost					£46,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

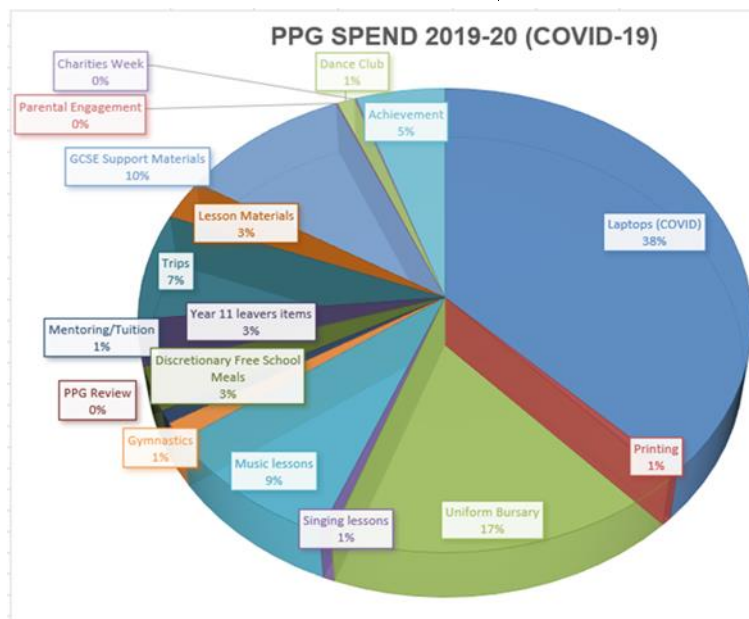
<p>To improve the behaviour, wellbeing and personal development of PPG students.</p>	<p>Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 13% of 7-11 students being PP). Delivering early intervention strategy to support with behavioural and emotional needs.</p>	<p>Concerns around PPG FTE rates and the impact of national lockdowns and cases of self-isolations. Experience shows that PPG students need an increased level of support from these members of staff. EEF / Sutton Trust Toolkit findings: Behaviour / SEAL interventions +4 months progress.</p>	<p>M Blaney and P Singh to discuss with YACs in line management meetings. Monitoring all DA students that struggled during lock down. Staff to log names of those students who have received high levels of support. Close liaison with all staff members to ensure they are aware of PPG students and how best to support them. To ensure all PPG students have access to the appropriate ICT equipment at home.</p>	<p>M Blayney P Singh</p>	<p>TLWs on-going throughout the year. Summer Term 2021</p>
<p>To improve the attendance of PPG students.</p>	<p>Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 13% of 7-11 students being PP).</p>	<p>Concerns around PPG attendance rates. Experience shows that PPG students need an increased level of support from these members of staff.</p>	<p>P Singh and M Blaney to discuss with YACs in line management meetings. Staff to log names of those students who have received high levels of support. Close liaison with all staff members to ensure they are aware of PPG students and how best to support them. J Buckley to meet YACs regularly to discuss PPG PA concerns.</p>	<p>P Singh M Blayney YACs SSOs J Buckley</p>	<p>Bi-weekly meetings with Inclusion Officer to monitor. Bi-weekly line management meetings with YACs for specific year group PPG attendance update. Summer Term 2021</p>
<p>To promote involvement in extra-curricular activities and wide life of the school and ensure that PPG students are at least proportionately represented in all activities, trips and roles.</p>	<p>COVID safety measures have severely impacted extra-curricular opportunities for all students although, when these are back in place staff will actively promote opportunities to students</p>	<p>Experience shows that individual conversations with students is the best way to overcome a 'it's not for the likes of us' attitude which prevails amongst some students. These conversations take place during form tutor mentoring sessions and PPG coordinator mentoring sessions with</p>	<p>P Singh to meet with PPG Co-ordinator every two weeks. Staff to log those who have benefited from intervention to promote involvement.</p>	<p>P Singh PPG Co-ordinator</p>	<p>Summer Term 2021</p>

	(including Student Voice, Prefects). Funds made available to support with trips, DOE, music lessons etc. Best practice guidance given to all staff.	selected PPG students with higher needs. EEF / Sutton Trust Toolkit findings: Sports and Arts participation: +2 months progress. Further development of ways in which to encourage parents to apply for funding without making them ask directly i.e. some may not ask because they are too embarrassed to do so. Support tables to continue to be sent out at the start of each academic year to outlining what support is available for all PPG students.	P Singh to coordinate allocation of funds.		
To help PPG students make successful transition from primary schools to SWCHS.	High profile of PPG students in transition arrangements – sharing of information. PPG Summer School activities were unable to be offered this academic year due to lock down but will commence for academic year 2021-2022	Experience shows that PPG students have benefited from PPG Summer Schools in terms of confidence and familiarity with school / staff. EEF / Sutton Trust Toolkit findings: Summer School: +2 months progress.	P Singh to liaise with incoming YAC for Year 7 to share previous structures and plan activities.	P Singh Incoming YAC for Year 7	Spring Term 2021
Total budgeted cost					£28,000

6. Review of expenditure

Previous Academic Year

2019 - 20



Category	Spend (£)
Laptops (COVID)	8000
Printing	109.97
Uniform Bursary	3711
Singing lessons	128
Music lessons	1917.99
Gymnastics	266
Mentoring/Tuition	176
PPG Review	7.35
Discretionary Free School Meals	655.6
Year 11 leavers items	691
Trips	1579.12
Lesson Materials	601.66
GCSE Support Materials	2107.9
Parental Engagement	12.1
Dance Club	215
Charities Week	29
Achievement	1099
Total	21306.69

i. Quality of teaching for all

Desired outcome	Chosen action / approach	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)

<p>Ensure all PPG students are making good progress, especially in En and Ma.</p>	<p>Extra Maths and English group in all years with LSA support. This allows for smaller group sizes, especially for lower prior attainers. Engagement with LIFT programme to develop provision for DA students.</p>	<p>Due to the national lockdown DfE Key Performance Table Figures were not published this academic. The chosen approaches were successfully introduced embedded but unfortunately cut short by six months.</p> <table border="1" data-bbox="703 328 1294 507"> <thead> <tr> <th>Measure</th> <th>PPG results 2020</th> <th>PPG results 2019</th> <th>Non-PPG 2019</th> <th>Gap</th> <th>National (Provisional) Average 2019</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>N/A</td> <td>+0.10</td> <td>+0.41</td> <td>-0.31</td> <td>-0.08 (All)</td> </tr> <tr> <td>English Progress 8</td> <td>N/A</td> <td>+0.37</td> <td>+0.54</td> <td>-0.17</td> <td></td> </tr> <tr> <td>Maths Progress 8</td> <td>N/A</td> <td>-0.22</td> <td>-0.02</td> <td>-0.20</td> <td></td> </tr> <tr> <td>EBacc Progress 8</td> <td>N/A</td> <td>+0.35</td> <td>+0.41</td> <td>-0.06</td> <td></td> </tr> <tr> <td>Attainment 8</td> <td>N/A</td> <td>46.83</td> <td>58.80</td> <td>-11.97</td> <td>44.5 (All)</td> </tr> </tbody> </table> <table border="1" data-bbox="703 523 1294 635"> <thead> <tr> <th colspan="4">PPG Core results 2020</th> </tr> <tr> <th>Academic year</th> <th>Grade 5 or above in English+Maths</th> <th>Grade 5 or above in English but not Maths</th> <th>Grade 5 or above in Maths but not English</th> </tr> </thead> <tbody> <tr> <td>2020 (28 PPG)</td> <td>43%</td> <td>29%</td> <td>4%</td> </tr> <tr> <td>2020 (Non-PPG)</td> <td>72%</td> <td>13%</td> <td>3%</td> </tr> </tbody> </table>	Measure	PPG results 2020	PPG results 2019	Non-PPG 2019	Gap	National (Provisional) Average 2019	Progress 8	N/A	+0.10	+0.41	-0.31	-0.08 (All)	English Progress 8	N/A	+0.37	+0.54	-0.17		Maths Progress 8	N/A	-0.22	-0.02	-0.20		EBacc Progress 8	N/A	+0.35	+0.41	-0.06		Attainment 8	N/A	46.83	58.80	-11.97	44.5 (All)	PPG Core results 2020				Academic year	Grade 5 or above in English+Maths	Grade 5 or above in English but not Maths	Grade 5 or above in Maths but not English	2020 (28 PPG)	43%	29%	4%	2020 (Non-PPG)	72%	13%	3%	<p>To continue in 2020-21 with ...</p> <ul style="list-style-type: none"> - Continue monitoring of PC data for En and Ma, especially for groups including lower prior attainers. - Continue close liaison with ACs for Ma and En. PPG Co-ordinator to develop regular meeting slots. - TLWs and PPG Review by SLT / PS / BXF / PL in order to assess successful interventions for PPG pupils and gaps that require filling. - Increased monitoring of PPG learner scores following PCs across all year groups. YACs to report PPG concerns to SLT. - To continue the Increased staff awareness of PPG pupils within their teaching groups monitored throughout the year.
Measure	PPG results 2020	PPG results 2019	Non-PPG 2019	Gap	National (Provisional) Average 2019																																																		
Progress 8	N/A	+0.10	+0.41	-0.31	-0.08 (All)																																																		
English Progress 8	N/A	+0.37	+0.54	-0.17																																																			
Maths Progress 8	N/A	-0.22	-0.02	-0.20																																																			
EBacc Progress 8	N/A	+0.35	+0.41	-0.06																																																			
Attainment 8	N/A	46.83	58.80	-11.97	44.5 (All)																																																		
PPG Core results 2020																																																							
Academic year	Grade 5 or above in English+Maths	Grade 5 or above in English but not Maths	Grade 5 or above in Maths but not English																																																				
2020 (28 PPG)	43%	29%	4%																																																				
2020 (Non-PPG)	72%	13%	3%																																																				
<p>Ensure all PPG students are known by teachers and that they are supported to make good progress.</p>	<p>Guidance on how to support PPG students in lessons (meta-cognition, learner behaviours, feedback ...)</p>		<p>To continue in 2020-21 with ...</p> <ul style="list-style-type: none"> - PPG Co-ordinator to refine strategies to continue to develop PPG support at SWCHS. - FTs to prioritise PPG students for academic tutorials. - Increased guidance for staff through PPG booklet sharing good practice. - Regular briefings to staff via YACS/ACs meetings to share progress and concerns. - PPG review to continue to seek best practice and also identify what PPG pupils communicate as being beneficial to their learning and progress. 																																																				

ii. Targeted support			
Desired outcome	Chosen action / approach	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)
To support targeted PPG students in developing improved learner behaviours	YAC/SSO Intervention groups (Homework Clubs, learning skills ...).	Continued positive impact on some of the targeted PPG students in terms of learner scores, reduction in Comment Codes (e.g. H/D codes following intervention linked to homework)	To continue in 2020-21 with ... <ul style="list-style-type: none"> - Meetings between ACs & PPG Co-Ordinator to support interventions across the school. - Line management meetings standing agenda item - Formalised discussions at YAC meetings to share good practice PPG Tutorials prioritised in order to provide early interventions for PPG pupils.
iii. Other approaches			
Desired outcome	Chosen action / approach	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)
To improve PPG student engagement, learning and progress as well as boosting parental engagement.	PPG mentoring PPG parental coffee	<p>Within some of the PPG cohort that took part in this, some staff reported individual successes (e.g. improved GCSE outcomes and post-16 progression).</p> <p>Many staff struggled with parental engagement with some parents not attending arranged meetings despite efforts being made to make these convenient.</p>	<p>Details of the Structured Mentoring programme for 2018-19:</p> <ul style="list-style-type: none"> - PPG pupils involved in mentoring projects. - PPG Tutorials prioritised in order to provide early interventions for PPG pupils. - Some PPG pupils who took part in the LIFT project during 2018-2019 will continue to mentor younger pupils. This will include sixth the use of sixth form students to support students during numeracy sessions

<p>To improve the behaviour, attendance, wellbeing and personal development of PPG students.</p>	<p>Contributing to the salaries of Inclusion Officer, Student Support Officers, Counsellor and School Nurse (based on 11% of 7-11 students being PP)</p>	<p>YACs, SSOs and Pastoral Team much more aware of PPG students and support available.</p> <p>Some positives:</p> <p>FTE Figures from the past five years.</p> <table border="0"> <thead> <tr> <th>Year</th> <th>PPG Suspended</th> </tr> </thead> <tbody> <tr> <td>2019/20</td> <td>11 pupils out of a total of 43 (25% of all FTEs were PPG pupils)</td> </tr> <tr> <td>2018/19</td> <td>15 pupils out of a total of 75 (20% of all FTEs were PPG pupils)</td> </tr> <tr> <td>2017/18</td> <td>13 pupils out of a total of 26 (50% of all FTEs were PPG pupils)</td> </tr> <tr> <td>2016/17</td> <td>18 pupils out of a total of 48 (38% of all FTEs were PPG pupils)</td> </tr> <tr> <td>2015/16</td> <td>9 pupils out of a total of 41 (22 % of all FTEs were PPG pupils)</td> </tr> </tbody> </table> <p>The following concerns remain around the following:</p> <ul style="list-style-type: none"> - Attendance: PA for PPG was 30% by the end 	Year	PPG Suspended	2019/20	11 pupils out of a total of 43 (25% of all FTEs were PPG pupils)	2018/19	15 pupils out of a total of 75 (20% of all FTEs were PPG pupils)	2017/18	13 pupils out of a total of 26 (50% of all FTEs were PPG pupils)	2016/17	18 pupils out of a total of 48 (38% of all FTEs were PPG pupils)	2015/16	9 pupils out of a total of 41 (22 % of all FTEs were PPG pupils)	<p>M Blayney, J Sims and PPG Co-ordinator to continue to work with YACs, SSOs and Pastoral Team to raise profile of PPG students. Ongoing early intervention with selected PPG students to resolve problems at early stage and avoid the need for FTE / Isolation.</p> <p>Developments for 2019-20</p> <ul style="list-style-type: none"> - FT PPG questionnaires to identify areas of concern – RAG rating for Academic, Emotional, Social, however, Financial section removed due to parental feedback. - Discussions around PPG tutorial paperwork. - YACs and PPG Co-ordinator to then consider intervention. - Relevant staff to keep log of PPG students who have received support . - All to maintain focus on PPG students and carry out early interventions - PPG Co-ordinator to deliver staff training on PPG during academic year. - Inclusion Officer to meet regularly with YACs to monitor PPG PA figures and implement improvement. 	
Year	PPG Suspended															
2019/20	11 pupils out of a total of 43 (25% of all FTEs were PPG pupils)															
2018/19	15 pupils out of a total of 75 (20% of all FTEs were PPG pupils)															
2017/18	13 pupils out of a total of 26 (50% of all FTEs were PPG pupils)															
2016/17	18 pupils out of a total of 48 (38% of all FTEs were PPG pupils)															
2015/16	9 pupils out of a total of 41 (22 % of all FTEs were PPG pupils)															

<p>To promote involvement in extra-curricular activities and wide life of the school.</p>	<p>PPG Co-ordinator to actively promote opportunities to students (including Student Voice, Prefects). Funds made available to support with trips, DOE, music lessons etc.</p>	<p>Increased awareness of PPG students and the support on offer. Evidenced by increased contact with colleagues regarding opportunities and increased contact with parents regarding the support on offer.</p>	<p>Ongoing work to promote engagement for all in range of extra-curricular activities.</p> <p>Enhanced guidance to all staff regarding the involvement of PPG students in school activities; includes sample passages for letters.</p> <p>Intervention from PPG Co-ordinator, to promote activities to PPG students.</p>	
<p>To ensure that all PPG students have access to necessary curriculum resources.</p>	<p>Area Curriculum Assistants allocate resources to PPG students (in some cases parents can choose to pay). Claim forms to M Blayney.</p>	<p>Increased awareness among staff of entitlement to resources at KS3 and KS4. Spending on resources included Voluntary Contributions, Course books, Revision materials at KS4, and laptops.</p>	<p>To continue in 2019-20... Staff reminded on termly basis of what PPG students can claim for through the additional funding available.</p> <p>PPG 'Tip of the week' to reinforce PPG entitlement.</p> <p>Climate Walks and Deep Dive to assess how PPG pupils are progressing in class</p>	
<p>Total Spend for 2019-20</p>				<p>£21306.29</p>

7. Additional detail

SWCHS participates in a local PPG networking group within the Saffron Alliance. Termly meetings will be held with Senior Leaders and PPG coordinator from local schools to share best practice and address concerns.