

## Pupil premium strategy statement (secondary)

1. Summary information					
School	Nower Hill High School				
Academic Year	2020-2021	Total PP budget	£281,725	Date of most recent PP Review	Oct 2020
Total number of pupils excluding sixth form	1561	Number of pupils eligible for PP	290	Date for next internal review of this strategy	September 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	N/A	N/A
Attainment 8 score average	N/A	N/A
%9-5 (A*-C) in English & Maths	N/A	N/A
%9-4 (A*-C) in English & Maths	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.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	A limited amount of positive Parental engagement with Disadvantaged Students Parents and Carers
D.	High attaining Pupil Premium pupils achieve lower GCSE results than their non-disadvantaged peers at KS4

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make as much progress by the end of the year than non PP pupils so that at least 60% exceed or meet the level of 'Developing' or above. This will be evidenced using Year 7 students' tracking reports at the end of their academic year.
<b>B.</b>	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels/raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 60% or above are on track to meet the level of 'Proficient'. Where students are not in line, departments are putting in place wave 1 interventions, monitored by Heads of Departments/Faculties (HOD/HOF) and senior team.
<b>C.</b>	Parental engagement with Disadvantaged Students' Parents and Carers.	Higher attendance rate at Parents' & Carers' evenings for Disadvantaged students and more personalised communication home with regards to school events and evenings, ensuring at least 95% attendance for disadvantaged students in each year group. PP students will also be encouraged to take up at least one extracurricular activity to broaden their opportunities and experiences at school and in their future.
<b>D.</b>	Improved rates of progress across KS4 for pupils eligible for PP.	Pupils eligible for PP make as much progress by the end of the year than 'other' pupils so that at least 55% meet expected targets which will put them in line with all expectations of students/class teachers. Following last year's improved progress 8 score for Disadvantaged students this will be a key focus area to improve the difference in Progress 8 scores for this year. This will be reviewed in August 2020.

5. Planned expenditure						
Academic year	2020-2021					
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.						
<b>i. Quality of teaching for all</b>						
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?	Cost
A, B, C & D	<b>TLR Post of Whole School Pupil Premium Progress Leaders</b>	Two full time members of staff share this post and oversee the progress of all disadvantaged students	The members of staff regularly support the students' progress and implement a variety of different interventions to ensure an increasingly reduced difference in attainment between disadvantaged students and their peers.	JSA	August 2021	£4,500
A, B, C & D	<b>CPD training for staff</b>	We want to offer high quality teaching to all these pupils to raise results. A series of termly short CPD sessions run by Pupil Premium Progress Leaders offering a combination of pedagogical knowledge and subject knowledge, staying up to date with the most recent research/findings on EEF and from Ofsted.	PP Progress Leaders to plan each session and liaise with members of SLT to gain their advice on the planned activities.  PP Progress Leaders to respond to previous staff feedback to ensure accurate planning	SGa/MP	July 2021	Staff time

A, B, C & D	<b>PAD Targets</b>	Staff will be encouraged to have a Teaching and Learning target for their progress and development document which will focus on Disadvantaged Students. Teachers will also be encouraged to focus their learning observations on Disadvantaged Students as part of their triad observations.	Part of the PAD process that will be highlighted again to staff at the start of the academic year.  Review of PAD targets at the end of the academic year	MP/SGa/JKW/C S/NH	July 2021	Staff time
A, B & D	<b>Mint class CPD training</b> – Interactive online seating plan programme that correlates with SIMs to record student groups, ability and achievement	We want to offer high quality teaching to all pupils to improve results. Programme enables teachers to effectively identify students and their results and plan effectively to maximise their learning time in the classroom.  PP leaders to continue training current and future staff in how best to utilise the programme to ensure sustained progress for our disadvantaged students.	SLT and HoFs to support with ensuring staff usage of the programme.	CLS	July 2021	£2,150
<b>Total budgeted cost</b>						£6.650 and staff time
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Cost</b>

A	<p><b>Toe by Toe reading recovery scheme</b> - One to one support for children who have difficulty with literacy skills.</p>	<p>We want to offer high quality teaching to targeted pupils to drive up results. Main focus on Literacy to be had across the school. These issues are suggested to be effective in the Teacher Development Trust Research Review on professional development.</p> <p>Toe by Toe is a highly structured approach-phonics based program. It is systematic and requires the student to be taught page by page (as student learns to decode words rather than relying on memorising or guessing). Toe by Toe highlights the student's weaknesses and provides a step by step guide to improve and overcome their weaknesses. To achieve successful results Toe by Toe is delivered at least 3 times a week with the student, remembering to always work at the students' pace.</p> <p>The current Year 10s who participated in Year 7 displayed an average increase of 2.2 years progress in their reading age. Current Year 9s scores indicate an average increase of 1.7 years in their reading age. Of the 3 students who have completed Toe by Toe from current year 8, the average progress is 1.2 years. Fewer students have completed at this stage and we hope that the average score will increase over time.</p>	<p>The course was selected using evidence of previous effectiveness and having run the course for the previous years.</p> <p>Every year multiple tests are completed in September for all Year 7 students to ensure that the correct cohorts of students are chosen. Tests include GLT II reading and spelling assessment and Toe by Toe Reading Age Test.</p> <p>Once students have completed the Toe by Toe scheme they are retested using a TbT reading test and progress is then calculated.</p> <p>We have increased the number of students completing Toe by Toe. In the next academic year there will need to be better quality assurance that all are delivering the program effectively.</p>	LK/AC	<p>July 2020</p> <p>This scheme is very successful. We continue to use this with targeted students . Interventions are delivered by TAs and librarians mainly in registrations.</p>	Staff time
---	--	---	---	-------	---	------------

A	<p><b>Lexia</b> – Phonics based literacy program which focuses on fundamental literacy skills starting at a beginning English level.</p>	<p>Lexia Strategies is a mastery program which does not allow the student to progress onto the next level until they have successfully completed all activities. It incorporates a range of content that covers basic phonological awareness through to advanced decoding skills, vocabulary development, and comprehension activities. Lexia Strategies tests the student initially without the student being aware and thereafter differentiates the work. We can evidence that all students using this program have made at least 1 level of progress this academic year. For the Year 7 support for learning, where this program has been delivered fifteen minutes a day Monday to Friday, the results have shown extraordinary impact. Detailed individual reports are available as well as whole class, year, and school reports. These reports demonstrate progress and the rate/pace of progress made on individual skills. The results display a direct correlation with time spent on the program and the skills achieved.</p>	<p>Students all start on different levels depending on the results of the initial diagnostic test and students can work their way up to more difficult levels. At all times the teacher is aware of the progress of the student and any difficulties they may be facing in a particular area. Emails are sent to teachers to notify them of any achievements or difficulties that students will be facing. Worksheets can be downloaded and they are readily available next to the student's name. These are taught one to one or in small groups to aid the student.</p>	LK/AC	July 2020	£1,327.50 and staff time
---	--	---	---	-------	-----------	--------------------------

A	<p><b>Achieve 3000</b> –computer led literacy program which differentiates non-fiction texts with cross curricular content. Aimed at students in Key Stages 2-5, aiming to accelerate reading comprehension, vocabulary, fluency and writing skills for all levels of students.</p>	<p>Achieve3000 establishes students' reading levels then differentiates the same engaging cross-curricular non-fiction lessons at 12 different levels, continually increasing the complexity of text as students make progress. Achieve3000 ensures appropriate levels of challenge for all.</p> <p>Implemented this year, we have developed a system of delivery that works for Nower Hill. Students require regular feedback to their written answers. Debates and vocabulary were made active for group activities and this improved commitment to learning.</p>	<p>To ensure steady continuous progress the program automatically increases the levels of challenging text through multi-choice activities on completion of each lesson. Questions are based on a wide range of comprehension strategies and differentiated to the need of the individual.</p> <p>Reports provide immediate feedback and help identify areas of difficulty, informing teachers of recommended lessons to provide targeted support.</p>	LK/AC	July 2020	£1,330
D	<p><b>Tutor Me</b> - Selected Disadvantaged students are tutored in either Maths, English or Science by Bursary 6th Form students. The 6th Form students are compensated £10 in amazon vouchers for every hour of tutoring they do.</p>	<p>No data was collected last year due to the school closures but due to the positive outcomes shown in previous years this will continue for English and Maths. Science tuition has less of an impact so the main focus will be on Maths and English.</p> <p>Students will be chosen by the English and Maths Curriculum Leaders and paired with a bursary student based on their target grade.</p>	<p>A teacher will supervise all of the sessions to ensure good quality tuition.</p> <p>Students and 6th Formers were asked to commit to the scheme in advance of attendance.</p> <p>6th Form tutors will be trained in advance of the sessions.</p> <p>Social distancing will need to take place to reduce risks across bubbles.</p>	SGa/MP	July 2021	£500 & staff time

A & B	<p><b>Exclusive homework club</b> – weekly homework club for selected disadvantaged students</p>	<p>Students who have regular homework concerns are nominated by their year coordinators to attend the club. This should help students who may have barriers to completing their homework at home such as the space, support and resources needed.</p> <p>Students have welcomed the idea and we've had regular attendance in previous years.</p> <p>Based on the attendance figures from last year, there will be a focus on year 7 students starting as soon they arrive at the school.</p>	<p>This will be suspended until new COVID guidelines permit across bubble support.</p> <p>A teacher will supervise all of the sessions to ensure productive use of time</p> <p>Regular contact with year co coordinators regarding attendance.</p> <p>Provide targeted support for the students attending.</p> <p>Impact will be evaluated through analysis of number of h/w behaviour points received.</p>	SGa/MP	July 2021	Staff time
D	<p><b>1:1 SLT Mentoring of targeted students</b></p>	<p>From looking at previous year's GCSE results, we wanted to focus on the students that have a positive commitment to learning (effort) score but are still not quite reaching their target grades. Half of the students chosen will be disadvantaged. These students will be mentored by a member of our Senior Leadership Team who will liaise with the student's subject teachers to ensure they're learning to their full potential and have all the necessary subject resources.</p>	<p>SLT regularly communicate with Whole School Pupil Premium Progress Leaders and Year 11 Year Coordinators to ensure students have the necessary equipment and resources.</p> <p>SLT meet with the selected student at least once per term in the run up to their GCSE exams</p>	NH/LV/L K/CLS/J SA /CCO/C SA/JKW /FW	September 2021	Staff time

D	<b>1:1 Meetings with all PP students</b>	<p>All Disadvantaged students have a 1:1 meeting to ensure they know where to seek help and support for exams and in that meeting they are given specific revision strategies to support their mock exams and also their GCSE exams.</p> <p>The meetings are planned around the students' tracking points and mock exams so progress can be measured and tracked during each of these meetings.</p>	<p>Whole School Pupil Premium Progress Leaders have an intervention spreadsheet where it is logged when they met each student. Every student will have two meetings throughout the course of the year; these meetings will coincide with tracking points and mock exams.</p>	MP/SGa	September 2021	Staff time
D	<b>All Yr11 Disadvantaged students are issued with a fully equipped exam pencil case and two revision resources.</b>	<p>Disadvantaged students don't always have the necessary resources for revision or their exams. Ensuring students are fully equipped for the exams will improve their preparation and mind set for exams.</p>	<p>All stationary and revision books ordered and logged.</p> <p>Students will sign to say they have received their books and they will bring the books along to any mentor meetings throughout the year so progress can be tracked.</p>	MP/SGa	September 2021	£1,000
A and B	<b>Year 7 Career Plans</b>	<p>Giving disengaged year 7 students a focus for the future. Allowing students to see how school can link to their future. We hope to see more engagement with their learning and better attendance. To provide the students with role models to raise their aspirations.</p> <p>This started last year with the selection of 5 PP boys in year 7 where they attended 3 sessions with careers. Trips were organised but did not take place due to the school closures.</p>	<p>Carefully selected students paired with suitable role models.</p> <p>Create buy in from staff to encourage the students' participation.</p> <p>Evaluate the progress of students' engagement regularly.</p>	LK/SGA	July 2021	Staff time & £200

A	<b>MathsMakers</b> - External organisation who are delivering after tutoring sessions via Zoom.	MathsMakers have successfully raised the attainment and confidence of students attending their sessions over the past number of years when their program is delivered in school.  They are now delivering lessons online , 1 maths teacher to 4 students via Zoom(Yr10 & Yr11 students) due to the difficulties associated with Covid-19	HOF and Ks4 assistant lead to ensure students attend regularly and monitor overall progress and confidence levels at start and end of programme	MKE/PJ	Jan 2021	£6,336 & staff time
<b>Total budgeted cost</b>						£10,693.50 and staff time
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	

A, B & C	<b>Y6 Transition Summer school -</b> A three day summer school with a strong focus on literacy and numeracy, offered to all Y6 children transitioning to Nower Hill in September -if site work during the summer holiday permits	The summer school has allowed the students to be more prepared both academically and socially for their transition to secondary school.  This did not take place last year due to the school closures but due to previous years successes this will continue this.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Consult local primary feeder schools to do visits and publicise the summer school  Data tracking of these students to show impact of the programme.  Pupil Premium Coordinator to liaise with parents of targeted children.	MP/SGa	September 2021	£3,770
<b>Total budgeted cost</b>						<b>£3,770</b>

A. Review of expenditure				
Previous Academic Year		2019-2020		
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)	Cost
A, B, C & D	<b>TLR Post of Whole School Pupil Premium Progress Leaders</b>	Two full time members of staff share this post and oversee the progress of all disadvantaged students The members of staff regularly support the students' progress and put in a variety of different interventions to ensure a diminished difference in attainment between disadvantaged students and their peers. The P8 scores for this academic improved greatly on last year (an improvement of +0.59). The post holders were able to evaluate the successes and areas of development of the	A more targeted approach to interventions. Continued use of the Post holders to research the newest strategies and literature on improving the attainment of our disadvantaged students and allowing time to share this with the teaching staff. Using the post holders to enhance communication between faculties on successful strategies and communication with the parents of Disadvantaged students.	£4,360

		previous year and act and change accordingly to improve the outcomes. They were able to provide feedback to the teachers on what worked well and changes going forward to inform teachers' practice in the classroom.		
A,B,C,D	<b>PAD Targets</b> Teachers to have one of their performance and development targets focused on work with PP students	Teachers were encouraged to choose a research question centred around the progress of disadvantaged students and many teachers chose to focus on disadvantaged students as part of their triad observations. Review of teachers PAD documentation currently underway.	Approach to continue as it creates a whole staff buy in and focuses staff's attention to the PP students in their classes.	Staff time

A, B, C & D	<b>CPD training for staff</b>	<ul style="list-style-type: none"> <li>- Positive feedback received from teachers after briefing sessions in previous years after our first session and after the virtual briefing produced.</li> <li>- The latest research and data on how best to engage and promote progress for disadvantaged students is presented to staff.</li> <li>- The research and tips can also be applied to disengaged non disadvantaged students successfully.</li> </ul> <p>-We have found the training brings our disadvantaged students back to the forefront of teachers' minds and reminds them how to find out how best to promote their progress and share good practice.</p>	<ul style="list-style-type: none"> <li>- To continue with Wednesday briefing sessions every term.</li> <li>- To continue to raise awareness of who our disadvantaged students are and continue to push staff to share good practice.</li> <li>- Ensure we show staff where to find all the relevant information that is needed for them to support their disadvantaged students.</li> </ul>	Staff time
A	<b>Units of Sound</b> - This is a spelling/reading/writing/memory programme developed by Dyslexia Action. You do not need to be dyslexia to use this programme. Units of Sound have been designed to be used by any student who, for whatever reason, is behind in literacy. It develops reading (decoding), spelling and writing skills. Units of Sound encourage independent learning.	All Year 7 are now texted and involved in the scheme. Inclusion led registration sessions on a carousel to involve the whole year group/ From September 2019 every Year 7 class has a library lesson where Renaissance Reading is used as part of the session. Inclusion have chosen to focus on the lowest attainers in the year during registration in order to provide them with ongoing small group intervention and keep them on track with the scheme.	The company were not quick to respond or support. We managed to get a year's free licenses due to their poor performance. Even with the further free time things did not improve. Whilst the scheme can have impact the infrastructure is poor and we would not use this provider again .	0

A, B & D	<b>Mint class CPD training</b> – Interactive online seating plan programme that correlates with SIMs to record student groups, ability and achievement	This software has continued to support staff in producing seating plans for their students that enables them to see all the information available about each student e.g. whether they are PP or SEN etc. It has enabled successful strategies that have been shared during CPD sessions to be shared with the whole school via the student note sections. The software had also contributed to the continued sharing of good practice of SEN students- their annual review data and strategies are shared for all staff to access easily.	Training will continue on the software to look at how it can be utilised in other areas to improve efficiency and progress.	£1,733.33
----------	---	--	---	-----------

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
A	<b>Toe by Toe reading recovery scheme</b> - One to one support for children who have difficulty with literacy skills.	This scheme is very successful and we have continued to use this . We have 13 students currently doing TBT 2 are Pupil Premium. .	The scheme with a native English speaker to ensure correct pronunciation of the phonics . It must be delivered regularly to get impact.	Staff time
A	<b>Renaissance Reading</b> – Computer based literacy program which looks to extend and enhance literacy skills of children of all levels.	This scheme is very successful and we have continued to use this . We have licenses for the whole year of which 57 are allocated to Pupil Premium.	To reach the full potential it must be continued in English lessons and English teachers need to use the very informative data to inform their planning and delivery. Inclusion continue to provide reports to enable this.	£3,318.20
A	<b>Lexia</b> – Phonics based literacy program which focuses on fundamental literacy skills starting at a beginning English level.	This scheme is very successful and we have continued to use this . We have 50 licenses of which 12 are allocated to Pupil Premium.	The provider has updated the scheme and the graphics are even more engaging. It continues to work best when the support worksheets are used in tandem.	£1,288.83

A	<b>Star Maths –</b> Accelerated Maths is a computer based programme which provides additional practice on Mathematic skills not yet mastered.	This has been a good scheme so far, not only does it level the child and give them access to areas that they are struggling in, it also provides extra worksheets for them to work with the teacher.	Intervention is concentrated on year 7 and 8. There is currently one pp child.	£2,499.20
A	<b>Achieve 3000 –</b> computer led literacy program which differentiates non-fiction texts with cross curricular content. Aimed at students in Key Stages 2-5, aiming to accelerate reading comprehension, vocabulary, fluency and writing skills for all levels of students.	This scheme is very successful and we have continued to use this . 24 out of 50 students are PP.	We improved marking and feedback. A TA is allocated a lesson a week to mark all submissions.	£950
D	<b>KS4 Breakfast Club –</b> To provide breakfast to ks4 students once a week. Targeted at vulnerable PP students.	This sch 7 of the 9 who attend are PP.		£141.76
D	<b>Tutor Me –</b> Selected Disadvantaged students are tutored in either Maths, English or Science by Bursary sixth form students. The sixth form students are compensated £10 in amazon vouchers for every hour of tutoring they do.	Evaluation of impact: Attendance: Attendance started well with 60% attending every week and 75% attending the majority of weeks. However the program had to finish early due to the school lock down.	Bringing the intervention back to an after school session worked well. We had very good buy from a number of year 11 students who had progressed in either English and Maths over the year. We will continue to provide this intervention next year.	£200

A & B	<p><b>Exclusive Year 7, 8, 9 and 10 Homework club</b></p> <p>- weekly sessions providing year 7, 8, 9 students the resources and support needed to complete h/w.</p>	<p>- attendance was best with the year 7 students, this is where the most impact was shown with reduction in h/w behaviour points.</p>	<p>-Due to the new COVID guidelines this will be suspended until across bubble strategies are re-introduced.</p> <p>-To liaise with the year co coordinators more frequently about attendance and the students invited.</p> <p>-To create a better buy in with the year 7 students to develop their organisation skills earlier.</p>	staff time
D	<p><b>1:1 SLT Mentoring of targeted students</b></p>	<p>The mentoring last year was unable to finish due to the school closures but positive relationships were built and the previous year's data supports its continuation.</p>	<p>It will be run again this year with half of the cohort disadvantaged. The YCo's were involved in the selection of students for this intervention and looked to identify students who were underperforming and who we felt would benefit from SLT support.</p> <p>The process this year is very similar although it was started later due to COVID restrictions.</p>	Staff time

D	<b>1:1 Meetings with all PP students</b>	This gave the opportunity to meet with the students 1:1 to look at which subjects they needed to target. They were given resources and teachers were asked to discuss targets with the students to be written in their planners. It allowed the opportunity to see if any key resources were needed to continue to support them. Meetings were held before the mocks but were unable to take place again due to school closures.	This will continue this year due to the positive feedback given from students last year. The resources will be handed out and the meeting held again after mocks.	Staff time
D	<b>All Yr11 Disadvantaged students are issued with a fully equipped exam pencil case and two revision resources.</b>	Stationary, a revision planner and revision guide on how to revise were given to every student. Every student was asked to set targets for each subject in their planners and teachers encouraged to discuss the use of the planners with the students. The students were thankful and the resources were used to good effect in the majority of cases.	This will continue this year to teach disadvantaged students how to revise and how to prioritise their revision.	£820.29
A and B	<b>Year 7 Career Plans</b>	The programme began last year with a selection of 5 Year 7 boys attending 3 sessions with careers. It was positively received with helpful feedback. Trips and work experiences were arranged but did not get ahead due to the school closures.	The programme will session again organised with careers and trips to work places organised.	Staff time

A	<b>MathsMakers-</b> External organisation who trained Yr12 students to mentor Year 7 & 8 students once per week in mathematics	The MathsMakers program successfully raised the attainment and confidence of students attending their sessions last year based on progress from baseline tests and student's comments. Year 12 students also benefited from delivering the sessions, gaining confidence in their mathematical skills and communication skills.	The program is reliant on good attendance and requires considerable input from staff to ensure students are reminded of the sessions. Additional care is needed to select the correct students who need the additional help but who will also engage in the program. Due to COVID we will move to an online version of tutoring in small student groups.	£3,112.50
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A	<b>Summer School</b> -3 day summer school during the school holidays for the transitions Pupil Premium students starting in sept.  - Maths, English and Science classes with an activity session.	Unfortunately, this did not take place last year due to the school closures in the summer term.  However, all new year 7 PP students were provided with stationary and scientific calculators on their first day of school.	Approach to continue if school site is available during the holidays	£423

A,B,C,D	<p><b>Liaising with other schools</b></p> <p>- Meeting and liaising with Whitmore High School and other Harrow schools, to gain an understanding of the programmes and strategies they use to support their Pupil Premium students.</p>	<p>- Gained a good insight into intervention schemes that have worked at increasing the progress made by Pupil Premium students at other Harrow schools. Strategy documents have been shared previously.</p>	<p>- To continue liaising with schools to share good practice and gain a better understanding of how best to improve the progress of Pupil Premium students.</p>	Staff time
A & B	<p><b>Westminster University trips for Year 7 students</b>– All disadvantaged students in year 7 will be given the opportunity to visit a university and take part in activities at the university to raise their aspirations.</p>	<p>This will be run every two years with both year groups, so will continue to run next year.</p>	<p>If COVID 19 guidelines permit this will take place this year for the year 7 and 8 students in the summer term.</p>	Free
A,B,C,D	<p><b>Communication with parents</b></p> <p>-Regular letters sent home regarding interventions and resources.</p> <p>- Regular contact with parents made when queries arose regarding Pupil Premium.</p>	<p>-Positive relationships have been built with parents since letters were sent, all queries were answered and positive outcomes have been achieved. Parental engagement has consequently been strengthened.</p>	<p>- To continue liaising with parents to build positive relationships enabling re-engagement of disengaged parents.</p> <p>-To liaise directly with the Student Support team to ensure maximum turn out at events</p>	Staff time
A,B	<p><b>Letterbox Club</b></p> <p>Two Looked after students in year 7 were chosen to receive book parcels provided by the company 'Letterbox Club'. they receive 6 parcels, one given to them in July and the</p>	<p>The parcels contained books (nonfiction and fiction), maths games and puzzles to improve the students literacy and numeracy and engage them more in reading. The parcels were greatly received and both students have shown a keen interest in the books. Good feedback was received from the students and carers.</p>	<p>- A good investment for these particular students.</p> <p>- The parcels will continue to receive the parcels until December 2020, after this time the impact will be evaluated vs the cost.</p>	£258.36

	last one will be given in December.			
--	--	--	--	--

**B. Additional detail**

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Other interventions & cost below 2019-20:

Alternative Provision (inc Managed Moves and home tuition)	16,851
Brian Hall Music Scholarship: -Offered to all Yr6 PP intake- three students with scholarship.	0
-All PP students receive half-price peripatetic lessons- 12 students.	1,506
Contributions to trips & coaches	200
Year 11 ball tickets 50%	40
Faculty Initiatives (£1k per Faculty)	9,000
Contribution to Young Carers Christmas get to Together	120
Jack Petchey Speakout Contribution	80.40
Other Initiatives inc LAC	368.99

OTHER	
-------	--

**Other Interventions - After School Book Club, ASC Lessons, Booster Classes, Daffon, English support, Handwriting Clinic, Inclusion Lunch, Internal Exclusion to support reduction of Fixed Term Exclusions, Mentoring, S4L, SACT, Study Plus, TA Support, Year Co Monitoring, Y7 Transition, 1:1 Maths sessions for KS4 students,**

**Examples of Faculty Initiatives (1k per faculty):**

English- Reduced cost for PP students who wanted to take part in the journalism scheme. In the Year 8 folder / mark sheet check, missing PP students' work was flagged up to teachers to ensure they catch the students up. Reduced cost revision materials (CGP) and some free ones too for Yr 11. Reduced cost for places on Poetry Live trip (Yr 11). Priority places on Dickens Museum trip (Yr 8). Folder check by curriculum leaders on all Yr 11 PP assessment folders to ensure they are up to date. Careful monitoring of PP progress by curriculum leaders at each tracking point, with follow up on teachers to prioritise marking. PP books / assessments marked first.

Languages- Standard seating plan strategy of seating PP students near the front. Marking PP students' work first. Providing printouts and other resources for PP students where necessary, e.g. folders, sticky back plastic. Targeted for intervention sessions at GCSE and progress monitored at each tracking point.

Science- Free revision resources for KS3 and 4. Prioritising PP disadvantaged students for wave 1 interventions. Priority given to students for intervention places. Reduced costs offered for trips. Workshops offered on resilience and revision techniques.

PE- Purchasing of the EverLearner software to help engage the students in the classroom, with a large proportion being PP students.

	DT- Purchasing of woodwork materials for PP students including hammer, rules, saw, file set.
--	--

	Other faculties- Purchasing of revision guides for PP students.
--	---

A large proportion of the funding is devolved to:

- Have a 12 entry form instead of 10 entry form cohort in each year group; this is to reduce class sizes to enable a greater focus on Disadvantaged students and outstanding pastoral care.
- Individual Faculties to increase their capitation thus enabling specialist and independent support of Disadvantaged Students within Faculties and Departments, particularly with additional resources for the students.