

Report on the use and impact of the Pupil Premium Grant

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Section A - Pupil Premium Report Aims, National and School Performance

Purpose

The purpose of this report is to inform governors of:

- The interventions and other actions, funded by the Pupil Premium Grant, and their impact on the academic progress and personal development of disadvantaged students, and
- The plans for spending the Pupil Premium Grant for the academic year 2019-2020

This report is to help governors monitor our progress in closing the gap in outcomes between disadvantaged students and other students. Outcomes are included to demonstrate the effectiveness of our work in reducing the gap in attainment, progress and attendance.

The school receives a specific funding, the Pupil Premium grant, earmarked for tackling disadvantage. This paper provides an overview of the Pupil Premium funding received by the school and how this funding has been allocated to specific projects.

The analysis and attribution of impact continues to provide us with a challenge.

The role of the Governing Body

The governing body's role is to support and challenge the school's leaders to continue to improve the academic progress and other outcomes of disadvantaged students. The governing body will have a secure knowledge and understanding of the impact of the school's work in raising aspirations, developing learner attributes, improving student wellbeing and closing gaps. This is gained through regular reports from the school detailing the performance and attitudes of students, analysed by student group and sub-group; a well-informed, interested and committed governor nominated to monitor and inform the school's work in this area and a programme of governor visits which includes student focus groups.

Disadvantaged Students - Definition

In terms of accountability measures disadvantaged students are defined as those students who have been eligible for free school meals at any point in the last 6 years or those who were looked after children (LAC) (children looked after by the local authority at any point during the year ending 31 March, who had been looked after continuously for 6 months). Disadvantaged students cannot be so neatly defined. We have students from low income households often with parents working long hours who are not eligible or do not claim free school meals – these families are both time poor and income poor but would not be classified as disadvantaged in the government definition.

Year 7 Catch-up funding

Incorporated into the report is the use of Year 7 catch up funding. The school received £500 per student who did not achieve at least level 4 in reading and/or mathematics at key stage 2. This is based upon 2015 KS2 data. The funding amounted to a payment of £4707 in March 2017 for the academic year 2016-17. Since 2016-17 catch-up funding has been based on this historical rate adjusted by size of Year 7 cohort.

The funding received for 2017-18 was £4,756 and was the same for 2018-19. Going forward we anticipate the same for 2020-21.

COVID 19 Catch-up funding (quick note)

COVID 19 catch up funding IS NOT included in this report. The school has been allocated approx. £49,000 for COVID 19 catch up for years 7-11 students. We are currently reviewing possible uses of funding via the National Tutoring Programme (NTP) – the website became active on the 2nd November. There are two strands to the NTP – a mentoring strand and a tutoring strand.

Pupil Premium Funding Over Time (Financial Year)

Financial Year	Funding per student meeting FSM6 criteria	Percentage of FSM6 Students	Number of students eligible for Pupil Premium (Y7-11)	Amount of Pupil Premium Funding
2011 - 2012	£488	35% (Different criteria)	218	£106,384
2012 - 2013	£623	56%	374	£216,181
2013 - 2014	£900	60%	372	£334,800
2014 - 2015	£935	58%	362	£338,470
2015 - 2016	£935	57%	350	£330,145
2016 - 2017	£935	59%	357	£328,215
2017-2018	£935	56%	342	£318,865
2018-2019	£935	53%	323	£314,590
2019-2020	£935	52%	325	£307,500
2020-2021	£935	52%	316	£300,550 (Estimate)

For 2020-21 there are 3 students within the looked after category (One in Years 8, 9 and 10)

Pupil Premium funding follows the financial year rather than the academic year

William Ellis Figures - Attainment, Progress and Attendance

Entry Patterns

Entry	School (All) 2020	School Disadvantaged 2020	School (All) 2019	School Disadvantaged 2019	National Boys (All) 2018	National Disadvantaged Boys 2018
Ebacc Entries (all components)	93%	92%	85%	79.3	29.7%	22.9%
English Entries	98%	97%	100%		88.9%	
Maths Entries	98%	97%	99%		91.0%	
Science Entries	98%	97%	100%		89.0%	
Humanities Entries	97%	97%	99%		73.8%	
MFL Entries	94%	92%	87%		45.1%	

WES students – both other and disadvantaged are significantly above national boys figure for entry to Ebacc.

Attainment 2020

Attainment/Progress Measure	School (All) 2020	School Disadvantaged 2020	School (All) 2019	School Disadvantaged 2019	National Boys (All) 2019	National Disadvantaged Boys 2019
Basics (English and maths) 4+	87	78	66%	53.5%	62.7	43.1
Basics (English and maths) 5+	65	54	42%	20.7%	41.1	23.3
Basics (English and maths) 7+						
Ebacc APS	5.53	4.8	4.6	3.8	3.94	3.02
Ebacc 4+	68%	56%	40%	22.4%	20.2	9.7
Ebacc 5+	51%	36%	27%	10.3%	13.5	5.5
Attainment 8	56.7	49.6	46.6	39.4	45.2	35.8

2019 examination results compare favourably to national boys and national boys disadvantaged for 2018. For nearly all attainment measures the school was above that seen nationally in 2018.

Progress 2020

Year	National Progress Gap (Disadvantaged / Other BOYS)	WES Progress Gap (Disadvantaged / Other BOYS)
2016	-0.44	-0.78
2017	-0.44	-0.50
2018	-0.54	-0.36
2019	-0.53	-0.50
2020		-0.79

The national progress gap has been relatively consistent – around the -0.5 mark. WES progress gap has improved since 2016. The 2019 progress gap was in line with national figure. Internal data for 2020 shows that the progress gap at WES has widened

Disadvantaged Outcomes 2018-2020 (Disadvantaged Gap)

Group / Descriptor	WES -boys 2020	National Boys 2020	WES -boys 2019	National Boys 2019	WES -boys 2018	National Boys 2018
Attainment 8 score for ALL BOYS	56.7		46.6	45.2	43.5	45.0
Attainment 8 score for disadvantaged students	49.8		39.4	35.8	39.2	35.8
Attainment 8 score for other students	64.8		54.8	48.4	49.5	48.2
Attainment Gap	-15.0		-15.4	-12.6	-10.3	-12.4
There has been a rise in the attainment 8 score for both disadvantaged and other students since 2018. This needs to be put into context – change in grading and curriculum. The attainment gap has remained the same for last 2 years.						
Progress 8 score for ALL BOYS	0.59		-0.44	-0.23	-0.51	-0.21
Progress 8 score for disadvantaged students	0.23		-0.68	-0.62	-0.67	-0.61
Progress 8 score for other students	1.02		-0.18	-0.09	-0.31	-0.07
Progress Gap	-0.79		-0.50	-0.53	-0.36	-0.54
2019 – Progress gap in line with national as expected. 2020 progress gap widened						
% achieving 9-4 EBacc for ALL BOYS	68		40	20.2	35	19.4
% achieving 9-4EBacc for disadvantaged students	56		22	9.7	30	9.3
% achieving 9-4 EBacc for other students	82		60	23.8	61	22.9
Attainment Gap	-26		-38	-14.1	-31	-13.6
Figures for Ebacc (9-4) % is consistently above that seen nationally for each group. The attainment gap is larger than seen nationally but this is based on a significantly higher proportion completing the Ebacc						
% students achieving 9-4 in English and mathematics (basics) ALL BOYS	87		66	62.7	63	62.2
% Disadvantaged students achieving 9-4 in English and mathematics (basics)	78		54	43.1	49	42.9
% Other students achieving 9-4 in English and mathematics (basics)	96		81	69.3	79	68.8
Attainment Gap	-18		-27	-26.2	-30	-25.9
Figures for Basics % is consistently above that seen nationally for each group. The attainment gap in line with national 2019 and then lower for 2020 (probably) than seen nationally.						

Data source – Statistical First Release (DfE) for National Figures and Data Checking exercise for GCSE results

Attendance – YEAR 7 to YEAR 11 (historic) (autumn and spring term)

	2016 – 2017			2017-18			2018-19			2019-20		
	All	Dis	Other	All	Dis	Other	All	Dis	Other	All	Dis	Other
Absence (WES)	6.3	7.0	5.4	6.5	7.6	5.1	5.5	6.5	4.2	5.8	7.4	4.1
Absence National Boys	5.1			5.4								
Persistent absence (20%)	17.0	21.0	12.0	18.8	23.6	12.7	14.5	19.9	8.2			
Persistent absence National (20%)	12.7			13.6								

Currently attendance is a concern for the academic year 2020-21. the attendance figure is currently 91.55% across Years 7-11. This is 3% lower than the same time last year. Year 11 is has the lowest attendance – at 89.9%. In addition to the overall low attendance figure there is a gap between PP and Non PP – 1.3%. This is smaller than seen last year BUT is starting from a much lower base.

Cohort Size and Characteristics -Current

It is important to look at the Pupil Premium cohort sub characteristics. With 52% of the school population looking at the sub groups helps to highlight needs

	Cohort Size	PP	Non PP	FSM	Non FSM	SEN M (aware)	SEN K	SEN ECHP
Whole School	806	52%	48%	37.3%	62.8%	10.4%	13.1%	2.8%
Pupil Premium	315			68%	32%	11.4%	15.3%	3.8%
Non Pupil Premium	289					9.3%	10.7%	1.7%

Attendance - Current Position for Autumn Term 1 (2020-21) - taken from attendance report

Year Group	Overall Attendance	PP	Non PP	Attendance GAP
7	93.5	92.3	94.7	-2.4
8	92.1	92.7	91.6	+1.1
9	91.3	90.5	92.1	-1.6
10	91.0	89.6	92.8	-3.2
11	89.9	88.5	91.8	-3.3
Years 7-11	91.6	90.6	91.9	-1.3

In most year groups attendance for PP is lower than Non PP students, except for Year 8. Attendance gap larger at KS4

Year Group	Overall Lateness %	PP	Non PP	Lateness GAP
7	2.8	3.2	2.4	0.8
8	4.3	5.7	3.0	2.7
9	7.6	8.3	6.8	1.5
10	5.3	6.6	3.5	3.1
11	10.3	10.9	9.3	1.6
Years 7-11	6.0	7.0	4.9	2.1

Any attendance work will need to focus on punctuality to school in addition to attendance. Morning registration arrangements have already been changed so that Year 11 are required to register at 8.35am in a bid to improve punctuality to school for subject lessons at 8.50am.

Behaviour (Autumn Term 1 2020-21) -Current

52% of the school population (7-11) is Pupil Premium. These students currently account for nearly two thirds of detentions issued.

Behaviour Points - link to detentions

Year Group	Average No. Of Behaviour Points	PP	Non PP	Behaviour Points Gap
7	7.1	8.0	6.2	1.8
8	13.2	19.3	7.4	11.9
9	18.8	18.3	19.3	-1.0
10	14.1	18.1	8.5	9.6
11	22.0	26.2	15.8	10.4
Years 7-11	15.1	18.2	11.4	6.8

Table above

For all year groups there is a slightly higher number of homework concerns for PP students relating to homework concerns – this is based upon the first half term of 2020-21

Homework Concerns

Year Group	Mean No. Of Homework Concerns	PP	Non PP	Homework Concerns Gap
7	1.2	1.3	1.1	0.2
8	1.5	2.0	0.9	1.1
9	1.2	1.4	1.1	0.3
10	1.6	1.8	1.2	0.6
11	2.2	2.6	1.7	0.9
Years 7-11	1.5	1.8	1.2	0.6

For all year groups there is a slightly higher number of concerns for PP students relating to homework concerns – this is based upon the first half term of 2020-21

Section B - Pupil premium strategy statement SUMMARY OVERVIEW

School overview

Descriptor	Data
School name	William Ellis School
Pupils in school	624 (Oct 2019) (Years 7-11)
Proportion of disadvantaged pupils	52%
Pupil premium allocation this academic year	£310,000 (Estimate)
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	October 2019 (Original)
Review date	November 2020 (updated) / November 2021
Statement authorised by	Matthew Scott
Pupil premium lead	Matthew Scott / Bernie Lane
Governor lead	Ms Sophie Jenkins (SJE)

Disadvantaged pupil performance current and targets

Measure	School 2022 TARGET	School 2021 TARGET	School 2020	School 2019	National Boys 2019	Comment
Cohort size Disadvantaged %	57%	58%	52%	53%	23%	Significantly Above National
Progress 8	+0.3	+0.43	-0.79	-0.68	-0.62	Slightly below
Ebacc entry	89%	88%	92%	79.3%	24%	Significantly above
Attainment 8	52.6	49.4%	49.8	39.4	35.8	Significantly above
% Grade 4+ in English and maths	92%	86%	78%	53.5%	43.1%	Significantly above
% Grade 5+ in English and maths	78%	50%	55%	20.7%	23.3%	Slightly below
% Grade 7+ in English and maths	20%	12%	24%	13%		
Ebacc 4+ %	82%	81%	56%	22.4%	9.7%	Significantly above
Ebacc 5+ %	63%	48%	36%	10.3%	5.5%	Significantly above

Target is based upon students achieving challenge grades set – Aspirational

Whole School Equalities Objectives 2017 – 2020 – Currently being reviewed by staff and students – to be updated December 2020 (Previously objectives agreed by the School Improvement Committee on 14th September 2017)

1. To close the progress gap between students in target groups and other students in all subjects ^[L]_[SEP]
2. To increase the participation of students in target groups in school trips, camps and leadership positions in the school ^[L]_[SEP]
3. To continue to develop our PSHCE, tutorial and assembly programmes so that we increasingly recognise and celebrate diversity in our community

Strategy AIMS for disadvantaged pupils (2019-21)

	Success criteria	Target date
Equality of Progress		
All prior attainment cohorts have a Progress 8 measure better than that for boys nationally across all elements	The progress of disadvantaged boys to be equal to progress 8 for all boys (excluding outliers)	Sept 21
Attainment 8 better than that for boys nationally in English, Maths, Science and Humanities	Entry: Maintain - Better national average EBacc Attainment: Attainment score better than that for boys nationally in English, Maths, Science and Humanities Disadvantaged students achieve higher than average English and maths 5+ scores	Sept 21
Students experience a curriculum that is intellectually challenging, supports them to make progress from their starting points, builds their cultural capital and helps them to have successful lives.	EBacc entry – profile for disadvantaged students is comparable to other students	Sept 21
Attendance to be at least 95.5% in Key Stages 3 & 4	Vast majority of disadvantaged students have attendance of over 96%	Sept 21
Students take responsibility for their own learning, work output and actions.	Data over time demonstrates that disadvantaged students have increased homework completion	Sept 21
Students develop their ability to de-escalate situations and repair relationships.	Behaviour data demonstrates student engagement for disadvantaged students in line with non-disadvantaged students	Sept 21
Students' learning and well-being benefits from all staff engaging in productive Professional Development, and working collaboratively and co-operatively together	Staff disciplined/Oracy triads focus on needs of disadvantaged students and making an impact on levels of literacy	Sept 21
Equality of Opportunity		
All students participate in learning in the outdoors	Vast majority of disadvantaged students participate in Year 7, 8 and 9 camps. The same proportion as "other" students	Sept 21
All students participate in cultural enrichment beyond the school	Vast majority of disadvantaged students participate in at least two cultural experiences out of school in the year. The same proportion as "other" students	Sept 21

<p>All Year 10 students gain a work experience and the vast majority complete it successfully. There is a broad range of work experience and student evaluation rates it as a valuable experience.</p>	<p>Vast majority of disadvantaged students have high quality work experience. There is targeted support for identified disadvantaged students to secure high quality work experience.</p>	<p>Sept 21</p>
<p>Students progress against the learner attributes</p>	<p>Data demonstrates attitudes to learning for disadvantaged students is in line with non disadvantaged</p>	<p>Sept 21</p>
<p>The vast majority of Year 11 continue in education or employment with training in the ensuing year</p>	<p>100% of disadvantaged students are in education or employment with training in ensuing year. Similar proportion to non-disadvantaged are on level 3 pathways in the ensuing year</p>	<p>Sept 21</p>

PUPIL PREMIUM FUNDING 2019 – 2020 (Academic Year) ALLOCATION TO ACTIONS AND INTERVENTIONS (Review)

1. Actions for Equality of Opportunity

Intervention /activity	Amount allocated	Actions	Impact	Evaluation/Improvements
Music Lessons	££	Peripatetic teaching for musical instruments, provided almost free for students eligible for pupil premium	Improved equality of opportunities in music Increased proportion of disadvantaged students learning musical instrument.	41% of students receiving music tuition at the school are PP students (up from 34% in 2017-18). A total of 102 students are receiving music tuition, 42 are PP. PP students get a 90% discount on the music lesson costs. They have access to a range of instruments and the opportunity of playing in many of the groups and orchestras organised by the school and in collaboration with other La Swap schools. This has also allowed PP students to make up 40% of the GCSE music cohort at the school which is currently – slightly up on previous years
School Trips	££	The school has a strong commitment to ensuring that all students have equal access to school trips and in the past year we have subsidised student travel to venues such as the Mill In 2018-19 school spent £10K of PP funding to support disadvantaged students participate in school trips.	Personal development – development of cultural capital	William Ellis School provides the broadest and most comprehensive programme of educational trips and visits of all Camden schools. This includes a bespoke outdoor education programme. Many trips are curriculum focused to support learning in 14 different subjects. Other trips provide a broad range of opportunities for personal development including debating, the arts, PSHE, careers and leadership programmes. The trips are an important part of the school offer for the taught curriculum and extra curricula activities. Students benefit from the opportunity to develop their skills and character in line with the school's learner attributes. We believe all students benefit from the opportunity to expand social and cultural capital through visits to museums, galleries, theatres and other places of interest, in London and further afield including foreign countries. We believe all students benefit from this programme but it is especially important for disadvantaged students to have opportunities they might not otherwise get. An equivalent was planned for 2019-20 but was impacted by COVID lockdown – Easter and summer trips cancelled and have yet to resume in 2021
Outdoor Education programme	££	Outdoor education camp for all students in year 7,8,9.	Ensure equity of opportunity for all students.	Outdoor education programme is now established for all students in key stage 3. Camps provide excellent opportunities for personal development and team building. In

		Duke of Edinburgh Award Scheme, Bronze, Silver and Gold.	Development of learner attributes	<p>the Year 2018-19 we achieved 95% participation in the camps for each year group.</p> <p>There has been an increase in the take up of students entering the Duke of Edinburgh Award scheme this academic year. Students from William Ellis successfully completed Bronze, Silver and Gold awards. This included students eligible for pupil premium. Year 9 camp now qualifies as a training expedition for the Bronze DofE, giving the students a gateway into the scheme.</p> <p>An equivalent was planned for 2019-20 but was impacted by COVID lockdown – Easter and summer trips cancelled and have yet to resume in 2020-21</p>
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2. Actions for Equality of Progress

Intervention/activity	Amount allocated	Actions	Impact	Evaluation/Improvements
Home School Link Workers	££	<p>2 part-time link workers working with Somali and Bengali community and students to increase family understanding and engagement with school and to improve student progress</p> <p>Work of the White British link worker (Camden)</p> <p>2 Language Assistants - Equivalent to 20 hours per week – French and German – increased progress in MFL</p>	<p>Improve attendance and punctuality of identified groups of students at school</p> <p>Increase engagement of parents with child's education</p>	<p>Parental engagement has increased and attendance at Parent-Teacher meetings is above the school average of 86% for Bengali (95%), and Somali (90%) and for Congolese (100% much smaller cohort). These figures are an improvement on previous years.</p> <p>Not all Parent teacher meetings were held face to face (Y10 cancelled).</p> <p>Continued improvement seen in terms of engagement, BUT attendance still concern for some ethnic groups especially WBr. School link worker for White British disadvantaged one day per week.</p> <p>Attendance action plan</p> <p>Going forward</p> <p>WBr remain key focus group – approx. 10-12 students per year group.</p> <p>Particular areas of focus, but not exclusively: attendance, transition, tracking/visibility, parental engagement, effective T&L (including Oracy) strategies for this cohort</p>
In School Mentoring	£££	Providing alternative education provision and behaviour support for a target group of students.	Provide mentor support for identified students leading to improve educational and personal development outcomes	<p>Lead mentor provides direct support for most vulnerable students. Case studies show success in supporting boys engagement in school, emotional wellbeing and welfare. Without this support some students would be at increased risk of dropping out of education.</p> <p>Co-ordination via the PSP meeting schedule</p>

				Going forward – mentoring support to be strengthened with use of COVID19 catch up funding – NTP Mentoring strand
Counselling	£££	High-level intervention for students and their families who have significant social, emotional and mental health needs which are impacting on educational outcomes and/or well-being.	Provide high level support to individuals and families	Nearly all boys who were offered counselling used the service well and were able to benefit from much needed emotional support that they otherwise would not have accessed. In some cases, the counsellor was able to support access to external mental health support that they would not have been able to access themselves. Co-ordination via the PSP meeting schedule To be continued – strong evidence from case studies
Raising Aspirations	£	Engagement and motivational workshops typically for the more able concerning university and for less engaged students One-to-one careers interviews with careers advisor for all Y11 and vulnerable students in Y10. Includes work of Future First and connexions careers advisor	Raise aspirations for students from disadvantaged backgrounds	We believe that all students from Y11 2020 are in some form of education / employment. We believe there are no NEETS In September reported to the SIC regarding destinations. Retention into LaSWAP high (60%) at that time. Going forward – Connexions advisor is on maternity leave – replacement started at WES at Autumn half term – now seeing Y11 students
Additional holiday revision sessions (Easter, Half term and Saturday sessions)	££	Targeted revision programme of lessons over the Easter holiday for year 11 students, funded by school funds at no cost to students	Improve GCSE outcomes for targeted students	Easter revision - cancelled due to COVID19 Saturday Maths – had started and attendance was strong compared to previous years P8 for maths element strongest across the school – student engagement in maths high Saturday Art - 2 sessions held in academic year 2019-20. More were expected to take place. Strong attendance for the classes held To be reviewed in Spring term – the need for weekend catch up following use of COVID19 catch up funding
Action tutoring	£	Business mentors working with targeted Y11 student at risk of under achieving	Improve engagement and progress of targeted students English and maths focus	Action Tutoring 2019-20 has been scaled back to be one group which was different from previous years – an English and maths group for one night per week. In March Action Tutoring provide a Spring Progress Report. Student attendance was

				<p>strong. Progress reported in English and Maths was 9% above that seen nationally based upon their own assessments.</p> <p>Potential to continue with Action Tutoring using the NTP – they are on the list of approved providers</p>
Parental engagement	£££	Employment of Parent Support Advisor to work with hard to reach families and increase engagement with school	Increase parental engagement with school reduced permanent and fixed term exclusions from targeted families. Increase attendance. Inform Parents about key issues.	<p>Parent Support Advisor worked with 18 families last year including advising on parenting strategies; advocacy work; linking families with external support agencies and building positive working relationships between the school and hard to reach parents. Case studies demonstrate success in maintaining students in education, increasing engagement in school and improving wellbeing and personal development of students.</p> <p>Going forward – Parent Support work left WES in the summer – the role is being reviewed</p>
Improving attendance	£££	Day one calling for absentees, monitoring student attendance and punctuality	Improve attendance of all students and close gap between disadvantaged and other students. Reduce persistent absentees. Reduce risk of habitual poor attendance.	<p>Attendance for PP students continues to be a concern</p> <p>See separate Attendance Action Plan (BLA)</p>
Alternative curriculum provision at KS3/4	££	Alternative and specific curriculum provision for students for whom the normal curriculum offer is not suitable. To prevent disengagement with curriculum and/or permanent exclusion.	Improve progression for students on this pathway and improved outcomes through greater engagement on tailored programmes	
Additional staffing in English	££££	Small group intervention work provided through increasing staffing in the English dept.	Improved progress of students identified as making insufficient progress English P8 rise PP English rise	<p>Additional staffing in English has now enabled</p> <ul style="list-style-type: none"> • Additional English group at KS4 (compared with maths) • Planned intervention by WES English teachers at KS3

Section C - PUPIL PREMIUM FUNDING 2020-2021

Tier 1 – Teaching and Curriculum Offer

Activity	Amount allocated	Brief summary	Current Position	Intended outcomes / Monitoring	SLT lead / Monitoring
Teaching and Learning Group (Y7 and 8)	£90,000	<p>An additional group has been established for the teaching of maths, English and the humanities subjects. Students for the Year 8 group were generally a carryover from Year 7 - especially considering school time lost during summer term. The Year 7 group in 2019 started in September (a change from previous years) and in 2020 started from the very start of term. This is small group intervention. This is linked to the increased staffing in maths and English plus the effective use of the literacy catch up funding.</p> <p>In Year 7 2020 – 85% of English and maths T+L group are PP students, all are on the SEN register as M, K or E.</p> <p>In Year 8 2020 - 70% of English and maths T+L group are PP students, all are on the SEN register as K or E</p>	<p>T+L group is continuing from previous years.</p> <p>2 students have been “promoted” out of the Y8T+L group in the autumn term with 2 students being moved into the group based upon progress made</p> <p>Year 7 T+L group established from the start of the autumn term - earlier than previous years</p>	Student progress to be in line or better than whole cohort	BLA
Reading interventions year 7	<p>Cost of reading tests Approx £1000</p> <p>Staff training after school Phonics programme £200</p>	<p>All year 7 students took a reading age test in September. This data has been used to target reading interventions. All students at reading age 10 or 9 were also screened by LST (AAHT), RYU (KS3), FNE (intervention teacher) to further diagnose reading difficulties. Students on reading age 7 – 10 have reading interventions with a City year volunteer once a fortnight in Library lessons reading either 1:1 or 1:2. All City year volunteers received training on reading strategies with FDF and RYU. Students are reading novels targeting reading age at least a year above their reading age test chosen by RYU.</p> <p>Students at reading age 7 or below are following a phonics-based reading programme called King Street. It was chosen based on interest level, suitable for secondary students with low literacy levels and comprehensive nature of the programme, supportive resources for assessment.</p> <p>Y7 students on the programme currently getting up to one hour per week 1:1 on the programme with TLA team.</p>	<p>New - Introduction of new phonics reading prog</p> <p>New - Initial training of TLA to deliver prog via 1 hour 1-1 sessions with Year 7</p> <p>New - Staff training introduced for TLAs</p>	Accelerate reading age improvement	LST

		<p>TLA team are also being trained to gain a richer understanding of phonics learning. Ross in Y7 and Nadine in Y8 are completing a programme called Phonics Training Online, an intensive 14 module programme designed to equip the department and school with an in depth understanding of this key element of literacy development. They are sharing their learning and supporting delivery of the King Street programme with whole SEND team but particularly Norma in Y7 and Denise in Y8.</p> <p>Form time reading programme (Drop everything and read) continued in year 7, 8 and now rolled out to year 9 and 10. All staff received training on reading strategies and FDF has created engaging resources for year 9 ('In the Sea there are Crocodiles') and year 10 ('The Hate U Give')</p>			
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<p>Literacy Teaching Strategies</p>	<p>Librarian funding (£200 per day) Approx £7000 per year</p>	<p>Oracy programme: All year 7 students continue to have a fortnightly oracy lesson in which they learn how to listen sensitively and create and develop strong arguments. This year we have also continued the programme into year 8 to take into consideration learning lost during lock down. The programme has been adapting now to work towards formal debating skills opening up a space to discuss current issues. Oracy strategies have been shared in T&L briefing and are also an integral part of some subject literacy DDPs.</p> <p>Library provision We have now funded a weekly peripatetic librarian who is helping to develop the library as a place to celebrate reading for pleasure. The initial task is to catalogue all the stock and then to develop student leadership to help run the library.</p> <p>Whole school literacy strategies: In order to close the reading gap between pp and non pp students, we have devised whole school reading strategies that are based on the EEF recommendations. All subjects that have a high reading demand are using these strategies to help students to read complex texts. These are also the reading strategies used by form tutors and City year volunteers.</p> <p>We have also devised whole school literacy strategies based on targeted vocabulary teaching, oracy and reading strategies. All teachers were trained on these through the CPD day with a focus on how they support PP students. Teachers are trying them with pp students and taking part in developmental peer observations through the triad work.</p>			<p>LST</p>
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Quality first teaching	General costs – cover / training / resources £1000	Whole staff CPD delivered through peer observation triads. Focus embedded within wider literacy reading strategies – a key priority for PP students (see above) to improve exam results across all subjects. Termly cycle below: <ol style="list-style-type: none"> 1. Assess all students to identify reading ages 2. Present prospective strategies to HoDs for review 3. Deliver strategies training to all staff 4. Departments craft most effective subject-specific strategies 5. Individuals select and plan top strategies 6. Staff allocated into cross-curricular triad groups 7. Triads select class and 6 PP focus students (2 high, 2 middle and 2 low) 8. Peer observations and student voice surveys take place followed by feedback 9. Review strategies and agree on next term outline 	Cycle taking place without peer observations due to Covid restrictions.	Quantitative: Reading age tests Student outcomes Qualitative: Staff voice based on evidence from text, keyword and diagram heavy subjects. student voice Feedback from line management meetings MER Cycle	GFO
Curriculum Offer	No additional funding	Triple science and Double languages – good representation in these classes – in line with whole cohort	Across KS4 proportion of	Curriculum offer – options uptake and preferences	MSC
Curriculum Resources/Subject Interventions	For financial year 2021-22 (from April 2021)	Improve curriculum resources for pupil premium students -. Subject leaders to bid for resources that are subject specific and will be for PP students. Subject leaders will track impact. This will be introduced from April 2021 (new financial year). Potential use of the COVID catch up funding to “plug the gap” between now and the end of the financial year. Subjects will determine use of the funding. It could be used to issue all Pp student with textbooks/revision books. It could be used to fund additional teaching hours – for example running a regular period 6 for targeted students. Based on a fund of £10,000 for KS4 students that would equate to subjects having access to £11 per PP student.	In planning - yet to be agreed Accelerated progress of PP students Equality of access		MSC/MSE

Tier 2 Targeted Academic Support

Activity	Amount allocated	Brief summary	Current Position	Intended outcomes	SLT lead
City Year	£60,000	Re-introduction of City Year	Currently there are 6 corp members and a part time leader. As the year progresses other students will be included in the target group. 72% of students are PP	To reduce the gap between disadvantage dan non disadvantaged Behaviour Exclusion Attendance	BLA
Link Workers	£13,500	Two community link workers to support the Somali and Bangladeshi students and families. Work includes engaging Majority of students in these groups are pupil premium.	Particular focus of work this year to include the impact of Covid on BAME communities. Supporting families in supporting good attendance. Supporting families with accessing digital support through school.	Improved engagement and participation in education. Improved academic outcomes.	BLA
Attendance	£31,000	The attendance officer administers registers of students and follows up on absentees. This includes phoning parents and engaging with students. Improving attendance is a whole school priority. Pupil premium students are a priority. Students with persistent absence are disproportionately Pupil premium students. This is the priority work of the attendance officer. Additional attendance officer time? More capacity required?	Academic Year 20-21 Autumn Term 1 – there is an attendance gap of - 1.3% , but figures for both PP and Non-PP low due to COVID19 Punctuality to school – autumn term 1 mean number of lates across the school 4.83; this is the equivalent of approx 6% lateness. For all year groups there is a lateness gap.	Raised attendance to at least 93%?? Narrow the attendance gap to <0.5%? Narrow punctuality gap	BLA
Tutoring /Mentoring/ Engagement	£60,000	Two members of staff employed to support student engagement. This includes a variety of interventions such as 1:1 mentoring, small group activities, withdrawal from lessons, engagement projects such as the dogs trust, lunch activities, breakfast club. 80% of students are pupil premium.	This year they will focus work to focus on supporting students referred to the Seclusion and reflection room as an alternative to exclusion.	Reduce the number of exclusions for disadvantaged students. Increase engagement in school leading to improved outcomes.	BLA

Tier 3 Wider Strategies (linked to equality of opportunity)

Activity	Amount allocated	Brief summary	Current Position	Intended outcomes	SLT lead
Seclusion and Reflection Centre		Alternative provision for Academic and Pastoral Care to reduce FT exclusions Implement a Seclusion Centre for the improvement of Teaching and Learning. The holistic development of pupils in order to reintegrate into the mainstream Boys follow the curriculum (differentiated) and receive one hour of mentoring. Increased capacity required.	Running three days a week. SPLs/PLs use an online referral system. Increased capacity needed	improvement of Teaching and Learning reduce FT exclusions self-reflection through mentoring return students to mainstream lessons	KAL
Extra-curricular provision in school		Equality of Opportunity, Running of clubs- specifically targeting disadvantaged students to raise engagement	Several clubs running e.g. <ul style="list-style-type: none"> • Robotics Club • Games Clubs • Sports Clubs (until Lockdown 2) • Homework Club • Chess Club 	engage students in extra-curricular activities that they would otherwise not be able to access promote school as a place to enjoy other experiences, not just in the classroom	KAL
CRIB provision		External alternative provision for Academic and Pastoral Care to reduce FT exclusions and reintegrate those disadvantaged students who are at risk of permanent exclusion.	We are currently sending one student every six weeks	to reintegrate the students at risk of permanent exclusion into mainstream provision at WES	KAL
Support staff Student engagement Lead mentor		targeted mentoring for disadvantaged students	Regular mentoring of students across the key stages		KAL
Student per to peer mentoring		implement a peer mentoring system from transition to Year 13. Concentrating initially on Transition, 9-7 mentoring and year 12/13 to lower years	Fitzrovia mentoring team mentoring training, 6 week project has taken place. All Year 7s have a year 9 mentor. Regular mentoring taking place every week led by student engagement officer	to ensure that all year 7s (especially those with disadvantaged backgrounds) have access to a year 9 mentor that they can talk to to ensure that they feel welcomed, safe and part of the wider school community	KAL

Student Leadership		Input into equalities objectives?	Over 50% of School Council are PP Implementation of "More In Common" agenda involves student leadership at every level Environment group House events group Fund-raising group Reach out group Equality & Diversity Champions	Maintain the PP proportion on the student council to reflect whole school proportion Student voice shows student council impact?	JPR
School Counsellor	£25,000	Supporting students social emotional and mental health. Access to mental health support that is not easily accessed out of school, especially for disadvantaged students. Support in signposting student to external support.	Two trainees joining the service this year to add to add capacity. School counsellor to develop role of promoting mental health awareness across the school and supporting staff with developing trauma informed schools.	Case studies of students who have reengaged in school and achieved good outcomes following difficulties in their life. Student voice to demonstrate greater awareness of their own Mental health needs.	BLA
Social and Outdoor Capital Trips* (COVID restrictions)		Equality of Opportunity		Proportion of disadvantaged students taking part in school trips – two or more experiences a year	MSC
Outdoor Ed*		Equality of Opportunity		Increased proportion of disadvantaged students in Y7, Y8 and Y9 taking part in camp Increased proportion of disadvantaged students taking part in Duke of Edinburgh Award	BLA
Music		Equality of Opportunity	40% of students taking GCSE music are PP students. With over 25% of cohort taking GCSE Music compared to a national average of 6%, actual numbers of PP taking part is high.	Continued increased proportion of disadvantaged students receiving music tuition and tracking this over time.	GFO

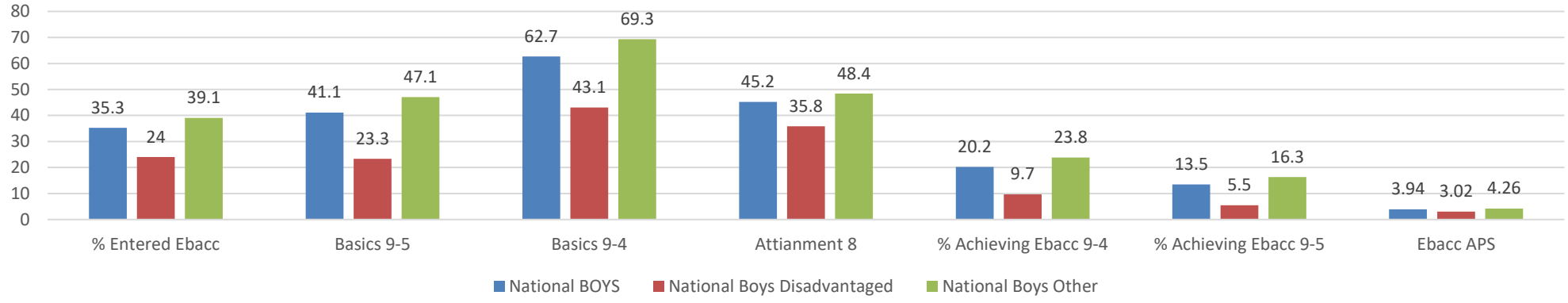
			<p>Extra-curricular clubs explicitly set up to target PP students e.g. RAP club for KS3/4 with students performance at Royal Albert Hall in 2020.</p> <p>Actual numbers of PP students taking instrumental lessons have increased (now at over 50 students) but has decreased as percentage as overall numbers have increased to over 150 students taking lessons.</p>	<p>Continued increased participation of disadvantaged students in music making and music enrichment.</p> <p>Increased proportion of disadvantaged students taking music GCSE (up from 40%)</p>	
Digital Divide (Computer Access)		<p>Equality of Opportunity and Equality of Progress</p> <p>Ensure ALL students (PP and Non PP) have access to a keyboard device at home.</p> <p>Nearly 400 keyboard devices on order. To be issued to FSM students for free, heavily subsidised for PP students and at full price for Non PP.</p> <p>Delivery anticipated by end of Autumn term</p>	See Mr Germanos' report on On-line learning.	<p>All students have access to a keyboard device at home (not shared)</p> <p>Increase use of microsoft teams on keyboard device</p> <p>Increased homework completion</p>	BLA

Appendix

National Figures Attainment and Progress

Attainment Historic Data (2019) – *this was the last time full attainment and progress data for all student's groups was made available*

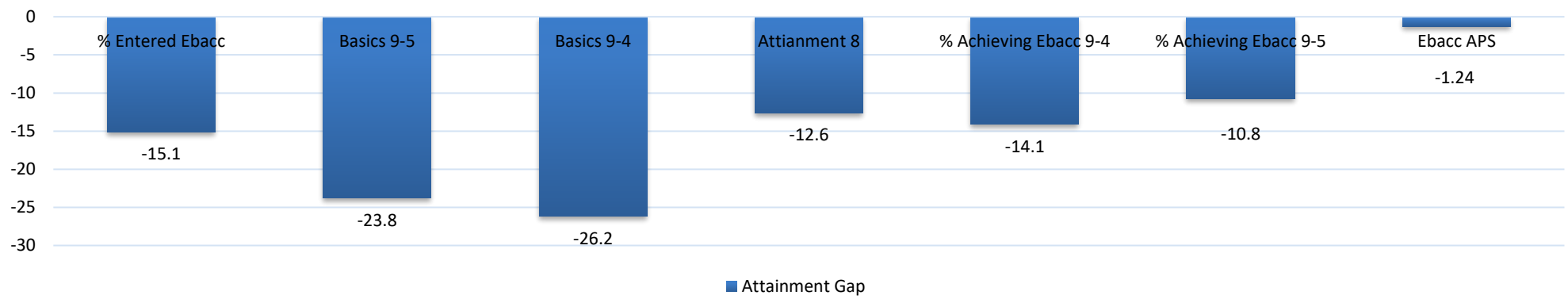
National Attainment - Boys 2019



For all attainment figures – there is a significant difference nationally between disadvantaged and other students (boys) In 2019

National Attainment GAP

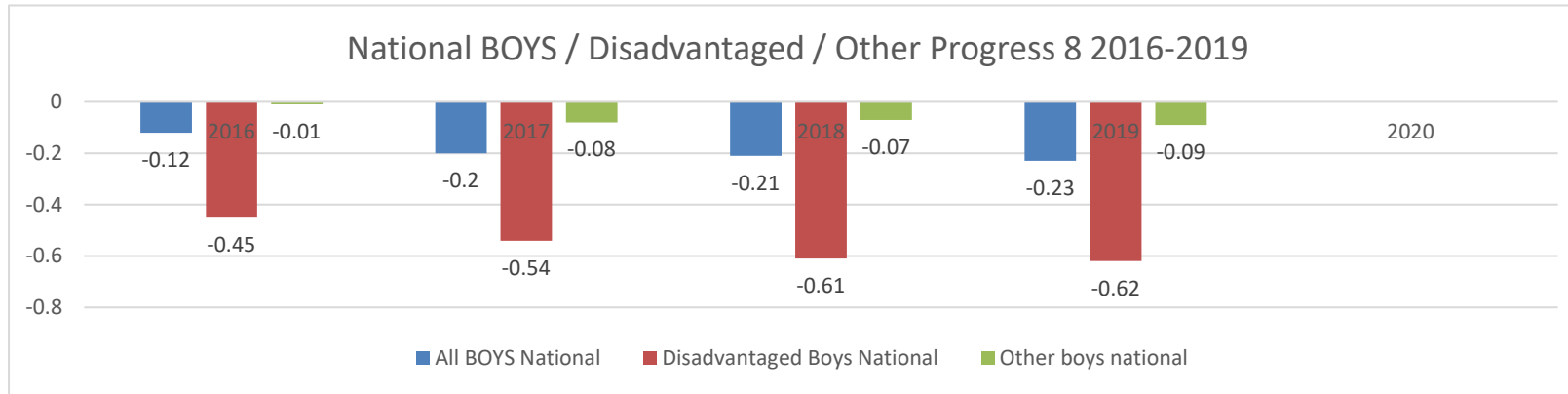
National Attainment GAP - Boys 2019 (Disadvantaged / Non Disadvantaged)



Source – Statistical First Release DfE

Source – Statistical First Release, All state funded mainstream schools (Jan 2020)

Progress 8 Scores



National Progress GAP

