



# Pupil Premium Strategy 2020-2023

## Plymstock School

SUMMARY INFORMATION			
CURRENT PUPIL INFORMATION [24/09/2020]			
Total number of pupils:	1,592	Total pupil premium budget:	£323 210
Number of pupils eligible for pupil premium:	311 (incl. 4 AFC)	Amount of pupil premium received per child:	£955 (Deprivation) £2,345 (Adopted From Care)

COHORT INFORMATION				
CHARACTERISTIC	NUMBER IN GROUP		PERCENTAGE OF GROUP	
	Boys	Whole school = 778	PP = 163	Whole school = 48.9%
Girls	Whole school = 814	PP = 148	Whole school = 51.1%	PP = 47.6%
SEN support	Whole school = 164	PP = 62	Whole school = 10.3%	PP = 19.9%
EHC plan	Whole school = 37	PP = 16	Whole school = 2.3%	PP = 5.1%

COHORT INFORMATION				
EAL	Whole school = 81	PP = 19	Whole school = 5.1%	PP = 6.1%

CURRENT ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2016-17 (41 PP)	2017-18 (40 PP)	2018-19 (48 PP)
Progress 8 score average	Y11 = 0.57 PP = 0.31	Other/Not PP = 0.63		Y11 = 0.22 PP = -0.18	Y11 = 0.16 PP = -0.12	Y11 = 0.16 PP = -0.24
Attainment 8 score average	Y11 = 50.64 PP = 45.94	Other/Not PP = 51.63		Y11 = 49.20 PP = 40.32	Y11 = 48.26 PP = 43.36	Y11 = 46.04 PP = 37.05

OTHER DATA		
Area:	Strengths	Weaknesses
Attendance data	<p>In 2019-20, students in care were absent only 5.7% of the time, in comparison with other PP students, who were absent, on average, 8.1% of the time.</p> <p>Currently, our current attendance is around 93/94% but this is affected daily by necessary Covid isolations.</p>	<p>In 2019-20, 26.5% of PP students were absent more than 10% of the time, in comparison with 14.5% of non PP students.</p> <p>Currently, reduced numbers allowed on the buses due to social distancing are causing around 15-20 lates a day and more students than usual are suffering from anxiety relating to the current situation.</p> <p>Already for 2020-21, our Other attendance and late figures are better than our PP data: 91% PP attendance, 94% Other attendance, Lates PP 3.4%, Lates Other 1.3%</p>

<p>Behaviour data: Behaviour data has been affected by the Covid closure of schools and does not follow the usual patterns.</p>	<p>There were no permanent exclusions in 2019-20 and no PP students have been excluded in any of the last 3 academic years from 2017-18 to 2019-20.</p> <p>No LAC students were excluded in any of the previous 3 academic years from 2017-18 to 2019-20.</p>	<p>Of the 54 exclusions in 2019-20, 24 were PP students however 12 of these PP exclusions were accrued by just 3 PP students, 2 of whom have since moved to another school.</p> <p>In 2019-20, 36% of the Improvement Room referrals were for PP students.</p>
<p>Safeguarding referrals (Current)</p>	<p>Follow on action for anticipated and proven increase in referrals: a school counsellor works two days a week, 22 PP students are either seeing or are on the list to see the school counsellor.</p> <p>Training was arranged for the autumn term for staff members to be trained in how to recognise signs of poor mental health and to differentiate from 'poor behaviour'.</p>	<p>Through our safeguarding reporting system, it has been identified that there is an increase in mental health and well-being referrals.</p>
	<p>Follow on action: Increased training to provide more Level 3 safeguarding officers to cover the support for students.</p>	<p>Each year group works in a bubble or zone, causing isolated working and a need for resilience of trained staff to deal with increased referrals and staff absence due to Covid-19.</p>
	<p>Follow on action: Safeguarding Level 3 meetings increased from quarterly to monthly to keep officers up to date with safeguarding procedures, enabling to support the students more effectively. An SEND link is now working in each year group zone, for closer working practices in supporting PP and SEND students.</p>	<p>Safeguarding level 3 officers now work in year group zones, increasing the difficulty in maintaining communication links.</p>
	<p>Follow on action: Virtual training has been introduced to support members of staff with safeguarding and supporting students.</p>	<p>Face to Face safeguarding training is not feasible during Covid-19.</p>

## LONG-TERM PLAN (3-YEAR TIMESCALE):

- 1) To continue to invest in additional adult support including subject tutoring and counselling from 2020-2023.  
To continue to provide personalised tutoring in English and Mathematics. This increases student's life chances by improving their confidence and communication skills as well as improving their GCSE grades in these qualifications, also boosting the school Basics figures.  
The adult-student relationship between the student and the tutor supports their personal development, and provides a positive adult role-model that many of these students would not otherwise have. The tutor models a positive work ethic and attitude to learning, constructive conversations and communication skills.  
To maintain counselling services for the most vulnerable, approximately 10% of our current PP cohort. These essential services are provided by outside agencies to professionally support these students to cope under extreme circumstances.  
Other adult support includes staffing the Improvement Room, providing Assistant Heads of Year and a Duke of Edinburgh's Award co-ordinator.  
The School Development Plan priorities for 2020-21 include supporting the physical, mental and emotional health and well-being of students and these strategies have an immediate and significant impact in this area.
- 2) One of our priorities for 2020-21, after the unprecedented events of 2020 relating to Covid-19, has to be to support our students in their recovery from the impact of the school closure between 23 March and fully re-opening in September 2020. Distance learning provided the opportunity for students to continue their academic studies but not the richness of the daily school environment and their interactions with a variety of adult role-models as well as the social development. Many of this cohort did attend Educare and benefitted from this experience. This priority is therefore to support these students in their catch-up from this period in addition to our usual closing the gap strategies. Covid catch-up funding is provided in addition to PP funding and this priority is to further support those students who are disadvantaged in many ways. One objective is to provide a personalised recovery curriculum as necessary.  
The School Development Plan priorities for 2020-21 include the recovery curriculum and supporting the physical, mental and emotional health and well-being of students.
- 3) The engagement with learning is a key priority for all our work with PP students from 2020-23. This takes many and varied forms. The School Achievement Voucher and other pastoral strategies support the students to engage with daily school life and therefore enable their access to the recovery curriculum. Other pastoral strategies include attendance support, and refreshments provided to support attendance at Eat, Meet, Revise, Repeat sessions.  
Students eligible for PP funding are given priority for Advice and Guidance, and suitable candidates are given the opportunity to visit a Russell group university.  
Additional resources support is given to PP students by departments who provide revision books and other materials, including printed copies of past papers for students to practice their exam technique.  
This priority supports the students' engagement with learning which directly impacts upon the School Development Plan priorities for 2020-21 of the recovery curriculum and supporting the physical, mental and emotional health and well-being of students and all four teaching and learning priorities for 2020-21.

**PRIORITY 1: ADULT SUPPORT**

Member of staff responsible: RFW

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. To provide personalised tutoring in English and Mathematics.	<p>PP co-ordinators in English, Maths and Science will facilitate one-to-one and small group tutoring in English and Maths from adult tutors and sixth form students.</p> <p>One-to-one tuition: EEF +5 months Individualised instruction: EEF +3 months Small group tuition: EEF +4 months Peer tutoring: EEF +5 months</p>	ICJ, KTP, SJF	<p>Throughout the academic year 2020-21</p> <p>Review for 2021-22</p>	<p>PP co-ordinators in English, Maths and Science (£2 560 x3)</p> <p>Tutors (£65 142)</p> <p>Additional tutors (£10 626)</p>	<p>Progress Checks each term indicate that the progress and attainment of disadvantaged students is in-line with Other</p> <p>PP students become more confident</p>	<p>Tutors are sourced, tutoring is organised and students engage with the tutoring.</p> <p>Our aspirational goal every year is that there should be no difference in achievement and progress between Disadvantaged students and Other</p> <p>Examination results, August 2021</p>
2. To provide counselling services for the most vulnerable	<p>HoYs to liaise with outside agencies to professionally support students with counselling and anger management sessions</p> <p>Social and emotional learning: EEF +4 months Behaviour interventions: EEF +3 months</p>	HoYs	<p>Throughout the academic year 2020-21</p> <p>Review for 2021-22</p>	Counselling and anger management (£22 830)	Counselling and anger management sessions are organised	PP students attend counselling and anger management sessions as appropriate
3. Other adult support	<p>To improve the behaviour and attitude to learning of PP students through the Ready To Learn (RTL) and (Improvement Room) IR behaviour system.</p> <p>Behaviour interventions: EEF +3 months</p>	HoYs	<p>Throughout the academic year 2020-21</p> <p>Review for 2021-22</p>	Improvement Room staffing (£39 709)	IR environment is established to include restorative activities	Reduced numbers of PP students in IR

	<p>To improve the attendance, behaviour and attitude to learning of PP students through consistent support and parental engagement</p> <p>Social and emotional learning: EEF +4 months</p> <p>Behaviour interventions: EEF +3 months</p> <p>Parental engagement: EEF +3 months</p>	HoYs	<p>Throughout the academic year 2020-21</p> <p>Review for 2021-22</p>	<p>AHoYs, 25 days per week (£104 750)</p>	<p>Supportive measures to improve engagement with learning to include meetings with students, parents and other agencies</p> <p>Consistent monitoring of attendance, behavior, and parental contact</p>	<p>Improved data trends for attendance, behavior, and parental contact</p>
	<p>To ensure that PP students in Years 9-11 have access to high quality extra-curricular activities by providing The Duke of Edinburgh's Award (DoE). Structures teach pupils social skills, interaction with other pupils, turn taking, listening to the views of others and sharing information, in addition to outdoor learning skills.</p> <p>Social and emotional learning: EEF +4 months</p> <p>Outdoor adventure learning: EEF +4 months</p> <p>Sports participation: EEF +2 months</p>	PR	<p>Throughout the academic year 2020-21</p> <p>Review for 2021-22</p>	<p>DoE co-ordinator (£1 920)</p>	<p>DoE provided</p>	<p>PP students encouraged to participate in DoE activities</p>

**PRIORITY 2: COVID CATCH-UP & THE RECOVERY CURRICULUM**

Member of staff responsible: AMP

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. The identification of gaps in learning and any regression of skills	Class teachers identify any gaps in learning and any regression of skills. This is then used to plan future learning.	HoDs	July 2021	Post Progress Checks home for PP students Production of test materials Publication and issue of knowledge organisers (£3681)	Progress Checks each term indicate that the progress and attainment of disadvantaged students is in-line with Other, and increasingly caught up to similar previous cohorts	Students taking examinations in 2021 have comparable results to previous cohorts
2. To provide a personalised recovery curriculum as necessary.	Homework to be set for individuals and groups to enable them to recover school time lost due to Covid-19 Homework: EEF +5months Feedback: EEF +8 months	HoDs Teacher	July 2021	SatchelOne enables frequent and meaningful homework to be set and monitored for groups and individuals (£2 146)	The progress and achievement of all students, including disadvantaged students, is closely tracked and analysed, and appropriate and timely support and intervention is implemented to ensure that students make good progress.	Homework is set regularly, this can be monitored on SatchelOne  Homework is marked and students receive regular feedback on their work
3. To prepare for future potential loss of learning due to Covid-19	Distance learning to be organised and implemented as necessary due to future Covid closures All students to have access to digital technology at home Digital technology: EEF +4 months	HoDs JC, BJE	November 2020	Distance learning work in all subjects is kept centrally so that it can be used as necessary  The Government has provided laptops for students with no access to digital technology at home (£0)	All students to have access to digital technology at home	Students can access distance learning packages from home as necessary

**PRIORITY 3: SPECIFIC ACADEMIC & PASTORAL SUPPORT**

Member of staff responsible: RFW

Objectives	Actions to be taken (link to EEF research)	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Pastoral care	School Achievement Voucher to be distributed by HoYs to support students in Years 7-11 with uniform, equipment, transport and extra-curricular costs Parental engagement: EEF +3 months	HoYs	July 2021	School Achievement Voucher (£15 900, £50 per student)	SIMS mark sheet completed to show funds allocated	Funds distributed to individual families to support the PP students' education and/or engagement
	Attendance Officer to work with all families, including those eligible for PP funding, to improve attendance. Behaviour interventions: EEF +3 months Parental engagement: EEF +3 months	HoYs	July 2021	Attendance officer 5 days per week (£21 275)	The overall attendance and late marks of PP students in Year 7 - 11 should be similar to non-PP students	Regularly produced and monitored attendance figures show PP similar to non-PP
	"Eat, Meet, Revise, Repeat" sessions will include free refreshments for 6 Wednesdays to improve participation and attendance of PP students.	HoY11	Easter 2021	Refreshments (£1 921, £320.20 a week for 6 weeks)	Sessions and refreshments organised	PP students keen to attend these sessions. Attendance monitored by MAT
2. To provide high quality careers advice and guidance.	PP students to be given priority when they need careers advice and guidance	LHD TL	July 2021	Careers Advisor 3 days per week (£18 330)	PP students in Years 9-11 will have had at least one 'one-to-one' careers interview by May 2021	Careers interview records to be kept and monitored
	All suitable disadvantaged students, especially the most able, in Years 9-11 experience at least one visit to a Russell Group university.	LHD RL	July 2021	Contribution to costs (£500)	Trip organised to a Russell group university	Most able PP students to have had the opportunity to visit a Russell Group university.
3. To further support learning	All Y11 students, including those eligible for PP funding, to be provided with a memory stick loaded with revision resources for their GCSE qualifications	MAT	March 2021	Memory sticks (£500)	Sticks purchased and loaded	Sticks purchased, loaded and distributed

	<p>Compulsory Period 6 for PP students below target to promote re-engagement with learning and enable access to support and guidance with independent study</p> <p>Extending school time: EEF +2 months Meta-cognition and self-regulation: EEF +7 months</p>	HoY11	July 2021	<p>Staffing Period 6 for 4 days a week for 33 weeks at £25 an hour (£3 300)</p>	Period 6 sessions provided	Register of student attending each session
	<p>To provide additional revision resources, printed papers, rewards, equipment, etc</p> <p>Although there is no EEF impact level given for providing resources for students, we have found this to be very helpful to them as they prepare for their examinations.</p> <p>Our PP students are also keen to be recognised when they have worked well and find the rewards a positive motivation.</p>	ICJ, KTP, SJF	July 2021	<p>Additional funding in English (£2 100)</p> <p>Additional funding in Maths and Science (£450 x2)</p>	PP co-ordinators regularly review the progress of PP students and allocate funding as they deem appropriate	PP students have the resources and equipment needed to succeed in English, Maths and Science, and extrinsic motivation is provided to encourage them

**Review 2020-21**

PRIORITY 1:

PRIORITY 2:

PRIORITY 3:

**Review 2021-22**

PRIORITY 1:

PRIORITY 2:

PRIORITY 3:

**Review 2022-23**

PRIORITY 1:

PRIORITY 2:

PRIORITY 3: