Pupil premium strategy / self- evaluation (secondary) 2019-20

1. Summary information						
School	Colston's Girls' School					
Academic Year	2019-20	**Total PP budget**	£131,130	**Date of most recent PP Review**		Feb 2020
Total number of pupils	893	**Number of pupils eligible for PP**	198 - Sept 2019	**Date for next internal review of this strategy**		Feb 2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	Y11 – 0.98 (2019- 0.70)	Y11 - 1.15
Attainment 8 score average	Y11 – 55.11 (2019- 44.53)	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Financial
B.	Motivation and resilience
C.	Self esteem and confidence
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
D.	Attendance (for some)

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	**Personalised curriculum**	Accelerated learning and additional progress to boost achievement and progress
B.	**Teaching and learning**	Personalised support
C.	**Parental engagement and raising aspiration**	Enhanced confidence and aspiration

| D. | **Behaviour for learning** | Positive trends |
| E. | **Progress in outcomes and intervention support** | Achievement and progress at least in line with non PP internal and national |

5. Planned expenditure					
Academic year		**2019-20**			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality teaching for all					
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
TEEP	Continue to move staff towards mastery. Ensure that all new staff have been adequately trained.	Improved outcomes by excellent teaching and learning	One interim and then one final impact review	KCO STH/ CJ	Feb/ March 2020 and November 2020
Appraisal Targets	PP students make better progress and the gap between targets close	Staff will have an appraisal target focusing on improving outcomes for disadvantaged students	One interim and then one final impact review	KMC SLT	Post mock and Exam results
Provision mapping software	Software used effectively and embedded into day to day teaching.	PP students have individual strategy updated by staff so that staff are aware of strategies to improve Learning	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Class charts including WAR boards	Quickly visually identify students underachieving – more time to intervene	Data circulated will allow for action to be passed on to HOD and HOH	One interim and then one final impact review	KCO HOH	Feb/ March 2020 and November 2020
Quality assurance process has disadvantaged focus	Disadvantaged progress gap is diminished and students make expected progress	Increased confidence of students towards their own learning will lead to improved outcomes	One interim and then one final impact review	EYO	Feb/ March 2020 and November 2020
Incremental coaching	Staff who choose PP/ Progress for all as a focus will have a greater impact	Coaching will help improve teaching and learning focussed on PP students which will lead to improve outcomes	One interim and then one final impact review	KCO/ CJ	Feb/ March 2020 and November 2020

Challenge curriculum	All students in challenge curriculum prepared for next curriculum phase	Increase in confidence, improved organisation, improved reading age, ARE progress in English and maths	One interim and then one final impact review	LYF	Feb/ March 2020 and November 2020
				Total budgeted cost	**£32 401**
		ii. Academic support			
Action	**Intended outcome**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Year 11 dedicated time Tue P6 for intervention with a focus on PP	PP students' progress towards their target grade	PP gaps will narrow	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
LEEP	Students have better knowledge of metacognition and take responsibility for learning	PP gaps will narrow	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
1 to 1 interviews to identify barriers	Students feel that they are being noticed/ championed	PP gaps will narrow	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Y11 revision workshops lead by HoH during P6	PP students to improve revision strategies	PP gaps will narrow	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Independent thinking- Tim Benton	Boost resilience and understanding among students of memorisation strategies	Exam preparation improves so PP gaps will narrow	One interim and then one final impact review	CRS 2019 only	Nov 2019 Feb/ March 2020 and November 2020

Accelerated reader	Students in 7/* will have increased average reading age from baseline data above ARE	KS3 literacy outcomes in English will make progress against baseline data inline or above ARE	One interim and then one final impact review	EYO / JBR	Feb/ March 2020 and November 2020
Hegarty Maths	PP students progress in maths is in line with non-PP students	Supports PP students with clear, quick and anytime access to explanations and practice questions	One interim and then one final impact review	TIW	Feb/ March 2020 and November 2020
Head of House role to focus on academic support	PP students feel more supported and are aware of how to improve	1 to 1 support for UA PP students contributes to improved confidence which helps to close gaps	One interim and then one final impact review	LCA/ HOH	Feb/ March 2020 and November 2020
Food ingredients	Outcomes in food and nutrition for PP to be in line or above non PP in KS4	Food and nutrition have essential ingredients so all students at every year group can access to ensure they can fully participate in learning	One interim and then one final impact review	EYO/ AYO	Feb/ March 2020 and November 2020
Revision guides	Students will have all content they need for exam which will help narrow gaps	Students will have all the content they need for their exam which will help fill gaps in knowledge	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Stationary Packs	Students have resources to enhance their revision to close gaps	PP gaps will narrow	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
GCSE Pod	PP students will have an opportunity to enhance grades	Building and developing GCSE content knowledge from an earlier age to help embed knowledge	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Total budgeted cost					**£27175**
iii. Wider strategies					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Careers interview	PP more motivated to perform in line with targets	External careers advisor will help with intrinsic motivation which will close gaps	One interim and then one final impact review	CM	Feb/ March 2020 and November 2020
Parental engagement and support	Families have a point of contact for any issues which will support students	Tutors to contact home and introduce themselves prioritising disadvantaged	One interim and then one final impact review	LCA/ HOH	Feb/ March 2020 and November 2020
Attendance officer	Attendance for PP students in line or better than non PP	Support focussed on PP for attendance will ensure they are in school which will help close gaps	One interim and then one final impact review	LCA	Feb/ March 2020 and November 2020
Behaviour focussed support	Behaviour to improve which will improve Learning and close gaps	AHoH to focus on behaviour of students. Strategies and support to be put in place to improve behaviour so that learning is enhanced	One interim and then one final impact review	HOH/ LCA	Feb/ March 2020 and November 2020
Wellbeing staffing	Students emotionally supported which will result in improved focus on education	Students to be supported emotionally (PP) so that barriers are reduced to enhance classroom focus and progress	One interim and then one final impact review	RED	Feb/ March 2020 and November 2020
Year 7 residential camp	Increased number of students to attend camp	Social skills developed and increased sense of community and belonging to CGS	One interim and then one final impact review	RED/ ANO	Feb/ March 2020 and November 2020
Universify	Students are inspired to consider university option and feel as though they can do it	Student coaching results in motivation, increased confidence, and improved skills to help them improve grades	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020
Y6 head start					Feb/ March 2020 and November 2020
Trust partners HIP work	Strategies are evaluated so that the most effective are embedded	Critical friend approach to help evaluate strategies with outside perspective allows us to focus on effective strategies and	One interim and then one final impact review	KCO	Feb/ March 2020 and November 2020

		development of new strategies that worked in TRUST			
First for everything approach	PP students to experience all that non PP do and increase cultural capital	Increase of cultural capital will give intrinsic motivation and confidence to aim high and be aspirational	One interim and then one final impact review	KCO ANO	Feb/ March 2020 and November 2020
Bids for funding	PP students to experience all that non PP do and increase cultural capital	Diverse experiences will increase confidence and enhance view so that more is expected and intrinsic motivation occurs	Tobacco factory trip £190 GCSE climbing £166 Engineering resources £40	LYF KCO AYO	Feb/ March 2020 and November 2020
				Total budgeted cost	**£56631**

iv. Quality teaching for all			
Action	**Intended outcome**	**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)
TEEP	Continue to move staff towards mastery. Ensure that all new staff have been	Staff CPD sessions for all staff around formative teaching. Online teaching staff inset. New staff trained in TEEP. Level 2 and 3 staff were trained. 2020 Centred Assessed Grades showed FSM students made excellent progress towards their targets. FSM cohort	Link with PP and how to support PP students. Covid has taken focus away as priority was learning how to use technology and teach online. Moving forward need to link TEEP to online/blended learning.
Appraisal Targets	PP students make better progress and the gap between targets close	2020 Centred Assessed Grades showed FSM students made excellent progress towards their targets. FSM cohort achieved a P8 score of 0.96 (0.06 in 2019). Non-FSM P8 was 1.15 a gap of 0.19 compared with a gap of 0.43 in 2018 and 0.41 in 2017	Making PP an element of appraisal targets is powerful but we need to move away from data driven targets towards a more forensic impact driven system

Provision mapping software	Software used effectively and embedded into day to day teaching.	Staff trained in how to use this software and time given for strategies used to be recorded. This has not yet been fully embedded into day to day use due to covid meaning that staff training needs were directed to remote learning training instead.	Staff need to time to grasp this software and understand its use. More strategic use – combine this with SEND strategies and ensure it is used alongside Classcharts effectively.
Class charts including WAR boards	Quickly visually identify students underachieving – more time to intervene	Initial training provided to Middle Leaders with intention to use by all once the relevant data had been added by data manager. Used to help visually show students who were under/on/above target and shared with staff to increase awareness. Staff shared strategies that worked with these students.	Further staff training is needed for this to be fully impactful. Need to consider its use alongside Provision Maps so it is a consistent and conherant syste
Quality assurance process has disadvantaged focus	Disadvantaged progress gap is diminished and students make expected progress	Y11 and Y10 QA that look place between Sept-February ensured departments scrutinised work of PP students and had student voice as part of their process in all departments. When measuring results and progress this sub group and the gap is always referenced. Some impact this year with year 11 support in January after mocks but unable to reference all impact actions due to lockdown. CAG data evidence.	Team around the students progress meeting to begin in January for Year 10 to support altered QA progress for 2020-21. Student voice outside of the classroom to be conducted as unable to approach students in lessons. Action plans to be drawn up quicker after QA round to ensure there is sufficient time to work on these and evaluate them.
Incremental coaching	Staff who choose PP/ Progress for all as a focus will have a greater impact on their	Staff trained. Pairings set. The coachees who used PP as a focus reported that the coaching had a positive impact on their teaching practice and helped to enhance teacher/student rapport.	Dedicated time to complete sessions effectively with greater impact on PP as targets

| Challenge curriculum | All students in challenge curriculum prepared for next curriculum phase | Student/parent questionnaires were carried out via Google forms in September and January regarding students' literacy/numeracy skills and confidence/independence. Both parents and students identified an increase in students' confidence and independence between September and January.
LYF created Challenge Curriculum 'Curriculum Intent' document and updated Curriculum Overview to ensure that topics cover the content necessary to prepare students for Y8 Humanities subjects.
LYF (in collaboration with EYO) began new way of assessing students' knowledge and confidence at the end of a unit by using powerful knowledge tests where students could 'bet' on how confident they were that they had the correct answer. We only managed to carry out one of these tests before the lockdown. Once in lockdown, knowledge was regularly assessed through Google quizzes.
Students' progress in literacy was assessed through tracking reading age AR's STAR reading tests. In March, where students had not made progress, LYF organised for reading 1-1s to be carried out using TA support during lesson time and there was a drive on the importance of reading – all students kept reading records and a reward system was used to incentivise reading regularly. This had a huge impact on students' enthusiasm for reading.
GDR identified 10 key areas of numeracy that students need to master to access Y7/8 Maths and conducted regular reviews of students' progress against these areas. | Parents/student questionnaires were helpful to assess students' progress in soft skills – it would be helpful to conduct one of these at the end of the academic year in June, and again in September to have students evaluate the impact of CC and how they are finding new Y8 subjects.

Knowledge tests at more regular intervals (every half term, ideally)would be useful to assess student attainment and whether they have retained the content covered. We were also able to cover essential revision/study skills in lessons when preparing students for these.

A more rigorous way of assessing students' progress in both literacy and numeracy could be implemented. |
| **Total expenditure** | | | **33,746** |

Academic support			
Action	**Intended outcome**	**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)
Year 11 dedicated time Tue P6 for intervention with a focus on PP	PP students' progress towards their target grade	Staff were given the option to nominate students to attend P6 sessions for dedicated work with students. Sign up sheets so that this was a fair process. Subjects where students were further away from target were given priority. Many students reported that they appreciated this extra time with their teachers. This was disrupted due to covid.and further collection of evidence of impact was disrupted due to covid.	Need to look for more rigorous ways to determine how impactful it actually was such as ongoing/live student voice/tracking progress in lessons to measure impact so we can determine that this is making a difference
LEEP	Students have better knowledge of metacognition and take responsibility for learning	Started to identify students and used existing LEEP students to help with planning training. They have delivered assemblies – it was encouraging to see students who may previously have been disengaged standing up in assembly and delivering. The cohort was due to start in April but had to be cancelled due to covid. Opportunities for staff to develop and contribute whole school strategies: JHO ran a project with her Y10 students. JGO helped to deliver training. Students involved reported that they were excited and proud to be a part of the process.	This approach has the potential to be very impactful and students are very keen to continue the programme. Identify quicker and more incremental steps that can be used to show and measure impact and consider ways to deliver remotely.
1 to 1 interviews to identify barriers	Students feel that they are being noticed/ championed	Did not have time to start this due to covid.	HoH and AHOH to take lead on this and link to the work they are doing

Y11 revision workshops lead by HoH during P6	PP students to improve revision strategies, time management, exam technique	Programme made. Students identified. HoH allocated to a workshop. KCO led the first workshop. 2 x workshops by HoH have been carried out. Remaining sessions were cancelled due to covid.	Explore ways of how this could continue remotely even if students are not in school. Ensure that the time these workshops happen do not impact/clash with other beneficial activities
Independent thinking- Tim Benton	Boost resilience and understanding among students of memorisation and resilience strategies	This took place in November 2019 but the 2020 scheduled event was unable to take place due to lockdown. Y11 benefit from the motivational input, resilience building, time management and memorisation strategies. It generates excitement around revision and supports the build up to external exams. The disadvantaged group get the opportunity to build rapport with Tim if they meet him twice – once in Y10 and then again in Y11. Some parents/ carers also attend the evening session. Some current Y11 students (2020-21) also attended this session in Nov 2019.	Consider other providers to ensure the content and delivery is appropriate for the students identified and the current remote climate.

Accelerated reader	Students in 7/* will have increased average reading age from baseline data above ARE	Unable to complete as much accelerated reader intervention as required for the academic year. Data for AR based on current y8: 58% increase in reading age between September and June 15% minimal change (3 months up or down) 26% decrease in reading age However, of 12 PP students who entered y7 significantly below their chronological age, only one made progress up to meeting their chronological age. Recovery curriculum for English would suggest that students have continued to make progress with reading but not utilising this tool fully due to access to the library texts.	Need to make more use of digital literacy to support students in periods of remote learning or absences for all students. Accelerated reader not suitable to make progress for challenge curriculum students as data is not showing impact. Disadvantaged students previous have shown improvements but not if they need accelerated support such as CC year 7 students. Support the funding for AC for 2020-21. JBR and ELC looking at different support programme for CC. JBR – proposal for new strategy to determine, monitor and improve reading levels for year 2020/2021.
Hegarty Maths	PP students progress in maths is in line with non-PP students	Hegarty has allowed us to give targeted questions and differentiate whilst remote learning. We have intentionally relied on it for practise phases of remote lessons and have embedded the skills videos into our SOL, Knowledge organisers and Quizzes so students always have a way of getting help with any topic or skill they need. This has meant that teachers can spend more time on their explanations and feedback to students (with a focus on PP). TAs are being trained on this with the intention of upskilling their maths skills and explanations using the videos and also to check on their focus students work. Since the beginning of the last lockdown, we have	Training for TAs should have been a priority and completed sooner to make it more effectively used. More positive reinforcement for correct use. Year group competitions, School certificates etc. With teams up and running, we can give clear explanations of hegarty tasks and give specific help more quickly than we could before, this should boost the impact of feedback and student confidence.

Head of House role to focus on academic support	PP students feel more supported and are aware of how to improve	1:1 meetings with named students each week to monitor progress and put goals in place were successful. Students felt more comfortable to discuss barriers in 1:1 situation. RB example of student who following meetings with KBA where we looked at potential plans of wanting to be a Midwife chose specific A Level subjects, saw marked improvement in behaviour and is now at V6 studying for the necessary qualifications. SOH – meeting with PP students weekly to check in and monitor progress, contacting home and emailing teachers to update them about any concerns and how they could support those students in their lessons. Mentoring sessions were set up with older students but had to cancel this due to COVID.	Ensure consistent across all Houses and explore how these interventions can be carried out in the covid situation.
Food ingredients	Outcomes in food and nutrition for PP to be in line or above non PP in KS4	This was not required to the full extent as not all units were able to be completed. All funding that was received was shown to make an impact upon all students able to access the curriculum and in the CAG data in student outcomes.	Continued support for PP in KS4 to ensure curriculum coursework units can be accessed fully.
Revision guides	Students will have all content they need for exam which will	All Y11 students were given revision guides for all of their subjects. Unable to collect evidence on how this helped students due to lockdown and accessing students. Of the ones we were able to contact they reported that having	Helped them to revise especially as we went into lockdown very suddenly. Consider how we could introduce this earlier in Y10 so they benefit from the start of their course. Consider more efficient ways to collect books back from
Stationary Packs	Students have resources to enhance their revision to close	All Y11 students were given packs in January to take home with them. Unable to collect full evidence on how this helped students. Of the ones we were able to contact they reported that having these resources helped them.	Helped them to revise especially as we went into lockdown very suddenly.

GCSE Pod	PP students will have an opportunity to enhance grades	To date 16200 pods have been watched by students (this rises daily) Very well used by Science (2800 plus) – Physics 5431. Well used by PE, Computing and English – each subject has had over 950 pods viewed.	Greater focus on PP student use. Playlists could be used more effectively and strategically. More subjects and staff need to engage.
IT support	Adapter, leads, software, thinkbooks, licences	Allows teachers to enhance teaching and ensure that technology is used in a way to enhance learning. Access to IT resources improves student access and learning. Software ensures that staff can analyse data, enhance learning, improve planning.	Think of ways to measure more rigorously the impact.
Total Expenditure			**£54234**
Wider strategies			
Action	**Intended outcome**	**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)
Careers interview	PP more motivated to	Students all had destinations and a back up plan is required. Students were clear on their next steps.	Consider the timing of the interviews and complete more robust impact measuring.
Parental engagement and support	Families have a point of contact for any issues which will support students	There is regular contact from HOH to parents and carers of PP students. Parents of PP students have been previously been prioritised, and then followed up for Parents Evening appointments	Continue to ensure that parental engagement is high priority. Collect more parent voice on what other areas can be used to help.

Behaviour focussed support	Behaviour to improve which will improve Learning and close gaps	HOH spent 1-1 time with Year 11 PP students to monitor and improve behaviour and attainment in lessons, including individual catch up and revision plans for PP students pre and post lockdown. As well as PP data, PASS data was also used to target those students most in need. There was increased contact home for PP students during lockdown, with weekly phone calls to PP students across all year groups. HOH monitored PP behaviour and attainment, and using the tutor system to delegate conversations to tutors, as well as holding conversations with students during tutor time. PP students were prioritised within the House Leadership Team. Charity events encouraged all students to contribute and participate, with leadership from PP students.	Continue to ensure of robust systems that will effectively measure and communicate impact. Continue to ensure that all Tutors and HoH are taking a consistent approach.

Wellbeing staffing	Students emotionally supported which will result in improved focus on education	Wellbeing officer had attendance focus for appraisal to ensure that students had access to education. Both Wellbeing officer and Head of Wellbeing met with students (weekly/fortnightly). Pupil profiles were created with students and sent to subject teachers to support progress in lessons. Attendance improved for students with SEMH. Applications were made to hospital education if students were school refusers. Home visits were made to support families. Increased working with external services to support improved attendance and engagement in school. During lockdown, all safeguarding members contacted families on a weekly basis to ensure that students were able to access education from home. Safeguarding team continued to speak with teachers if more support was needed. Safeguarding worked with external services to ensure that vulnerable students attended school during lockdown.	Head of Wellbeing was still teaching but this has been changed so that all Wellbeing staff are non-teaching (introduction of assistant heads of house, new family support worker, SEMH TA)
Year 7 residential camp	Increased number of students to	Unable to hold residential camp as all residential activities cancelled due to lockdown	
Universify	Students are inspired to consider university option and feel as though they can do it	All students accepted onto the programme. All students took part remotely during covid, All students reported that they enjoyed taking part. Students involved need to be surveyed to determine the overall impact (the programme is still happening).	Look for ways to use what learnt and apply to our own setting e.g. use the students to help plan a similar approach to other students/link with LEEP.
Y6 head start	Students get a "head start" as	This did not happen due to Covid closures however adaptations were made to ensure of a smoother transition for Year 7.	

First for everything approach	PP students to experience all that non PP do and increase cultural capital	Staff reminded to take this approach during staff training. An ongoing agenda item. Provision mapping - started to share and populate strategies.	Constant reminders to staff. Staff need dedicated time to input strategies onto Provision Map, A consistent set of procedures so it is well embedded into school routines.
Bids for funding	PP students to experience all that non PP do and increase cultural capital	Climbing – student's grade in practical was higher as she was unable to take part in this activity. Trips – students were able to be included in enriching activities that they may not experience elsewhere.	Allow climbing bids to continue for GCSE PE students as this can significantly increase practical grades. Continue to allow staff to put in bids for projects but ensure they have a clear plan for how it will impact and how they measure and evaluate this impact.
Total Expenditure			**£43,150**