

Pupil Premium Strategy Statement 2019-2021

1. Summary information					
St Peter and St Paul Catholic Voluntary Academy					
DPP Budget (2019-20)	£126,188	Projected DPP budget (2020-21)	£151,970	Date DPP review/plan presented	Oct 2020
Total number of students	493 (58 KS5)	Number of students eligible for DPP	158	Date for next internal review of this strategy	Feb 2021

Service Grant (£310) is also awarded to Service children. The term DPP refers to Ever6FSM, LAC and post-LAC

	Percentage of cohort who qualify for DPP
Year 7	26.5%
Year 8	38.7%
Year 9	26.6%
Year 10	40.2%
Year 11	19.4%
KS5	13.8%

DPP students: students eligible for the Pupil Premium Grant

2. Current outcomes for DPP students.				
	2017	2018	2019	2020 (CAGs)
Progress 8	-0.58 (CI -1.06 to -0.11)	-0.37 (CI -0.95 to 0.21)	-0.4 (CI -0.98 to 0.17)	
Attainment 8	32.7	33.1	33.1	32
% 9-4 English and Maths	23%	33%	20%	37%
% 9-5 English and Maths	8%	17%	10%	10%
% 9-4 English	46%	56%	75%	47%
% 9-4 Maths	27%	39%	25%	47%
% 9-5 English	31%	39%	65%	17%
% 9-5 Maths	12%	22%	20%	10%
EBacc entry	8%	11%	15%	20%
% 9-4 EBacc	0%	6%	0%	7%
% 9-5 EBacc	0%	6%	0%	3%

Generally, the attainment of DPP students has improved in terms of attainment and progress, however we do take into consideration the changes in attainment measures, fluctuations in eligibility for PP according to the economic cycle.

3. Barriers to future attainment (for pupils eligible for DPP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	On average students who are eligible for DPP are below national average on entry to Y7 and have lower rates of numeracy and literacy, including reading ages, compared to their peers: impacting on learning across the curriculum.
B.	For some students their attitude to learning and behaviour impacts negatively on their progress.
C.	Some student's ability to access the curriculum and/or gaps in knowledge increase SEMH issues causing further negative impact on attainment.
D.	Lower careers aspiration and/or awareness of future opportunities, especially for MPA/HPA students.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	On average students who are eligible for DPP have lower attendance rates; in addition, absence for CV-19 pandemic and lack of engagement with remote/online learning.
F.	Lower parental engagement with some families in the community.
G.	Financial constraints impact on cultural capital for some students.
H.	Some DPP students do not have the space, environment, support and attitude to work at home.
I.	Recruitment and retention of specialist subject teachers.

Aims

It is our intention to remove barriers for our DPP students to enable them to achieve their aspirations. Achievement should not be determined by prior attainment or background. St Peter and St Paul Catholic Voluntary Academy will use the Pupil Premium grant to support our students through quality first teaching, targeted support, either 1-1 or groups, as required, and other wider strategies to support attendance and engagement.

'It is for schools to decide how the Pupil Premium allocated to schools per Free School Meal pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' Source DfE website

Our strategy focusses on providing high quality teaching within a well-designed curriculum, effective tracking enabling effective interventions and support to be put in place and also ensuring that our DPP students are supported through our whole academy drive to improve the learning culture of the Academy. We believe that what works best for 'all of our students' works for 'our DPP students' and so we aim to get the big things right and tilt our structures to ensure that our DPP students are supported within that. Therefore our strategic aims are:

- To develop our learning culture further (in line with our school improvement priorities) to ensure that all students, including our DPP students, fully engage with their learning.
- To develop the quality of teaching in order to ensure that all students, including DPP students, learn effectively and make good progress in a curriculum that is tailored to their needs
- To monitor DPP students' progress closely so that appropriate and timely interventions can be put into place when needed to ensure progress is sustained.

From September 2019, schools were encouraged to consider a multi-year strategy. This is not compulsory.

At St Peter and St Paul Catholic Voluntary Academy, we adopt long term DPP strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our DPP cohort needs change each year and therefore we believe it essential to set bespoke in-year DPP targets too which we realise could become multiyear targets after year 1.

4. Desired outcomes

	<i>Desired outcomes</i>	<i>Success criteria and how they will be measured</i>
A.	<p>All students, including DPP students, can meet or exceed their end of KS4 targets. DPP KS4 students complete both GCSE English Language and Literature; complete GCSE Mathematics; making good progress from KS2 baseline.</p> <p>Improved rates of progress in literacy, especially of Y7 students Improved rates of progress in mathematics, including arithmetic, for KS3 students</p>	<ul style="list-style-type: none">• External data: Y11 2021 P8 is improving towards national expectations and in line with similar schools.• P8 for English and Mathematics elements are improving towards national expectations and in line with similar schools• DPP students in Y7 progress at a greater rate to diminish the difference by the end of Y7 between DPP and other students in English and Mathematics (evidenced through reading ages, internal assessment and pathways).• DPP students below expected age range (ARE) at the end of KS2 make greater progress, in comparison to other students, by the end of KS3 towards ARE.
B.	<p>The gap between students eligible for DPP and other students will be reduced. Higher attaining DPP students make at least similar progress to other high ability students.</p>	<ul style="list-style-type: none">• Progress and assessment data shows a narrowing gap in all year groups.• DPP students make as much progress as other students across a range of subjects in all years (evidenced through pathways at KS3, internal data in both key stages and external data including P8 in Y11).

	DPP students make positive progress across a range of subjects.	
C.	Students who are eligible for DPP receive the required additional care, resources, support and guidance to improve their learning behaviour and raise aspiration.	<ul style="list-style-type: none"> • Compared to previous years, fewer significant behavioural incidents, which impact on learning, are recorded for DPP students hence reduced number of fixed term exclusions. In addition, the proportion of DPP students with significant behavioural incidents or FTEs are no more than the proportion of other students. • Declining number of DPP students attending REFOCUS and no more than the proportion of other students. • Progress reports reflect DPP students have similar attitude to learning to other students evidenced by the attributes of effort and behaviour. • Increased number of positive points for learning behaviours.
D.	Increased attendance rates for DPP students so that they are closer to the percentage of attendance for other students and moving towards the national average.	<ul style="list-style-type: none"> • Overall attendance of DPP students improves to 95% and similar to other students. • Reduce the number of persistent absentees among DPP students to 10% or below.
E.	To have regular and meaningful contact with DPP parents, to include parents' evenings and ensure that there is further support for DPP students to raise their aspirations as well as those at risk of becoming NEET.	<ul style="list-style-type: none"> • % of DPP parents attending parents' evening. • % of DPP students following EBacc pathway. • %NEET and destinations Post 16 compared to other students.
F.	No DPP student will miss out on necessary materials/resources to support their learning or on opportunities that are important for cultural capital.	<ul style="list-style-type: none"> • All students who are eligible for DPP have access to: <ul style="list-style-type: none"> • resources to support their learning, e.g. revision guides, text books, etc, • remote learning platforms, • materials to support their work in practical subjects, • academic trips or visits, and are prioritised for pastoral mentoring and careers support and guidance Interviews.
G.	Fully staffed curriculum of subject specialist teachers who feel a part of the SSPP community, support our ethos, virtues and have high expectations for all students regardless of their academic ability or background.	<ul style="list-style-type: none"> • All subject areas have a full complement of skilled specialist teachers <p>Measured at each data point, assessment or through calendared QA:</p> <ul style="list-style-type: none"> • Progress of students, including DPP students, make improving progress towards their targets. • In-house variation between subjects is reducing, especially for vulnerable groups. • Differential between vulnerable groups and other students is reducing.

5a Planned expenditure: Academic Year 2020-21

The planned expenditure below will enable the Academy to address the barriers outlined in section 3.

Quality first teaching

Chosen action / approach	Desired 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? Cost
<p>Quality First Teaching: investment of research and time to review and embed the new Quality of Education Framework (July 2020) including the implementation of the Accelerated Learning Cycle with a key focus on each element of introduce (reading), connect (retrieve), activate (receive), demonstrate (rehearse), and consolidate (review).</p> <p>CPD for all staff for the introduction to Q of Ed framework, followed by developmental CPD linked to supportive QA processes to monitor and assure the quality of education.</p> <p>ITT programme to provide robust support and specific guidance for NQT's around DPP.</p> <p>For longer term gains, develop staff understanding of the importance of quality first teaching and not isolated intervention to raise standards and close gaps.</p>	<p>All students, including DPP students, can meet or exceed their end of KS4 targets.</p>	<p><i>The EEF recommend schools take a tiered approach to Pupil Premium spending, but teaching should be the top priority, including professional development. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.'</i> Effective use of the Pupil Premium, EEF report 2019</p> <p><i>"The very best intervention for catch up is to provide children with the highest quality teaching ... So this is why everything we do, must be underpinned by a commitment to support our teachers to be the best they can."</i> K Collins, Feb 2021</p>	<p>Ongoing quality assurance including developmental drop-ins, work scrutiny.</p> <p>Continuing to develop and grow the wider Senior Leadership Team with a clear focus on high quality teaching: instruction, modelling and scaffolding, assessment and feedback.</p> <p>Provide clear feedback, support and training as required to staff following QA, either individually, or as a whole to support the embedding of the accelerated learning cycle across all departments.</p> <p>Provide an ITT programme (2 weekly), available for all staff.</p>	<p>AJ LF</p>	<p>At key QA points (SSPP calendar)</p>
<p>Recruitment and retention of skilled specialist subject teachers</p> <p>Work with the Trust HR department to ensure that all new posts are advertised widely in a timely manner.</p> <p>Encourage recruitment through a website that portrays our Mission Statement and expresses our intention to ensure that all students, regardless of their academic ability, are given the opportunity to fulfil their potential – not only academically but spiritually, morally, socially, emotionally and physically. So</p>	<p>Fully staffed curriculum of subject specialist teachers who feel a part of the SSPP community, support our ethos, virtues and have high expectations for all students regardless of their academic ability or background.</p>	<p><i>"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention".</i> Effective use of the Pupil Premium, EEF report 2019</p> <p><i>"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive".</i> DfE Teacher Recruitment</p>	<p>Regular meetings with HR department.</p> <p>Continual review and development of SSPP website to ensure it is current and reflects the ethos of the Academy.</p>	<p>MT</p> <p>AJ WO JMcG</p>	<p>Termly through SLT meetings and/or SLT link meetings</p> <p>Weekly review of main foci Half termly review of general content</p>

<p>that all students may “have life and have it to the full”. (John 10:10).</p> <p>Provide training and support for all staff, especially for NQTs and RQTs.</p> <p>A renewed focus on staff wellbeing based on:</p> <ul style="list-style-type: none"> • Clear expectations of staff and students, taking into account workload • Ensuring that staff voice informs change through surveys and staff briefing QA opportunities • Social interaction, connection, motivation 		<p>and Retention Strategy, January 2019.</p> <p>Due to the uncertainty of these current times, there has been an increasing need to review the wider support we offer to our staff. The staff well-being team has reformed to monitor and support staff with their workload as well as taking a holistic approach to their wider well-being. In addition, it was felt we need to provide a social setting for staff to interact and connect with each other especially in a time of isolation. Staff voice was also raised as an area to develop so that all staff have the opportunity to raise questions around key strategic decisions, as well as vehicles to request support.</p>	<p>Provide clear feedback, support and training as required to staff following QA, through staff meetings or individually.</p> <p>Provide an ITT programme (2 weekly), available for all staff.</p> <p>Staff well-being team meet regularly to provide opportunities for support, staff voice, social interaction and connection</p>	<p>LF</p> <p>RW AC JS</p>	<p>At key QA points (SSPP calendar)</p> <p>Half-termly</p>
<p>Raising the profile of DPP students</p> <p>Continue to raise the profile of all DPP students, especially those with high starting points in each year group.</p> <p>Set aspirational targets for DPP students based on FFT20 and ensure they are placed in appropriate sets according to ability</p> <p>Clear systems and lines of accountability developed to ensure all students in the targeted vulnerable group are making at least expected progress:</p> <ul style="list-style-type: none"> • Through the use of Go4S, for all staff to be able to identify, track and monitor DPP students. • Within our Academy tracking, students are tracked against their overall prior attainment helping to identify students at risk of underperforming: ensure Middle Leaders have a clear understanding of data and an ability to use it in order to effect change and ensure student progress, especially DPP students, at all key stages. 	<p>The gap between students eligible for PP and other students will be reduced.</p> <p>Higher attaining DPP students make at least similar progress to other high ability students.</p> <p>DPP students make positive progress across a range of subjects.</p>	<p>There is a need to raise the profile of DPP students however we need to avoid referring to the collective of ‘Pupil Premium students’ as they do not have homogenous needs.</p> <p><i>‘Labels can create unconscious bias and set limitations on what pupils can achieve.’</i> Closing the Gap Project, Marc Rowland (March 2020)</p> <p><i>‘Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address’.</i> Effective pupil premium reviews. A guide developed by the Teaching Schools Council.</p> <p><i>‘Identifying each individual’s barriers to learning is the key to success with the pupil premium’.</i> Effective pupil premium reviews, Teaching Schools Council.</p>	<p>Raising Standards Team, including Pastoral Lead for Y11, Core Subject Leaders, SENDCo meet monthly to focus on least successful learners, needs and interventions.</p> <p>SLT Link meetings with Subject Leaders, following a data point, focus on the progress of students, especially those in key groups such as DPP.</p> <p>Analyse ability grouping to ensure DPP students are in the appropriate set with respect to their prior attainment and targets.</p> <p>All significant set changes to be agreed with SLT.</p>	<p>AJ GB SP LV TS FS MBu</p>	<p>Monthly</p> <p>At each data point (SSPP calendar)</p>

<p>Continue to focus on the raising of standards of literacy, including the use of vocabulary across all subjects. Accelerated Reader will continue to be used in Y7 & 8 and for those students who need continued support in older years. Additional support will be targeted for those eligible for DPP.</p> <p>English Teacher responsible for whole school literacy provides weekly literacy task to take place during tutor time.</p> <p>Introduce Tutor Read Aloud programme for all tutor groups from Year 7 to 13 (weekly).</p> <p>Embed the Accelerated Learning Cycle 'Introduce' phase where students read: this is a non-negotiable aspect of a lesson, designed to improve student reading and cultural capital.</p> <p>Provide an additional group in Years 7 - 11 for English to reduce group sizes in middle and lower sets.</p>	<p>Improved rates of progress in literacy, especially of Y7 students</p>	<p><i>'We have learnt that strong relationships between educators and young people are fundamental to improving outcomes for disadvantaged children. So too is developing language skills; the importance of conversational reciprocity and language acquisition are crucial for the developing brain.'</i> Closing the Gap Project, Marc Rowland (March 2020)</p> <p><i>'Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions'</i>. (Daniel Sobel, CEO, Inclusion Expert)</p> <p>KS2 Reading scores and baseline reading tests: reading identified as an area of weakness for some students and the impact it has, especially on boys, as they progress through key stages 3 & 4.</p> <p>Accelerated Reader has been used for several years in SSPP with a positive impact on raising the reading age of individual students.</p> <p>Evaluation of GCSE courses and examinations highlighted a need to focus on subject specific vocabulary and also vocabulary that is used across the curriculum but may have different meanings.</p>	<p>English Teacher responsible for whole school literacy with support from librarian to oversee the development and use of Accelerated Reader.</p> <p>SLT Link meetings with Subject Leader of English, following a data point, focus on the progress of students, especially those in key groups such as DPP.</p> <p>Ongoing quality assurance including developmental drop-ins, work scrutiny</p> <p>Analysis of reading ages in September, February and June.</p> <p>Use of 'soft' data, through staff feedback and QA activities to measure the growing in confidence of DPP students in both oracy and literacy.</p> <p>Use of student voice to provide feedback on the programmes as well as their growing confidence in oracy and literacy.</p>	<p>AJ TS/ECR</p> <p>LF</p>	<p>At each data point (SSPP calendar)</p> <p>At key QA points (SSPP calendar)</p> <p>Reading ages at 3 key points in the year: Sept, Feb, June.</p> <p><u>COST: £5,600</u> <u>Contribution to Accelerated Reader, purchase of books at a range of levels to interest DPP students</u></p> <p><u>COST: £15,000</u> <u>Provide time for English teacher & librarian to lead Accelerated Reader & Tutor Read Aloud programmes.</u></p> <p><u>COST: £45,000</u> <u>Contribution to the staffing on an additional group in each year.</u></p>
<p>EBACC qualification for any DPP student it is deemed suitable.</p> <p>To further develop the GCSE options process so that more DPP students are motivated to study a language and therefore complete their EBACC qualification.</p> <p>To provide a weekly conversational class for both Spanish and French to encourage the take up of MFL at GCSE; invite DPP students to attend.</p>	<p>To raise the aspirations of DPP students and when appropriate increase the % of DPP students on the EBACC pathway, bearing in mind reading age, levels of motivation which could impact on progress and student and parent subject choice.</p>	<p>For some students with special educational needs and weak literacy skills, it would be inappropriate to force the EBACC route when the foundation skills needed for it are not in place and there is insufficient time for them to catch up.</p> <p>Historically, DPP students, across the ability range, have been successful in humanities subjects, especially History, therefore the focus is to increase the uptake of MFL subjects.</p>	<p>Close monitoring of EBACC PP outcomes.</p> <p>Close monitoring of the GCSE options process to encourage PP students who are capable of completing the EBACC qualification and will enjoy it and feel motivated, to do so.</p> <p>Close monitoring, especially in the initial stages of the course, of the PP students who have selected an MFL to compete the course.</p>	<p>AJ LF</p>	<p>External examination results.</p> <p>March to May option process.</p> <p>Retention of PP students September to October.</p> <p><u>COST: £1,000</u></p>

To provide cultural experience to engage DPP students.			Use of student voice to provide feedback on the option process.		<u>Contribution to cost of cultural experience.</u>
Total budgeted cost					£66,600

5b Planned expenditure: Academic Year 2020-21

The planned expenditure below will enable the Academy to address the barriers outlined in section 3.

Targeted academic support

Chosen action / approach	Desired 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? Cost
<p>Raising the attainment of DPP students in English</p> <p>English intervention: support DPP students in all key stages at risk of underperforming, including high ability, by providing 1-2-2 and small group intervention to work on specific areas of development.</p> <p>Literacy intervention: SENDCo working with English teacher responsible for literacy and librarian to provide and coordinate a range of intervention, 1-2-1 and small groups: including volunteer readers, guided reading, and Sixth Form peer reading.</p>	<p>Improved rates of progress in literacy, especially of Y7 students</p> <p>DPP KS4 students complete both GCSE English Language and Literature making good progress from KS2 baseline.</p> <p>P8 for English element is improving towards national expectations and in line with similar schools.</p>	<p>In 2019, English P8 for DPP students was +0.3. This is a marked improvement on 2018, but one that needs continual focus to maintain for future cohorts. Some DPP students need targeted literacy support to make greater progress and catch up; especially those students with a reading age below 9.6 (functional literacy).</p> <p><i>NfER research identifies meeting individual learning needs as one of the seven building blocks to success.</i></p> <p><i>The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively.</i></p>	<p>Smaller intervention group in Y9 – 11 taken by English Teacher – students identified from English progress data and specific needs (DTT).</p> <p>Analysis of progress data and internal assessment supported by SLT Link.</p> <p>Literacy Co and DS organise timetables for individual students to access intervention; most take place during tutor time so it does not impact with other learning.</p> <p>Volunteers, including Sixth Form students, receive training and have the opportunity to provide regular feedback. Use of AR reading ages to track progress of students, supported by SLT Link</p> <p>Use of progress checks in Go4S: KS3 pathways and KS4 grades to track progress of DPP students and compare with other students. Reviewed through SLT Link meetings.</p> <p>Use of student voice to provide feedback on the programmes and their growing confidence in English.</p>	<p>TS/ECR</p>	<p>At each data point (SSPP calendar)</p> <p><u>COST: £5,000</u> <u>Contribution to the staffing of the librarian for 1-1 reading programme</u></p>
<p>Raising the attainment of DPP students in Mathematics</p> <p>Mathematics Intervention: support DPP students in all key stages at risk of underperforming, including high ability, to improve mathematical skills through 1-2-1 and small group intervention.</p> <p>Numeracy intervention: SENDCo, working with SL Mathematics, coordinate and organise a range of mathematics</p>	<p>Improved rates of progress in mathematics, including arithmetic, for KS3 students</p> <p>DPP KS4 complete GCSE Mathematics making good progress from KS2 baseline.</p> <p>P8 for Maths element is improving towards</p>	<p>In 2019, Mathematics P8 for DPP students was -0.9, compared to -0.7 for other students. In addition, some of the DPP students need targeted mathematics or numeracy intervention.</p> <p><i>NfER research identifies meeting individual learning needs as one of the seven building blocks to success.</i></p>	<p>FS and Mathematics teachers identify students; provide access intervention through TAs and/or specialist teachers.</p> <p>Students on short courses to show improvement in specific skills.</p> <p>Use of progress checks in Go4S: KS3 pathways and KS4 grades to track progress of DPP students and compare with other students. Reviewed through SLT Link meetings.</p>	<p>FS</p>	<p>At each data point (SSPP calendar)</p>

<p>interventions for students below ARE through small group numeracy skills sessions provided by experienced trained TAs.</p> <p>Provide an additional group in Years 7 - 11 for English to reduce group sizes in middle and lower sets.</p>	<p>national expectations and in line with similar schools.</p>	<p><i>The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively.</i></p>	<p>Focus on the agenda for each Raising Standards Team Meeting.</p> <p>Use of student voice to provide feedback on the programmes and their growing confidence in Mathematics.</p>	<p>AJ</p>	<p><u>COST: £45,000</u> <u>Contribution to the staffing of an additional group in each year</u></p>
<p>Using hard and soft data to refine support in Year 11 for DPP students</p> <p>Based on subject level analysis of outgoing Year 11 results and end of Year 10 data, each subject area to identify the DPP student(s) in need of increased focus in Year 11. Interventions of either wave 1, 2, or 3 to be provided.</p> <p>Key Marginal students, with a clear focus on DPP students, to be identified. These students to follow a programme of mentoring and interventions as required.</p> <p>To develop a more robust Year 11 mentoring programme in which senior leadership take ownership of up to 3 DPP students each - all whom are capable of performing better than at present but due to attendance/behaviour/wellbeing challenges are at risk of underperforming.</p> <p>To develop partnership with local businesses to raise aspirations for all students, but with bespoke follow-up for DPP students as required.</p>	<p>All students, including DPP students, can meet or exceed their end of KS4 targets.</p> <p>The gap between students eligible for DPP and other students will be reduced.</p> <p>Higher attaining DPP students make at least similar progress to other high ability students.</p> <p>A clear line of communication is established between academic and pastoral teams to support our DPP cohort who have significant holistic concerns.</p>	<p>P8 for DPP students is improving but not at a fast enough rate: 2017 P8 -0.58, 2018 P8 -0.37, 2019 P8 -0.4.</p> <p>Hard data can eclipse soft data. It is felt that at certain stages bespoke solutions will be needed for individual students, especially if they area also SEND or EAL.</p> <p>Although EEF states very low impact for mentoring, there is research that suggests DPP students often come from households who are 'time poor', leading to lack of motivation and engagement in education. Our mentoring programme aims to give students the time to consider their choices.</p>	<p>Raising Standards Team, made up of AH Performance and Standards, core subject Leaders, Head of House for Y10 & 11 to meet every 4 weeks (from Jan 21).</p> <p>Performance of DPP students a focus on SLT/SL link meetings.</p> <p>Curriculum & Standards is an agenda item on weekly SLT meetings.</p> <p>Use of student voice to provide feedback on the programmes and their growing confidence towards external examinations.</p>	<p>AJ</p> <p>SP</p>	<p>Monthly</p> <p><u>COST: £1,000</u> <u>To support intervention resources</u></p>
Total budgeted cost					£51,000

5c Planned expenditure: Academic Year 2020-21

The planned expenditure below will enable the Academy to address the barriers outlined in section 3.

Wider strategies

Chosen action / approach	Desired 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? Cost
<p>Increasing the rates of attendance for DPP students</p> <p>Increase the role and capacity of the attendance officer to focus on students at risk of not meeting 95% attendance or at risk of persistent absence.</p> <p>Faith in Families Support Worker to work closely with families to improve attendance and to prioritise DPP students/families whose attendance is falling or who are persistently absent.</p> <p>Interventions including personalised timetables, alternative provision, counselling are put in place to support individuals.</p>	<p>Increased attendance rates for DPP students so that they are closer to the percentage of attendance of other students and moving towards the national average.</p>	<p>NfER research identifies attendance as one of the seven building blocks to success. If students are not in school they cannot learn.</p> <p><i>“secondary level PP students are 3 times more likely than their peers to be classed as ‘persistently absent’”</i></p> <p><i>‘It is also claimed that children and young people who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless.’</i></p> <p><i>British Psychology Society Behaviour Change: school attendance, exclusion and persistent absence.</i></p> <p>Attendance Officer monitors attendance and follows up absence on the first day through text messages to parents/carers. There was a need to increase the time to ensure more robust follow up of those students whose attendance was falling below 95%, especially DPP students in order to narrow the gap.</p>	<p>Attendance data is provided for DPP students to compare with other students.</p> <p>Weekly meetings AH Behaviour & attitudes & Attendance Officer to discuss students at risk of falling below 90%. Students eligible for PP are targeted.</p> <p>Heads of House, responsible for specific year groups, monitor progress of students, with a focus on students eligible for DPP, causing concern with attendance.</p> <p>SENDCo works with AH to support attendance of DPP students who are also SEND.</p>	<p>PW</p>	<p>Termly</p> <p><u>COST: £7,200</u> <u>Faith in Families working with DPP students</u></p> <p><u>COST: £7,500</u> <u>AP for Y11 student</u></p> <p><u>COST: £1,500</u> <u>counselling</u></p>
<p>Engagement of DPP families</p> <p>Tutors to prioritise DPP students in tutor time and develop strong home-academy links.</p> <p>Prioritise PP families for Parents’ Evenings to ensure that they can get</p>	<p>To have regular and meaningful contact with DPP parents, to include Parents’ Evenings and key transition events.</p> <p>To increase the proportion of DPP</p>	<p>Historical data shows that a larger proportion of DPP students do not have representatives at either Parents’ Evenings or Option Events.</p> <p><i>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement</i></p>	<p>Pastoral team, including DSL, proactively engage and support our harder to reach parents.</p> <p>NPQSL feedback from the Project Lead and mentor.</p>	<p>HC Heads of House</p>	<p>After each Parents’ Evening or event (SSPP Calendar)</p>

<p>suitable appointment times and are present.</p> <p>NPQSL Project to develop the communication with Year 7 families, with a clear focus on DPP families.</p> <p>KS2 to KS3 Transition: Provide support, including financial where needed, to DPP students during the transition programme to enable all DPP students to attend Identify any DPP students who are struggling to settle into the Academy and arrange peer mentor support.</p>	<p>parents attending events closer to the proportion of other students.</p>	<p><i>are consistently associated with children's academic outcomes.</i> EEF Parental Engagement</p>			<p><u>COST: £500</u> <u>development of videos</u></p> <p><u>COST: £250</u> <u>Hospitality</u></p> <p><u>COST: £250</u> <u>KS2 to KS3 transition</u></p>
<p>Supporting disengaged students to re-engage</p> <p>To continue to develop the new Pastoral systems to ensure REFOCUS, the Academy's reflective behaviour facility fully supports our DPP students who have become disengaged and are in need of significant academic and pastoral guidance.</p> <p>To provide IT resources in order to support the continuity of learning, and to give DPP students the opportunity to follow the intended curriculum whilst in REFOCUS.</p> <p>Identify targeted behaviour intervention for individual students, including restorative justice methods: to offer reflective behaviour opportunities for all students, including DPP students, so that 1 day inclusion does not repeat into more, therefore missed lesson time.</p> <p>To work collaboratively with the Faith in Families Support Worker to prioritise DPP students who are disengaging therefore at risk of underperforming.</p> <p>To use the educational psychology service to help to address ongoing SEMH concerns.</p>	<p>Students who are eligible for DPP receive the required additional care, resources, support and guidance to improve their learning behaviour and raise aspiration.</p> <p>Declining number of DPP students attending REFOCUS and no more than the proportion of other students.</p> <p>A reduction in fixed term exclusions for DPP students.</p>	<p>EEF Toolkit suggests targeted interventions matched to specific students with particular needs or behaviour issues can be effective especially for older students.</p> <p>For 2018-19, there was a greater percentage of DPP students receiving fixed term exclusion compared to other students.</p> <p><i>"PP students are 3 times more likely to receive two or more fixed-period exclusions across the year"</i></p>	<p>Weekly pastoral team meetings.</p> <p>Clear communication between DPP Lead, SENDCo, pastoral team and Faith in Families worker.</p>	<p>PW</p>	<p>Termly</p> <p><u>COST: £1,500</u> <u>Purchase of 6 Chromebooks</u></p> <p><u>COST: £2,500</u> <u>Faith in Families increase by 1 day per week to solely work with DPP students</u></p> <p><u>COST: £2,500</u> <u>Educational Psychology service</u></p>

<p>DPP Aspiration and Careers Programme</p> <p>Provide a Personal Development curriculum for all students, so that they have the opportunity to acquire the knowledge, understanding and skills to manage their lives, both now and in the future.</p> <p>Ensure all DPP students engage in the Academy CEIAG programme; to provide bespoke CEIAG 1-2-1 and small group support for DPP students as required.</p> <p>Target DPP students to access relevant work experience placements for their future ambition, and fund where necessary (Springpod).</p> <p>Collaborate with BGU to provide First Steps to Study programme (postcode dependent).</p>	<p>Ensure that there is further support for DPP students to raise their aspirations as well as those at risk of becoming NEET.</p> <p><i>All Y11 students continue onto a pathway (No NEET).</i></p>	<p>Our students are growing up in a rapidly changing society and period of time which can have a greater detrimental impact on DPP students, presenting them with a range of complex challenges.</p>	<p>SLT weekly link meetings.</p> <p>Clear communication between DPP Lead, SENDCo, and Careers Lead.</p> <p>Use of student voice (digital survey), at the end of Y10, and again Jan Y11 to inform Careers Lead and Sixth Form Leader of the aspirations of the current cohort.</p> <p>Use of student voice to provide feedback on the programmes and events used during the year.</p>	<p>AC</p>	<p>Termly</p> <p><u>COST: £1,000</u> <u>External CEIAG support for DPP students as required</u></p> <p><u>COST: £1,000</u> <u>Contribution to the cost of work experience placements</u></p>
<p>A lack of basic equipment for learning does not impact upon academic success</p> <p>Basic equipment is available free of charge to all DPP students who need it.</p> <p>Uniform and PE Kit are provided for those DPP students who need it.</p> <p>To subsidise educational trips and visits to enable all students to access the enrichment programme.</p> <p>A range of locations will be available for DPP students to access, before, during and after school to access online resources including MathsWatch and GCSE Pod as well as homework tasks.</p> <p>The Academy will ensure that IT equipment, provided by the government, is quickly and efficiently given to the DPP students who need it.</p>	<p>No DPP student will miss out on necessary materials/resources to support their learning or on opportunities that are important for cultural capital.</p>	<p>Previous experience informs us that attendance can be adversely impacted if students do not have the correct uniform or PE Kit.</p> <p><i>A 2019 study exploring the cost of the school day ('The Cost of the School Day Toolkit') highlights that clothing and equipment put significant strain on families.</i></p>	<p>All staff are aware of the additional funding for DPP students. Individual, or group, requests are made directly to DPP Lead.</p> <p>Budget review termly.</p>	<p>AJ</p>	<p>Termly</p> <p><u>COST: £3,000</u> <u>Contribution to educational trips or events</u></p> <p><u>COST: £750</u> <u>To contribute to supervision costs</u></p> <p><u>COST: £5,000</u> <u>To provide resources</u></p>

Additional IT devices will be purchased to support DPP students that require them for digital remote learning, especially to access 'live' online lessons.					<u><i>including basic equipment, uniform and IT as required</i></u>
Total budgeted cost					£34,450

Further Information

The statement above is a working document and may be updated at any time

Research supporting our intervention and support programmes

Research into the barriers and strategies to support the learning of DPP students is continually being updated, below are the documents and resources we have used in order to support our students:

- Department for Education: [Conditions of Grant 2020-21](#)
- Education Endowment Foundation guide: [The EEF guide to the Pupil Premium, Jun 2019](#)
- Education Endowment Foundation guide: [Closing the attainment gap, Jan 2018](#)
- Educational Endowment Foundation: [Parental Engagement](#)
- British Psychological Society: [Behaviour Change: school attendance, exclusion and persistent absence](#)
- Department for Education: [What academies should publish online - Pupil Premium \(Nov 2020\)](#)
- NFER Research: [What are the most effective ways to support disadvantaged pupils' achievement?](#)
- FFT School Dashboard: www.fftaspire.org
- The Cost of the School Day Toolkit

Free School Meals

- Free school meals application is a straight forward and confidential process.
- Applications are made directly through [Lincolnshire County Council](#)
- Taking up the free school meal is recommended but not compulsory
- The cashless biometric payment system we use at SSPP has eliminated the perceived stigma associated with free school meals.
- A child may receive additional support as a result of being registered for free school meals.
- Students registered for free school meals receive concessionary rates for chargeable extra-curricular activities and can access financial support for educational trips.
- Registering a child for free school meals will increase the Academy budget and so bring more money into the Academy to further support the education of your child.

Contact us: We are monitoring progress continually through the year to ensure the intervention is timely and relevant to each individual. If you have any questions or would like some advice please do not hesitate to contact Mrs Jepson info@sspp.lincs.sch.uk