

Disadvantaged Plus School Development Plan (Pupil premium strategy statement). This includes Covid catch up funding 2020

School overview

| Metric | Data |
|---|---|
| John Spence Community High School | Secondary School |
| Number of pupils | 862 |
| Proportion of disadvantaged pupils | 48% |
| Pupil premium allocation this academic year | £340,810 (inc £39 900 covid catch up funding) |
| Academic year or years covered by statement | 2020-2022 |
| Publish date | October 2020 |
| Review date | October 2021 |
| Statement authorised by | Jonathan Heath |
| Pupil premium lead | Leanne Clay |
| Governor lead | Margaret Grimmer |

Disadvantaged pupil performance overview for last academic year 2020

| | PP Students | Non pp students | Overall |
|---------------------------------|--------------|-----------------|--------------|
| Progress 8 | -0.71 (2019) | -0.39 (2019) | -0.50 (2019) |
| Attainment 8 | 38.22 | 48.31 | 44.78 |
| % Grade 4+ in English and maths | 51↓ | 66 | 61% |
| % Grade 5+ in English and maths | 25.5↓ | 44.0↑ | 37.7% |

Disadvantaged pupil performance overview for last academic year 2019

| | PP Students | Non pp students | Overall |
|---------------------------------|-------------|-----------------|---------|
| Progress 8 | -0.71 | -0.39 | -0.50 |
| Attainment 8 | 40.95 | 44.65 | 43.21 |
| % Grade 4+ in English and maths | 57.8 | 66 | 62.8% |
| % Grade 5+ in English and maths | 29.7 | 34.0 | 32.3% |

Strategy aims for disadvantaged pupils

| Aim | Target | Target date |
|------------|--|-----------------------|
| Progress 8 | Move the P8 score closer between non pupil premium and pupil premium students and comparable to other schools of a similar intake. | Sept 21 and Sept 2022 |

| | | |
|---------------------------------|---|-----------------------|
| Attainment 8 | Increase the A8 to 45.5 (2021) and 47 in (2022) | Sept 21 and Sept 2022 |
| % Grade 4+ in English and maths | Achieve average English and maths 4+ scores when compared to similar schools (66-68%) | Sept 21 and Sept 2022 |
| % Grade 5+ in English and maths | Increase basics 5+ to 40% (2021) and 44 (2022) | Sept 21 and Sept 22 |
| Other | NEET to be less than national figures | Sept 21 and Sept 2022 |

Teaching priorities for current academic year

| Measure | Evidence and rationale | How |
|---|---|--|
| <p>Improve the quality of teaching with a focus on challenge and participation in lessons to improve pupil outcomes (SIP Ref 1.1)</p> | <p>OfSTED inspection in 2018 rated teaching as good</p> <p>With the appointment of a new head teacher the importance of training has been heightened and a teaching and learning team has been developed. This led to increased frequency and quality of staff CPD with a greater focus on using evidence based strategies. 100% of staff enjoyed all Feedback from staff voice commented that over all CPD sessions that ran last academic year: 100% enjoyed the session, 94% said the training met their needs and 90% it would impact on their teaching practises. (SIP Ref 1.1)</p> <p>The whole school focus on the quality of teaching and learning resulted in P8 improving from -0.58 to 0.52 in 2019. (SIP Ref 1.3)</p> | <p>Construct and deliver a comprehensive CPD programme that is tightly focused on the themes of participation, challenge and teaching from the front for teaching and non-teaching staff.</p> <p>Quality assure T&L</p> <p>Facilitate sharing of good practise across curriculum areas via the SLT link meetings and depts. through departmental meetings and curriculum plans</p> |
| <p>Increase student engagement with home learning to improve pupil outcomes (SIP Ref 1.3)</p> | <p>Throughout lockdown it has been constantly documented that disadvantaged students were not spending as much time engaging in home learning as their non-pupil premium counter parts. We need to change this behaviour in pupil premium students to ensure there is a greater equality between them and non-pupil premium students. (SIP Ref 3.1)</p> | |
| | <p>Action</p> | <p>How</p> |
| | <p>To develop a blended learning programme to maximise home learning opportunities and support a comprehensive teaching package in school. (SIP Ref 3.1)</p> | <p>Train staff on how to use google classroom</p> <p>Develop high quality online teaching resources alongside physical resources to supplement learning at home.</p> |
| <p>Barriers to learning these priorities address</p> | <p>Modifying teaching practise takes time.</p> <p>Student's attitudes to participation can be negative and are often influenced by their peers.</p> <p>Students may not have the access to the correct technology or the skills to use the equipment effectively.</p> <p>Homes may not be conducive to providing a quiet leaning place.</p> <p>Teacher ICT skills</p> | |
| <p>Outcomes</p> | <p>Improve the effectiveness and quality of teaching for all, ensuring students are appropriately challenged and participate enthusiastically both within the classroom and home learning.</p> | |

| | |
|--------------------|--|
| Success criteria | Comprehensive high quality CPD offer Increase A8 Students regularly accessing google classroom |
| Projected spending | Webcams for staff/classroom computers, Laptops/Chrome books for PP students and Dongles & bring your own device scheme £33000 French Active learn £1800 |

Targeted academic support for current academic year

| Measure | Evidence and rationale | How |
|--|--|--|
| To ensure that reliable data is used effectively at both a whole school and individual teacher level to plan, intervene and support progress <i>(SIP Ref 1.2)</i> | <p>It has been well documented that pupil premium students and students from white coastal areas have a vocabulary deficit in comparison to their non-pupil premium counterparts. This vocabulary deficit can lead to students achieving lower GCSE grades. <i>(SIP Ref 2.1)</i></p> <p>Improving literacy and numeracy skills will enable more students to access the curriculum. In 2019, 35% of pupils were not secondary ready in relation to English and 29% were not secondary ready in relation to Maths. Increasing reading age would lead to enhanced access to KS4 curriculum and lesson content. EEF evaluated accelerated reader as having secure impact. <i>(SIP Ref 2.2)</i></p> <p>All year 7 and 8 students will sit GL assessments to help us identify learning gaps and provide specific literacy, numeracy and communication intervention to identified individuals. <i>(SIP Ref 1.2)</i></p> <p>Bedrock vocabulary programme will be incorporated into KS3 English to improve spelling. <i>(SIP Ref 2.1)</i></p> | <p>Accelerated reader programme embedded into year 7 and 8</p> <p>Read write inc and Talisman programme utilised for students with very low RA in year 7 and 8.</p> <p>Passport maths delivered to identified KS3 students</p> <p>Effective primary liaison to be established to collect qualitative information on students transferring into our school in order to start intervention asap.</p> |
| | Action | How |
| To provide targeted support and intervention through a comprehensive programme of catch up opportunities <i>(SIP Ref 2.2)</i> | <p>Bespoke year 11 tracker to track accumulation of skills and knowledge during lockdown and establish how pupils are coping academically following return to school.</p> <p>Catch up co-ordinator appointed to allow targeted students to reduce the number of GCSE subjects studied and focus on core subjects in order to maximise A8.</p> | |

| | | |
|---|---|--|
| | | <p>3x HTLA's and 3x teachers to provide specific intervention sessions at least 5 hours a week.</p> <p>Just do it club to provide a learning space and academic support for year 11 PP students to complete homework. This will run 4 times a week</p> <p>KS3 learning support club to run 3 times a week.</p> <p>Easter catch up school and summer transition school for year 6 and 7 students</p> <p>National tutoring programme used for identified year 9 and 10 students.</p> |
| Barriers to learning these priorities address | <p>Passive students</p> <p>Covid zoning affects interaction of SSAs with students to provide small group intervention</p> | |
| Outcomes | <p>Increase in reading ages of year 7 and 8 students</p> <p>Increase in A8</p> <p>Increase 4+ basics</p> <p>Increase students making expected progress at KS3 English and maths</p> <p>Students engaged in bedrock show improved language acquisition.</p> | |
| Success Criteria | <p>Comprehensive intervention programme offered</p> <p>Accelerated reader and Bedrock established in school curriculum</p> <p>Targeted student's complete specific intervention e.g. Read write inc.</p> <p>Good attendance at Just do it and learning support club</p> | |
| Projected spending | <p>Bedrock = £2465</p> <p>GL Assessments = £4000</p> <p>HTLA + Teachers = £19554, £23450, £12504</p> <p>Accelerated reader = £9500</p> <p>School librarian=£11014</p> <p>Smaller classes =£64 342</p> | |

Wider strategies for current academic year

| Measure | Activity | |
|---|--|--|
| Improve students and parent's attitude to learning and appreciation for education in order to enable students and their families to realise the aspirations through attitudes to learning and | Evidence and rationale | How |
| | <p>The introduction of our 3 reward cards in 2019 showed that John Spence students respond well to short term rewards. Student feedback stated "we like the reward cards and its helps us to behave and learn"</p> <p>Rewards increased student motivation and we know motivated students work harder.</p> <p>The relationship between attendance and GCSE performance is well documented and a decrease of 5%</p> | <p>Students at risk of being excluded are placed into our engagement centre where we work closely with parents and carers to modify student's attitudes and behaviours through intensive therapy whilst also keeping students up to date with our school curriculum.</p> <p>Detailed behaviour records and close pupil monitoring enables early identification of students reticent to learn</p> <p>Parent engagement encouraged via the use of timetabled appointments at parents</p> |

| Measure | Activity | |
|---|---|---|
| appreciation for education. <i>(SIP Ref 3.2)</i> | attendance results in a decrease in 1 GCSE level. HOY and HSLO to focus on the attendance and punctuality of pp students Further refinement of reward systems due to COVID <i>(SIP Ref 3.2)</i> | evening and all non-attendees contacted by phone Mentors support students with a range of needs including emotional well-being, family issues and study support. Close monitoring of attendance and home visits etc. |
| | Action | How |
| | Raising student's aspirations through an effective careers education and guidance programme and by encouraging participation and leadership from an early age <i>(SIP Ref 3.3)</i> | Comprehensive careers advice programme developed in line with Gatesby benchmarks Work placement challenge offered to all year 10 students using local companies Moving on project offered to specific students ASDAN qualification delivered to most vulnerable students DoE established in school and increasing numbers of students to pass at each grade. Year 7 leaders award integrated into Year 7 FFL curriculum. |
| Barriers to learning these priorities address | Students have low aspirations and sometimes do not want to appear too keen to learn Parental finances may prevent students taking part in DoE COVID guidelines may prevent school from offering certain opportunities Poor parental views on the importance of education | |
| Outcomes | Minimal students to transfer to alternative education settings Very few students become NEET Increasing numbers of students pass DoE award Most of year 7 complete leaders award. | |
| Success Criteria | NEET to be less than National Average PA to be less than 2019 | |
| Projected spending | Careers budget = £3897 Enrichment activities £565 Moving on Project (alternative provision) = £ Engagement Centre Manager = £1336 Mentors £54412 Behaviour interventions £16490 Attendance tracking £34925 Rewards £2350 Educational Psychology £7661 Attendance tracking £17576 | |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | <p>Ensuring enough time is given over to allow for staff professional development</p> <p>Access to technology</p> <p>Covid guidelines and 2-meter distancing influences teacher rapport with students and feedback</p> <p>Covid routines places greater stress on teachers and we need to monitor their well being</p> | <p>Use of INSET days and additional cover being provided by supply staff</p> <p>Pupil Premium funding used to purchase additional chrome books, however loan agreement required between home and school</p> <p>Money has been spent on webcams etc.</p> <p>School ICT team have been used to support transition to g suite to minimise teacher workload with this new teaching and learning home school initiative.</p> <p>School diary has been greatly reduced teacher workload and school data collection and reporting systems have been rationalised.</p> |
| Targeted support | <p>Covid zoning affects how SSAs support and run small group intervention groups</p> | <p>SSAs assigned to specific bubbles at KS3</p> <p>Perspex screens used for safety</p> |
| Wider strategies | <p>Engaging the families facing most challenges</p> <p>Apathetic students</p> <p>Family finances</p> <p>Covid guidelines minimise visitors into school or school visits</p> | <p>Short term reward system utilised</p> <p>Subsidise DofE for PP students</p> <p>Explore use of technology e.g. Zoom to hold events.</p> <p>Increased contact has been made with vulnerable students and their families</p> <p>Home visits are undertaken when required</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| Improve attainment and progress | <p>P8 figures not published for last year</p> <p>A8 increased from 43.21 to 44.78 for a weaker cohort however biggest subcategory that resulted in this increase was the achievement of non PP 5+ basics which saw an improvement of 10% for attainment.</p> |
| Increase levels of engagement for disadvantaged students | |
| <p>Achieve average English and maths 5+ scores for similar schools</p> <p>Raise aspirations of disadvantaged</p> | <p>Due to CAG this is difficult to gauge.</p> |
| Increase attendance of PP | <p>Attendance of PP from Nov-Dec 2019 = 89.87%</p> <p>Attendance of PP from Jan to Feb 2020 = 92.39%</p> <p>In March lockdown meant that any further tracking of attendance and the impact of the strategies that were developed in term 1 were unable to be tracked.</p> |
| Foster positive relationships with parents | <p>Parent communication with school over our COVID updates was very positive</p> |

Funding

| Resource | Cost |
|---|--------|
| English HLTA | 11014 |
| Data Manager | 14733 |
| SENDSCO Support (including Year 7 & 8 Literacy & Numeracy Intervention) | 23450 |
| Intervention Teacher(literacy) | 19554 |
| Attendance tracking (75% of salary) | 17576 |
| Progress Tracking (Red meetings) (47% CLs TLRs) | 34925 |
| Behaviour Interventions (HoY) (47% TLRs) | 16490 |
| Smaller sets in Years 10 & 11 (47% of 1.0 FTE Eng/Mat 0.8 FTE Sci) | 64342 |
| Primary Liason (API) | |
| Alternative Provision | |
| Learning Mentors (approx 76.2% of mentees are PP) | 54412 |
| Careers (Connexions @ 47%) | 3760 |
| Learning Support (approx 43% on SEN reg are PP) (14 SSAs) | 45290 |
| HLTA Maths (47% of salary) | 11014 |
| HLTA Science (47% of salary) | 12504 |
| GOALS Project (raising achievement) | |
| Rewards (47%) | 2350 |
| Careers (47% of TLR) | 3897 |
| Enrichment activities TICE, music, D of E, activity week (47%) Lower this year due to COVID | 565 |
| Education Psychologist / Someone Cares SLA (47%) SLA | 7661 |
| Bedrock Learning Software (47%) | 2465 |
| ICT laptops / chromebooks for PP /webcams | 33000 |
| Activ Learn / ASDAN | 1800 |
| ECM TLR (47%) | 1336 |
| Academy Coaches | |
| Accelerated Reading Learning package (47%) | 9500 |
| GL Assessments | 4000 |
| Total spending | 395638 |
| Allocation | 380710 |
| Balance | -14928 |