

Pupil Premium Report 2020-2021



SUMMARY INFORMATION

Pupil Premium Strategy Plan

Year 2020-2021

CURRENT PUPIL INFORMATION 2020

Total number of pupils:

1097

Total pupil premium budget:

£175,530

Number of pupils eligible for pupil premium:

193

Amount of pupil premium received per child:

£906.89

COHORT BREAKDOWN

Year Group	Number on roll	FSM	PP	CIC
Year7	231	27	40	0
Year 8	218	31	40	0
Year 9	216	20	23	1
Year 10	216	35	50	2
Year 11	216	28	40	2

YEAR 11 COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF PP	PERCENTAGE OF COHORT	P8
Boys	115	58%	53%	+0.05
Girls	101	42%	47%	+0.64
H PA	91	23%	42%	+0.3
SEN support	12	13%	6%	+0.43
EHC plan	2	3%	0.9%	+0.31
EAL	10	0%	5%	+0.82

CURRENT ATTAINMENT (SECONDARY SCHOOLS)

	Pupils eligible for PP	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP	ALL Pupils nationally	GAP	Data from previous years	
	School Average	Nationally	School average	Nationally	Nationally	National PP figure and school PP	2018-2019	2019-2020
Progress 8 score average	-0.12	N/A	0.4	N/A	N/A	N/A	-0.78	-0.13
Attainment 8 score average	43.33	N/A	52.26	N/A	N/A	N/A	33.32	40.8

Raising Aspirations

Haygrove has a key focus within the school Development plan to be highly ambitious for all our students, this alongside the distributive leadership ensures that we all have accountability to promote high aspirations in all aspects of life at Haygrove. "The Haygrove Way" very much aims for all students to work to the very best of their ability particularly when this is required independently. The new attitude to learning descriptors ensures students are striving for fully engaged attitudes without passive compliance and we hope to see mindset changes as these are embedded. Academic and pastoral mentors have been created for this academic year to allow further work with a larger group of Pupil premium students.

Various strategies will be introduced and continued to further the aspirations and expectations of the PP students, including the continuation of the successful Brilliant club and other career focused initiatives. The high prior attainers require a particular focus and will be monitored and supported on an individual basis at KS4. All of these initiatives will be monitored in terms of impact before further similar work is carried out.

More KS3 strategies including a particular push on literacy and reading will be introduced. The same aim of raising aspirations, creating a good work ethos and showing students what opportunities exist for them will be possible through the further use of the newly created Academic and Pastoral Mentors.

Careers advice will allow all students the chance to consider their future and priorities for pupil premium and our most vulnerable will be arranged.

Attendance

Attendance is still a key focus but requires monitoring in a different way due to the Covid 19 situation. Attendance continues to be an area where considerable gains are required and longer term plans are necessary to look beyond the current situation. Individual initiatives have worked well although they are time consuming and these must continue alongside the whole school strategies that exist. Extending these small scale projects when possible will involve more students and increase attendance rates. Looking to create the correct ethos in the younger years will allow for better attendance in later years as children become more independent. Attendance improvements will also require engagement with parents and these lines of communication must be strengthened to allow success.

Targeted Academic Support

Setting up the correct structure and ability to intervene with students to support them in a way to positively impact their academic outcomes will make possibilities and opportunities available to students that might otherwise not have existed. Research shows that with the right quality tutoring in place those that have not made good progress in the past can alter their success pathway. This will be achieved with specific targeted support in a one to one or small group format including the support of the pastoral needs whilst tackling academic gaps at the same time. Homework clubs and study skills workshops will also form a part of this strand of support for the pupil premium students.

PRIORITY 1 RAISING ASPIRATIONS

Barriers include low aspirations, the lack of self-confidence, the engagement of the family with education and the perception of the role and importance of education outside school.

Member of staff responsible: MF/LG/A&P mentors/R2L

Raising Aspirations	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Brilliant club	Select 1 cohorts. 1. Year 9 group 2. Arrange tutoring session 3. Support work	LG	Autumn term Tutor sessions with possibility for virtual offer if possible.	Sign up costs Classroom for tutorials	Student progress Student AtL Student voice Student achievement on programme	Completion rate of course Pass rate of course In school achievement
Term 1 Brilliant Club started with new cohort. Very positive start with PP included alongside non PP role models (this was due to lower PP numbers in yr 9 but this has had a fantastic effect on attitude and approach.		Term 2 100% final assignment Progress seen across all competencies. PP results: 1 st 50% 2.1 33% 2.2/3 rd 17% NPP results 1 st 67% 2.1 17% 2.2/3 rd 17%		Term 3 Due to success with year 9 groups. Brilliant club extended to a year 7,8 cohort as well. Using NPP as role models to mirror and raise aspirations among PP.		
2. Changing Behaviours	R2L working with PP individuals PPI for KS3 to cater for individual needs and address social and behaviour targets R2L to highlight Yr 7 7 8 students to work with	HOY MB GW AC	On Going as needed. Termly coordination with R2L and use of A & P mentors when possible		Behaviour incident log for students involved with PPI	

<p>Term 1</p> <p>Little PPI possible due to covid bubbles and available space to work with students. Small numbers catered for and plan created for more Ks3 intervention and monitoring within the classroom. A & P mentors targeting key students.</p>		<p>Term 2</p> <p>A & P mentors continue to focus on key players in a concentrated form. Mixed success often impacted by absence.</p> <p>Limited spaces to work has meant time in class for LSA has less impact as distance required.</p>		<p>Term 3</p> <p>Year 8 bubble now in area where more intervention possible. Small group interventions for LLD created with mentoring & check in,</p>	
<p>3. Academic and Pastoral Mentor actions</p>	<p>Individual action plans created to impact individuals on a larger scale. Working with students, parents and staff to further student progress and remove barriers on a case by case basis.</p>	<p>ABR SR DTU HK CMW JCK</p>	<p>Rolling programme with impact assessments throughout the year.</p> <p>Case study and review periodically.</p>		<p>Student progress Student AtL Student voice Attendance</p> <p>Attainment grades Student AtL GCSE outcomes Attendance</p>
<p>Term 1</p> <p>Most year groups now carrying out routine individual plans with carefully selected students. Check in with A & P mentors and MF. Ideas shared and information logged. Year 7 students to be listed for Term 2 to work with. Year 10 homework club commenced and rolled out further if possible. Year 7 and year 8 virtual homework club considered. Didn't get off the ground. Year 11 open revision offered with minibus drop off for outlying villages</p>		<p>Term 2</p> <p>Lockdown restrictions severely effecting the impact. A & P mentors checking in with students via calls and Show my homework messages. MF made calls regularly for yr 11 not engaging with remote learning and my tutor sessions and improvements seen immediately but short lived. Continual communication required to sustain impact. Not manageable across all years. No Homework club permitted after lockdown relaxed in March.</p>		<p>Term 3</p> <p>Year 11 revision sessions resumed and minibus back in operation for a limited few. Further engagement with students and parents required here. Involvement of key staff to support individuals may be a future development Year 10 Homework club and coursework support reinstated. Year 9 homework club arranged by invite. Limited buy in, further work required here to grow this.</p>	

<p>4. Insight to Apprenticeship</p>	<p>Select suitable yr 9 candidates alongside HoY. (Hold a parent information night for those selected to increase home school engagement.) Accompany students on the programme and encourage and engage as appropriate.</p> <p>Only possible dependent on covid restrictions.</p>	<p>MF AC</p>	<p>Dates of visits</p> <p>Pending dependent on COVID risk assessment.</p>	<p>Mini bus and driver for visits</p> <p>South Bristol Youth involvement</p> <p>Free school meals lunches for visits</p>	<p>Changes in aspirations for students</p> <p>AtL grades prior and post events</p> <p>Attainment grades</p> <p>Attendance figures</p>	<p>Attainment grades</p> <p>P8 scores 2022.</p> <p>Post 16 venue on leaving school.</p>
<p>Term 1 2019-20 cohort completion carried out. 2020-21 introduced. Covid restrictions means no dates set as yet. Hope to complete a mendip activity day if possible (Mf to review against Risk assessment)</p>		<p>Term2 No visits or incoming visitors allowed due to covid restrictions</p>		<p>Term 3 MF ran mirrored workshop as per previous year for new cohort. 2 visits arranged Team building created as in house activity day Profiling workshop at The Mercure Hotel. Request to run this cohort into year 10 for further visits to work places for Sept-Dec period.</p>		
<p>5. Careers advice and work experience</p>	<p>MF to see Clare Morgan and arrange plan. Make new arrangement to fulfil covid needs to replace work experience visits. Year 10 PP priority for 1:1 careers advice Year 11 PP students highlighted for support with college application</p>	<p>MF CM HK CMW</p>				

<p>Term 1 1: yr 11 catch up Virtual careers fair Virtual events from college to 10/11 via Target students identified by postcode for low uptake on uni Next steps SW – yr 10 1 hour options college/work/apprenticeship requirements – Tutor time.</p> <p>Concerns that virtual opportunities are being missed as staff have not been able to include this into their lesson times as requested.</p>	<p>Term 2 PP priority list to be sent out to tutors to request order of those needing additional support. MF supported individuals needing help with post Y11 course and pathways as directed by CMO.</p>	<p>Term 3 No capacity to support this further. Priority required for 2021-2022 to create careers plan for PP students</p>
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PRIORITY 2 - ATTENDANCE

Barriers. Poor Attendance although huge in itself also contributes to low self-confidence, limited language and vocabulary and this cycle must be broken before real progress can be made.

Member of staff responsible: GW/MF/TR/HOY/

Attendance	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
1. Priority PP students	<p>Attendance process differs for all PP students. TR Extra stages in terms of parent meetings.</p> <p>Weekly totals displayed and circulated to all in school for tutors to action and encourage.</p> <p>A & P mentors included in data distribution to allow targeted mentoring by more individuals.</p>	TR HoY A&P	Weekly throughout the year		Weekly figures	Attendance figures Progress and attainment grades

Term 1		Term 2			Term3	
2. Individual attendance incentives	Academic and Pastoral mentors to engage with relevant students within their year group to improve current attendance and share the importance of attendance in school	A & P mentors MF	Ongoing.	Incentives – linked to books if possible.	Half termly review of attendance	Attendance figures on individual basis.
Term 1 Individual attendance initiatives MF with yr 11 key students DTu with yr 9 key students with the use of an attendance raffle.		Term2 Individuals targeted on our return to school with check in points. Although other incentives used books as rewards. Research showed attendance should not be linked to materialistic reward and more about understanding and valuing the importance individually.			Term3 Individuals target with check in points and targets created. Mixed success.	

Attendance	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
.3. Breakfast club and other groups to provide safe space and raise importance of attendance	Decide on covid safe possibilities to encourage attendance.	TR/GW MF HoY A&P	Termly events	Depends on chosen strategies	Weekly figures	Attendance figures Progress and attainment grades
Term 1 Not possible in the same ways as other years. Breakfast supplied and paid for for those FSM wanting it. Uptake lower as students did not want to be seen differently.		Term 2 Spoke to LHi about trial of breakfast club. Priced up staffing and provided a budget for this to run initially in term 3b to assess need and workability.			Term3 No breakfast club trialed. Area to develop in 2021-2022.	

PRIORITY 3 - TARGETED ACADEMIC SUPPORT

Barriers. External barriers in terms of student confidence and perception of ability. Prior family education and opportunities available to family members can effect perceptions of available options.

Member of staff responsible: MF/AC

Targeted Academic Support	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
2. Tutoring & Mentoring	<p>All Year 11 Pupil premium students to have a tutoring plan.</p> <p>Sessions arranged not more than 1 hour per week from a variety of classes.</p> <p>Mentoring to occur in tandem to tutoring as required</p>	<p>LM MF AC OH SM ES</p>	<p>Re-assess each half term to create next step plan throughout year.</p>	<p>MF time with selected students.</p> <p>AC time with individuals and support in specific classes</p> <p>Revision resources as required to support students in Yr 11 (and yr10 by January.)</p>	<p>Student progress (P8 scores)</p> <p>Student AtL</p>	<p>GCSE achievement. Progression to suitable next course/next step.</p>
<p>Term1</p> <p>Face to face yr 11 tutoring with AC or MF for students as selected on individual need.</p> <p>Online tutoring with My tutor set up for students both after school and during school day. After initial teething issues good feedback from students.</p> <p>GCSE pod bought and supplied with incentives supplied for PP students to engage with this method of revision.</p>	<p>Term 2</p> <p>My tutor and third space learning tutoring over remote learning period. Significant issues with participation. Daily calls needed to ensure engagement and still often no attendance.</p> <p>On return to school Maths and Science tutoring reestablished with key groups as selected form data.</p> <p>Lack of assessment meant this selection was a barrier to correct student selection.</p>	<p>Term3</p> <p>In school tutoring carried on with groups tweaked to allow for need in term 3a and 3b. Monitoring shows progress in most cases.</p>				

<p>2. Tutoring across year 7-10 to occur to change behaviours lower down the school.</p>	<p>Create suitable groups to change behaviours in lower school. Set up referral from A & P mentors to AC/MF to complete work on specific themes. (organisation homework support, self-esteem, value of education)</p>	<p>MF A & P Mentors AC</p>	<p>Year 8 parents evening</p>	<p>Space to carry out sessions</p>	<p>AtL grades Self-esteem survey K marks and homework issues</p>	<p>Attainment progress</p>
<p>Term1 No possible due to covid restriction bubbles and capacity.</p>		<p>Term2 On return to school Tutoring priority given to yr 11. In addition Covid bubbles made further tutoring difficult in terms if spaces. No after school slots initially allowed.</p>			<p>Term3 Year 8 & 10 priority given following year 11 leavers. Maths and Science intervention in place alongside online tutoring with various providers. Advantages and disadvantages of distinct providers logged for future decisions.</p>	
<p>3. Pupil Premium Plus meetings</p>	<p>Set up PP Plus meeting for students in this category. Involve interested parties to construct a PEP style action plan Follow up so 2 meetings per year.</p>	<p>MF Other various parties as relevant for each students</p>	<p>2 per year</p>	<p>Meeting time</p>	<p>Actions agreed as per meeting plan Progress of students AtL/ attainment grades/attendance etc.</p>	<p>As per action plan. Improved situation in any variety of form dependent on situation.</p>
<p>Term1 No PP + meetings held.</p>		<p>Term2 PP+ meeting held during lockdown for family.</p>			<p>Term3 PP+ meeting postponed at last minute to due self isolation. Further pp+ meeting to be held Sept 2021</p>	

<p>4. PP parents communication</p>	<p>Develop methods for more frequent communication with PP parents. Discuss preferred methods of communication and utilize arbor facility to have regular contact. In the absence of parents evening develop relationships and communication logs</p>	<p>MF/AC/ A& P</p>			<p>Attendance at event. Parent events Uptake of materials Uptake of revision/homework study slots after school</p>	<p>Attendance P8 score on predicted data Final outcomes</p>
<p>Term1 From 2020 lockdown some parents have formed closer relationships due to regular contact. Virtual parents evening set up for yr 11 with many phone calls made to increase uptake.</p>		<p>Term2 Parent app not used by many PP parents. Plans to be made to ensure uptake from year 7 parents in the new academic year. Positives included to ensure uptake.</p>			<p>Term3 Continued calls and emails with PP parents to form positives. Always creating an action to follow up with to build trust and show value in their child.</p>	

Summary

Outcomes for the 2021 Year 11 cohort indicate continued improvement in both Progress 8 and Attainment 8 scores for PP students. These are consistent with the previous year but must be interpreted with a note of caution due to the disruption caused again by Covid 19 resulting in the cancellation of examinations. There is still a significant gap, however, between outcomes for PP students and non-PP students and this must be a continued focus for next academic year.

Raising Aspirations

Covid 19 caused significant disruption once again to the running of activities for students to raise their aspirations. South Bristol Youth Apprenticeship Scheme was only able to run one session and student engagement was limited. It is hoped to run this again in full in the next academic year starting at Christmas.

Brilliant Club: 4 groups of students were part of the Brilliant Club's Scholars Programme last year. 12 students in year 9 took part in the autumn term by having in person tutorial sessions studying mental health and the law. Attendance for the tutorials was excellent and 100% students completed the programme and submitted their final assignments. 11 students improved across the programme from the baseline to final assignment with 7 students achieving a 1st.

All the programmes in the summer term were online due to Covid restrictions. 10 students in Year 10 completed a programme investigating 'why study Shakespeare?' and 23 students in Year 7 studied either Post-war British prime ministers or Diseases. The online nature of the summer projects and close contact self-isolations from Covid meant it was more difficult to maintain engagement but 100% students in Year 10 completed the final assignment and 83% in Year 7. 24 students in the summer programmes improved from their baseline to final assignment and made progress across the term.

Tutoring and small group intervention took place throughout the year using catch-up funding and outcomes suggest that this had a positive impact. PP students also seemed to benefit from the process of TAGs with shorter, bite-sized chunks of learning and assessment playing to their strengths.

Attendance

Attendance was hard hit for students in all sub-groups due to Covid 19. Due to the restrictions placed on schools several interventions had to be curtailed (e.g. breakfast club). It will be vital that PP students are identified early in the next academic year who are vulnerable to PA and interventions are put in place to support them.

Parental Engagement

Pastoral and academic mentors worked with students and parents during the year. In-person contact with parents was necessarily limited due to Covid 19 but parents evenings were run online with attendance similar to previous years. Feedback suggested that many parents preferred these parents evenings as being more convenient.

Feedback from mentors and students will provide opportunities to adjust the mentoring process this year to further the impact on progress and engagement with parental liaison a key driver.

Category	Strategy	Expenditure from PP budget
Leadership	PP coordinator	£48290.40
Staff Deployment	PP LSA Counsellor Attendance PP Mentors x5 Behaviour Support (R2L) EWC Wellbeing Careers	£21024.00 £8431.50 £9043.65 £8040.00 £4666.80 £7607.82 £3520.40 5410.20
Behaviour and attendance	Rewards and incentives Behaviour/Wellbeing	£79.48 £300.54
Additional Education	Enrichment/trips Literacy Educated off site Music tuition Tutoring	£4056.18 £1692.43 £1820.00 £70.00 £2600.00
Curriculum and Teaching and learning	DT Supplies Equipment Licenses Student course fees	£298.84 £6415.47 £696.10 £117.20
Individual Needs	Resources/reprographics Revision guides Breakfast club Brilliant club Stationery Personal support items Uniform	£252.97 £1888.68 £1541.91 £6120.00 £745.31 £369.67 £728.45
Intervention Hub	Furniture	£364.10
Carry Forward		31974.00