



Bishop Heber High School

Pupil Premium Strategy Statement 2020-21

Headteacher:	Mr D.A. Curry	Signature: 
Chair of Governors:	Mrs S. Anderson	Signature: 

Summary information

School	Bishop Heber High School				
Academic Year	2020-21	Total PP budget	£123,195	Date of most recent PP Review	Feb 2016
Total number of pupils	1054	Number of pupils eligible for PP	129	Date for next internal review of this strategy	Jan 2021

Current attainment (2018/19 leavers)

	<i>Pupils eligible for PP (your school) 20/207</i>		<i>Pupils not eligible for PP (national average)</i>
	KS4 EXAMS (SISRA)	KS4 BEST (SISRA)	
Progress 8 score average			
Attainment 8 score average	48.43	48.43	
Progress 8 English			
Progress 8 Maths			
9-4 English	81.0%	90.5%	
9-4 Maths	76.2%	76.2%	

Total planned expenditure

Financial Year 2020-21	£123,195
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Barriers to future attainment (for students eligible for Pupil Premium)

In-school barriers

A.	The barrier to improving attainment is the number of PP students (59/133 -44%) with less than 95% attendance (Sept 2019 to March 2020), some of whom have complex needs/ multi-agency involvement.
B.	The barrier to improving attainment in some PP students is their current learning attitudes, low aspiration, the completion and quality of work, engagement with education and their ability to participate in wider learning opportunities.
C.	The barrier to improving attainment for PP students (particularly SEND), is the gap between their current levels of literacy and the requirements of the GCSE specifications.
D.	The barrier to improving attainment for PP students (particularly SEND) is the gap between the current levels of numeracy and the requirements of the GCSE specifications.
E.	Local Authority (CWaC) Priority 1: Close gap on PP exclusions
F.	Local Authority (CWaC) Priority 2: Improve all transition points for PP students, including in to Sixth Form and 16+

Desired outcomes and how they will be measured

Success criteria

A.	The attendance of PP students continues to improve and there are less incidences of missed learning.	This will be measured by a reduction in the difference between the attendance of PP students and their peers 2019-20 (up to 20.03.20) PP V Non-PP gap was -3% Attendance data shows gap reduced to 0% (both above 95%) by July 2021. Reduction in PP persistent absence (2019 up to 20.03.20 27/133 20% PP students had persistent absence)
B.	PP students are highly engaged in the curriculum (inc. extra-curriculum) leading to consistent, positive, learning behaviours.	This will be measured by improved punctuality to lessons, completion of classwork and homework, and reduced negative behaviour points, in particular for the current year 10 PP students. Punctuality, detentions and exclusions (internal and external) data shows no difference between PP and Non-PP students. PP students are engaged in their Blended Learning Programmes (including their use of MS Teams) No PP student is exempt from any opportunity at Bishop Heber High School – the PP student group is at least proportionally represented in extra-curricular opportunities

C.	PP students can apply their literacy skills across their curriculum so there is no difference in the literacy levels of PP and their peers in all subjects but especially English, History, RS and any other GCSE subject with an increased literacy content.	This will be evidenced in: <ul style="list-style-type: none"> - Learning walks and work scrutiny* will evidence literacy skills, including early assessment and feedback. - Improved student performance in internal and external assessments in all subjects but, in particular, in English as well as History, RS etc. - Year 7 and 8 NGRT (all students) and SWRT (students who require intervention) tests will show the impact of Accelerated Reader and extra literacy interventions at start / mid and end point of the year.
D.	PP students can apply their numeracy skills across their curriculum so there is no difference in the numeracy levels of PP and their peers in Maths, Science, Geography, DT and Computer Science and any other GCSE subject with an increased numeracy content.	This will be evidenced in <ul style="list-style-type: none"> - Learning walks and work scrutiny will evidence new numeracy skills, including early assessment and feedback. * - Improved student performance in internal and external assessment in numeracy-based subjects.
E.	There are not disproportionate amounts of fixed term and permanent exclusions for PP students.	A reduction in the difference between the exclusion data of PP students and their peers.
F.	<p>The curriculum and transition process promotes high aspirations. Improved transition for PP students at three key points: Year 6/7 into GCSE/ Level 2 into post-16.</p> <p>PP students are supported to be fully aware of pathways for future options- including Sixth Form, College and Apprenticeships.</p>	<p>Year 6-7 PP attendance and attainment data shows no gap with non-PP. Into GCSE- PP attendance and attainment data shows no gap with non-PP. Into post-16- attendance and attainment data shows no gap with Non-EMA/Bursary.</p> <p>100% sustained education, employment or training (0% NEET)</p> <p>Students are following appropriately challenging pathways to success - right child, right course.</p>

External barriers

G. The barrier to improving attainment is the rural location of the school and the accessibility to the school because:

- Low number of local high-quality employment opportunities, including post-16 apprenticeships.
- Students have to use school transport to get to and from school.

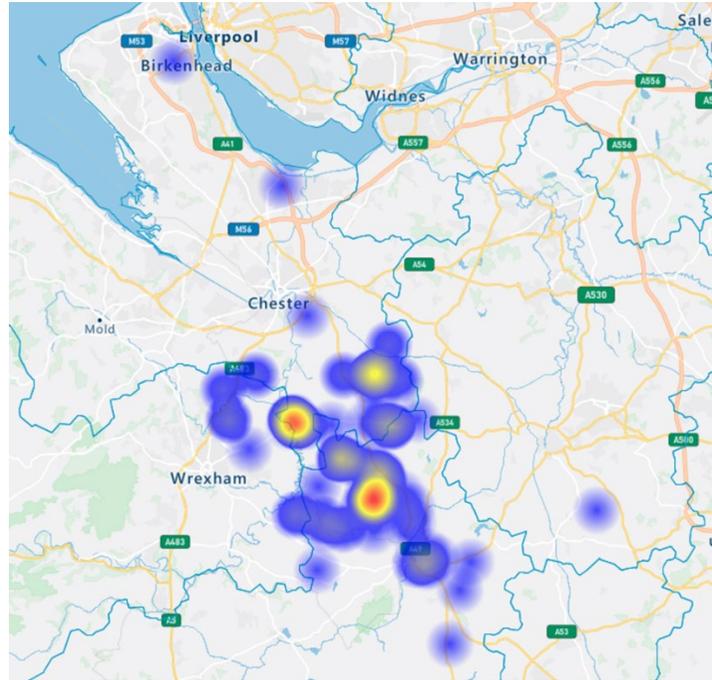
- Under 1 mile= 20.3%

Over 1 mile= 79.7%

Over 5 miles= 48.4%

Over 10 miles= 4.7%

Map of Catchment Area of Pupil Premium Students Year 7



<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
G.	<p>There is an improvement in PP students' attendance so it is in line with Non-PP- 0% gap- see priority A</p> <p>A good working relationship between the school and families of PP students is maintained with high levels of parental engagement (triangle of support)</p>	<p>Priority A</p> <p>Attendance at Parents' Evenings/ whole school events matches that of non-PP families</p>

PP ACTION PLAN

Quality of Teaching for all					
Desired Outcomes A-G	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Focus on high expectations for all, including student punctuality to school ➤ Embed a culture of high expectations- every lesson counts ➤ Develop more consistent practice in the role of the tutor in improving PP attendance through close monitoring and making contact with parents 	<ul style="list-style-type: none"> ➤ ‘Narrowing the Attainment Gap’ - Daniel Sobel ‘... attendance is an obvious problem to tackle for schools working on their attainment gap’ ➤ Correlation between attendance and attainment- avoid gaps in knowledge through absence ➤ SSDP – the role of the FT enhances the personal development, behaviour & attitudes for all their students ➤ Response to actions from Attendance SAR 2018 	<ul style="list-style-type: none"> ➤ Use of ‘walk throughs’ in form time* ➤ 121s SLT and Year Leader Meetings ➤ EWO & YL meetings focus on attendance of PP students ➤ Weekly Year Team focus on PP attendance ➤ Rigorous monitoring of PP attendance 	<ul style="list-style-type: none"> ➤ SLT ➤ EWO ➤ Teachers ➤ Year Leaders ➤ Form Tutors 	<p>Jan 2021</p> <p>April 2021</p>
B	<ul style="list-style-type: none"> ➤ High expectations for all students, including quality of their homework and engagement in new Blended Learning programmes. ➤ CPD programme focusing on the use of MS Teams to embed and develop Blended Learning Programmes ➤ Early interventions in place for students not meeting Heber expectations. ➤ Embed L2L for Year 7 to develop key skills early to allow students to access the wider curriculum as they move up the school ➤ Use of PARS to reward (merits) improved and excellent class/homework ➤ Pyramids of Inclusion (Pol) used by all teachers to ensure they have a real knowledge of PP students and respond with bespoke strategies to support them. ➤ NQT/RQT programme to include ‘closing the gap’ training and what it means specifically at Bishop Heber ➤ All teaching staff carry out a Personal Learning and Teaching project as part of their professional development which may focus on expectations and raising standards for HAB/PP students 	<ul style="list-style-type: none"> ➤ SSDP 1: High expectations are the norm and evident in all lessons, including for HABs ➤ SSDP 3: MS Teams supports a high-quality Blended Learning provision ➤ SSDP 1: Focus on continuing to close the gap for SEND/ PP - their outcomes remain a school priority for all ➤ ‘Boys Don’t Try’- Matthew Pinkett and Mark Roberts “knowing the context of each student is paramount...” ➤ Ensure NQTs understand expectation in terms of how to support PP students and the support they can proactively request/access ➤ A more collaborative approach to professional development promotes creativity and ownership over strategies to improve PP student outcomes. 	<ul style="list-style-type: none"> ➤ Evidence of PP student engagement and progress will be evidenced in lesson visits and work scrutiny* ➤ Performance Review- including observations* ➤ Use of MS Teams to engage students in their Blended Learning Programmes – student and parent feedback ➤ Analysis of behaviour for learning using PARS reports ➤ YL/SLT 121 to review interventions for PP students ➤ Use of weekly Tutor briefings to discuss any PP issues with tutors ➤ CPD inc NQT/RQT programme ➤ Performance review monitoring of PLPs 	<ul style="list-style-type: none"> ➤ SLT ➤ Blended Learning Focus Group ➤ Subject Leaders ➤ Year Leaders ➤ AYLS ➤ HCo ➤ Teachers 	<p>Jan 2021</p> <p>April 2021</p>

C	<ul style="list-style-type: none"> ➤ Consistent application of school learning and teaching policy (literacy/ feedback) ➤ C-SAW focus Curriculum and spoken and written word across ALL subjects inc. focus on tier 2 and 3 vocabulary ➤ Interleaving strategies embedded in teaching-sequencing and building on prior knowledge ➤ Elements of effective teaching such as modelling, scaffolding and feedback are built into blended learning programmes ➤ Where appropriate, ensure 'normal way of working' is facilitated for PP students to fulfil access arrangements 	<ul style="list-style-type: none"> ➤ 'Principles of Instruction'- Rosenshine ➤ 'Closing the Vocabulary Gap'- Alex Quigley (2018) '...closing the vocabulary gap is a crucial factor to later school success' ➤ Demands of new GCSE and A-Level specifications require a level of vocabulary across all subjects in order to access the questions. ➤ New Ofsted Framework 	<ul style="list-style-type: none"> ➤ Work scrutiny* ➤ Deep Dives- triangulation: teacher, student and book* ➤ Lesson 'visits'* ➤ Performance Review observations* ➤ Blended Learning CPD ➤ SARs ➤ Ensure 'scaffold' display boards are consistent in every classroom* 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ Blended Learning Group 	<p>Jan 2021</p> <p>April 2021</p>
D	<ul style="list-style-type: none"> ➤ Collaborative work across departments with high numeracy content to develop student understanding of links between the subjects ➤ Effective and regular practice of PP student basic numeracy skills to ensure access to the curriculum for all ➤ Further development of the STEM curriculum as a means to develop numeracy skills across the curriculum for Year 7 and 8 	<ul style="list-style-type: none"> ➤ New Ofsted Framework ➤ Gap in Maths outcomes between PP and non-PP students ➤ Reports from Subject Leaders that some students' numeracy skills are a barrier to student success in their subject 	<ul style="list-style-type: none"> ➤ Work scrutiny* ➤ Deep Dives- triangulation: teacher, student and book* ➤ Lesson 'visits'* ➤ Performance Review observations* ➤ SAR* ➤ MLM curriculum across department review of SKUs/subject content of subjects with numeracy content ➤ Monitoring of STEM lead by CMC – 121 meetings 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ CMC ➤ MRT 	<p>Jan 2021</p> <p>April 2021</p>
E	<ul style="list-style-type: none"> ➤ Promote the ethos 'Happy at Heber' through establishing excellent relationships with PP (all) students in every lesson ➤ Use classroom management effectively to ensure all students make progress ➤ PP identified on seating plans and position in the classroom carefully considered ➤ Seating Plans and PoI (Pyramids of Inclusion) ensure teachers know every child. ➤ Positive discrimination for PP students ➤ Role of Form Tutor - surrogate parenting ➤ Use of tutor time to promote student wellbeing 	<ul style="list-style-type: none"> ➤ SSDP 3: every child matters and is happy, healthy and safe ➤ Drive to ensure all staff know their students well ➤ Some PP students require their Form Tutors/teachers to support them in a surrogate parenting capacity 	<ul style="list-style-type: none"> ➤ Use of PSHCE inc. assemblies to promote the mantra 'Happy at Heber' ➤ All staff to uphold the school ethos of mutual respect and high standards. ➤ Review of IE and FTE data 	<ul style="list-style-type: none"> ➤ SLT ➤ Teachers ➤ Subject Leaders ➤ Year Leaders ➤ Form Tutors 	<p>Jan 2021</p> <p>April 2021</p>

<p style="text-align: center;">F</p>	<ul style="list-style-type: none"> ➤ SKUs created for all subjects that demonstrate appropriate sequencing Year 7-13 ➤ A recovery curriculum in place to ensure that there are no gaps in student knowledge and skills following the period of lockdown ➤ Year 9- 20% of GCSE curriculum delivered in all subjects to improve transition to KS4 ➤ Clear line of sight: SSDP-RAP with a focus on student outcomes ➤ Improved pathways & a personalised curriculum that enables PP students to access a curriculum pathway most suitable for them e.g. through BTECS/ Diplomas and a broader post-16 curriculum ➤ Early identification of PP (Year 6/7) and, if required, extended transition programme put into place ➤ Subject leaders and SLT prioritise challenging department variation in the success of PP students 	<ul style="list-style-type: none"> ➤ SSDP 1: quality first teaching underpinned by a rich recovery curriculum that meets the needs of all students ➤ New Ofsted framework ➤ New GCSE and A-level specifications have increased content and more complex skills evident 	<ul style="list-style-type: none"> ➤ Deputy HT i/c Quality of Education to quality assure SKUs ➤ Regular updating of the recovery curriculum ➤ Use of Middle Leader meetings to share good practice with opportunity to collaborate in planning and review process ➤ Use of PR for accountability for all ➤ Lesson visits and observations* ➤ SEFs and review meetings with SLT link and Headteacher (Year 11/13) ➤ Students confident and engaged in learning ➤ Student voice ➤ Parent questionnaires ➤ Use of BREIP 	<ul style="list-style-type: none"> ➤ MRT ➤ Subject Leaders ➤ Teachers ➤ HWi ➤ DCu 	<p>Jan 2021</p> <p>April 2021</p>
<p style="text-align: center;">G</p>	<ul style="list-style-type: none"> ➤ Use of technology to ensure key information is communicated to all students e.g. to replace the Year 7 Information/GCSE/Sixth Form information evenings/parents evening ➤ Regular contact with home from class teachers and subject Leaders where PP gap exists in terms of quality of work and progress. 	<ul style="list-style-type: none"> ➤ Success more likely when home and school working together ➤ Raise aspirations ➤ Break down barriers 	<ul style="list-style-type: none"> ➤ Proactive approach in ensuring PP families attend remote events ➤ Subject Leaders monitor contact with PP families 	<ul style="list-style-type: none"> ➤ SLT ➤ Subject Leaders ➤ Teachers ➤ Year Leaders ➤ Tutors 	<p>Jan 2021</p> <p>April 2021</p>
<p>COST: £20,000</p>					

	Targeted Support				
Desired Outcomes A-H	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Embed new Specialist TA role (TAF and SEMH) to support those PP families on TAF, TAC, Early Help ➤ Ensure in-school data shared with relevant staff ➤ Increase capacity to deliver ELSA and other evidence-based support. ➤ DHT member of OWoW secondary school focus group developing and embed trauma aware practice ➤ EWO and Inclusion Manager collaboration to reengage students with poor attendance owing to EBSR 	<ul style="list-style-type: none"> ➤ TAF- evidence of highly effective practice and impact to support student attendance and outcomes ➤ Our Way of Working trauma aware practice (CWaC trauma aware and recovery model) ➤ 'Leading on Pastoral Care'- D. Sobel 'pastoral best practice is preventative'" ➤ EEF June 2019 guidance on a tiered approach to supporting PP – importance of targeted support 	<ul style="list-style-type: none"> ➤ TAF audits from LA (CWaC) ➤ Inclusion meetings ➤ Oversight by SENDCo/Inclusion Manager/EWO and 121 meetings with DHT i/c PD+C 	<ul style="list-style-type: none"> ➤ UMo ➤ EWO ➤ CWi ➤ SVa ➤ CPI ➤ Year Leaders 	<p>Jan 2021</p> <p>April 2021</p>
B	<ul style="list-style-type: none"> ➤ Blended Learning Audit and follow up to ensure that PP students have the IT and support they require to prevent growing gaps following lockdown ➤ Use of TAs to support PP/SEND students struggling with their study skills ➤ Early Year 10 Parent presentation to support with English Language early entry. ➤ Year 11 PP SLT assertive mentoring ➤ Priority mentoring with tutors for EMA and Bursary students to include developing aspirations to higher education 	<ul style="list-style-type: none"> ➤ Declining attitude linked to poor motivation and aspiration noticed during the Summer term of Year 8. ➤ Develop good study habits early and support families to support their child's learning journey. 	<ul style="list-style-type: none"> ➤ Monitoring of some sessions ➤ Monitoring of on-calls (reduced) from SLT ➤ Year Leaders monitor Form Tutor use of the Blended Learning Audit to plan support for students who struggle completing their school work at home. ➤ AHT and YL Year 11 to monitor progress of students inc. PP following each round of reports ➤ AHT i/c sixth form to monitor progress of EMA/ Bursary students using reports data 	<ul style="list-style-type: none"> ➤ UMo ➤ CCo ➤ Year Leaders ➤ PBa ➤ RAb 	<p>Jan 2021</p> <p>April 2021</p>
C	<ul style="list-style-type: none"> ➤ Year 7 and 8 - use of NGRT to flag students who require literacy intervention ➤ Use of SWRT for students receiving interventions ➤ IRP - Interventions TA to support students with literacy concerns ➤ Use of PP TA (English) to support students both in and outside the classroom including at Homework Hub ➤ Develop the Year 7 121 precision teaching programme* ➤ Use IDL programme to support catch up students in Y7 and 8* ➤ Weekly English Subject Leader interventions – intervention groups will address the PP attainment gap 	<ul style="list-style-type: none"> ➤ TA to establish evident barriers for PP students and support and provide intervention (use funding available) when appropriate. 	<ul style="list-style-type: none"> ➤ Performance review of English PP TA ➤ Check PP students to have relevant revision guides and support texts. ➤ TA and English teachers monitor attendance to homework hub and revision sessions. ➤ Review impact of literacy intervention using NGRT tests and following tracking reports ➤ Communicate with home regarding available support ➤ Observation and monitoring of catch-up literacy lessons/sessions 	<ul style="list-style-type: none"> ➤ UMo ➤ JMc ➤ DHe ➤ GHi ➤ CWi 	<p>Jan 2021</p> <p>April 2021</p>

D	<ul style="list-style-type: none"> ➤ Use of PP TA Maths to support students both in and outside the classroom ➤ 121 targeted interventions in all years using Maths specialist TA ➤ Additional MyMaths or MathsWatch tasks for PP students where gaps exist ➤ Weekly Maths and Science Subject Leader interventions – intervention groups will address the PP attainment gap 	<ul style="list-style-type: none"> ➤ Historical PP gap on entry ➤ GCSE progress gaps 	<ul style="list-style-type: none"> ➤ Performance review of Maths PP TA ➤ Lesson visits* 	<ul style="list-style-type: none"> ➤ CMc ➤ AJo ➤ CTr ➤ LCh 	<p>Jan 2021</p> <p>April 2021</p>
E	<ul style="list-style-type: none"> ➤ Use of PP counsellor as an additional layer of support to improve social and emotional issues with PP students including those who may be at risk of permanent exclusion ➤ Use of PSPs to support students at risk of permanent exclusion ➤ Develop restorative practice following Internal Exclusion as a preventative strategy 	<ul style="list-style-type: none"> ➤ Counselling offers a confidential service and focus on practical strategies to minimise risk ➤ Some PP students do not have support from families to pro-actively access GP services ➤ Weekly PSP meetings to set and review targets provide close monitoring from pastoral and Inclusion staff and engage parents in the process 	<ul style="list-style-type: none"> ➤ Communication with Counsellor with registers updated weekly ➤ Recommendations for service through discussions at Inclusion Meetings and 121s with Year leaders and SENDCo ➤ QA PSP documents – check they are fit for purpose and audience 	<ul style="list-style-type: none"> ➤ UMo ➤ LGw ➤ SVa ➤ CWi ➤ Year Leaders 	<p>Jan 2021</p> <p>April 2021</p>
F	<ul style="list-style-type: none"> ➤ PP Year 6 Summer School to run July 2021. Build on current model as a means to gather additional information on students Year 6/7 ➤ Continue to ensure all Year 10 PP students have resources and revision guides (including GCSEPod and Educake) on Sep 1st to support their studies. ➤ Use of Futures meetings with SLT links to provide guidance to Year 11 students in Post-16 choices. Year 11/12 ➤ STEPS meetings for all students. Targets are set in response to reviewing assessment data with the Form Tutor. Start off new academic year with clear focus on how to improve. 	<ul style="list-style-type: none"> ➤ Year 6 Summer School has proven to give students a very positive start at Heber. The PE uniform provided ensures students feel part of the school community and parent feedback has been positive. ➤ All Year 10 students have resources they need to help them be prepared for their GCSE exams. ➤ SLT meetings with students can greatly support the most disadvantaged and ensure teachers/ tutors continue to support them ➤ Students to set SMART targets in response to reviewing assessment data with the Form Tutor. Start off new academic year with clear focus on how to improve. 	<ul style="list-style-type: none"> ➤ Effective communication of Summer School administration. Make it personal and include SLT in the programme. ➤ Ensure attendance of EMA/ Bursary Students at STEPS ➤ Year 11/12 handover of information with regards to previous Year 11 PP ➤ Support with EMA/ Bursary applications based on prior PP lists 	<ul style="list-style-type: none"> ➤ UMo ➤ PBa ➤ SLT ➤ RAB 	<p>Jan 2021</p> <p>April 2021</p>
G	<ul style="list-style-type: none"> ➤ Priority booking for PP parents on online booking system. ➤ Tutors and Year leaders to actively phone PP parents to ensure attendance at key meetings e.g. STEPS and offer transport if a barrier ➤ Year 6 PP parent meeting built into Summer School programme, led by key staff 	<ul style="list-style-type: none"> ➤ Ensure PP parents are able to secure parents evening appointments with all subject teachers ➤ Year 6 parents- additional layer of support in less intrusive environment. Opportunity to ask questions before September meeting. Reduce anxiety. 	<ul style="list-style-type: none"> ➤ Updated booking lists from IT ➤ Use of 121s with Year Leaders ➤ Planning and review of Summer School 	<ul style="list-style-type: none"> ➤ UMo ➤ IT support ➤ Year Leaders ➤ Tutors 	<p>Jan 2021</p> <p>April 2021</p>
COST: £70,000					

	Other Approaches				
Desired Outcomes A-H	Actions	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review Date
A	<ul style="list-style-type: none"> ➤ Continue to develop the role of the EWO so she builds relationships with PP families ➤ Promote and reward positive attendance at every opportunity ➤ Use the PP attendance board to generate conversations with Year Leaders about students, including PP siblings. ➤ Ensure consistent PP attendance focus via template for EWO/Year Leader meetings 	<ul style="list-style-type: none"> ➤ 2-year Attendance SAR cycle - celebrate success and focus new priorities ➤ Continue to reduce PA ➤ PP attendance gap continue ambition to close gap to 0% ➤ Improved attendance linked to improved outcomes- so remains a priority ➤ Template ensures conversations more focused and decisions regarding communication with families are logged 	<ul style="list-style-type: none"> ➤ EWO fortnightly 121 with DHT ➤ Continued CPD on role of the tutor ➤ Review advice of Oct 2019 attendance SAR (next attendance SAR due Oct 2021)* ➤ Use of attendance data on display for students ➤ Fortnightly 121 between EWO and Year Leaders to look at timely data and agree actions/ letters ➤ Use of assemblies to promote good attendance 	<ul style="list-style-type: none"> ➤ UMo ➤ ZLa ➤ Year Leaders 	<p>Jan 2021</p> <p>April 2021</p>
B	<ul style="list-style-type: none"> ➤ Proactive approach by Year Leaders and Form Tutors to encourage PP attendance at Homework Hub ➤ Taxis provided to ensure attendance at Homework Hub/ Parents Evenings/ Information Evenings ➤ Aim Higher trips to proactively include PP students ➤ Free Peri Music Lessons to PP students 	<ul style="list-style-type: none"> ➤ Emerging gaps with some PP for homework. ➤ Financing trips and visits can be a barrier. Subject Leaders to pre-empt and request funding for aspirational curriculum visits ➤ Raise aspirations and opportunity to activities that may otherwise be unaffordable 	<ul style="list-style-type: none"> ➤ SLT to check on Homework Hub learning environment after duty ➤ Liaise with TAs who lead sessions ➤ Review of Homework Hub attendance spreadsheet ➤ Tutors and teachers to promote to students ➤ School newsletter and other communication to promote facility ➤ Communication with Year leaders ➤ Monitor attendance at Parents Evenings 	<ul style="list-style-type: none"> ➤ UMo ➤ CTr ➤ GHi ➤ Subject Leaders 	<p>Jan 2021</p> <p>April 2021</p>

<p>C</p>	<ul style="list-style-type: none"> ➤ English PP TA uses Homework Hub to support KS3 PP students with literacy and homework support ➤ Promote motivation and reading for pleasure through reading books provided for KS3 students and through the BookBuzz initiative 	<ul style="list-style-type: none"> ➤ Gaps for PP students in quality of Homework ➤ Some PP students do not have a quiet space to work at home ➤ Some PP students do not have access to technology at home ➤ Specialist Literacy staff can support with understanding to ensure progress, and minimise chance of sanctions for failure to complete Homework ➤ ‘Closing the Reading Gap’ – Alex Quigley (2020) ‘... reading will prove the master skills of school, unlocking the academic curriculum for our pupils’ also ‘small, daily acts of reading matter’ 	<ul style="list-style-type: none"> ➤ SLT walk throughs ➤ TA reports of sessions ➤ Teachers to liaise with TA if a PP student has a specific piece of work they need support with in Homework Hub ➤ Review of improvements in reading ages - NRG 	<ul style="list-style-type: none"> ➤ UMo ➤ SLT ➤ GH ➤ JMc 	<p>Jan 2021</p> <p>April 2021</p>
<p>D</p>	<ul style="list-style-type: none"> ➤ Maths PP TA uses Homework Hub to support KS3 PP students with numeracy and homework support 	<ul style="list-style-type: none"> ➤ Gaps for PP students in quality of homework ➤ Some PP students do not have a quiet space to work at home ➤ Some PP students do not have access to technology at home ➤ Specialist numeracy staff can support with understanding to ensure progress, and minimise chance of sanctions for failure to complete homework 	<ul style="list-style-type: none"> ➤ SLT walk throughs ➤ TA reports of sessions ➤ Teachers to liaise with TA if a PP student has a specific piece of work they need support with in Homework Hub 	<ul style="list-style-type: none"> ➤ UMo ➤ SLT ➤ CTr ➤ CMc 	<p>Jan 2021</p> <p>April 2021</p>
<p>E</p>	<ul style="list-style-type: none"> ➤ DHT i/c PD+C to attend LA PP Steering Group and a member of the OWoW Secondary School Focus Group ➤ DHT i/c PD+C completing the Inclusive Leadership Programme run by The Difference – course focus on reducing exclusions ➤ DHT i/c PD+C & Year 11 Year Leader carrying out a review of the whole school behaviour and consequence process/procedures ➤ Remove barriers that may result in sanctions- e.g. incorrect uniform 	<ul style="list-style-type: none"> ➤ No opportunities missed that have been successful in another school/ setting ➤ Collaboration ensures effective practice and offers welcome challenge. ➤ Ensures DHT has most up to date county and national legislation and initiatives ➤ Ensure that there is in-school consistent practice to support students exhibiting challenging behaviour ➤ Ensure PP students are being supported to avoid detentions for issues around homework, where barriers might exist ➤ Ensure senior leaders are aware of number of PP students being removed from learning. 	<ul style="list-style-type: none"> ➤ Monitor PP Detentions by department ➤ SLT to track number of on-calls (PP) ➤ Review of PP Strategy (Action Plan) through RAG rating with SLT and other key stakeholders ➤ Form Tutors to check CORE 4, including uniform daily and make recommendations to replace items as necessary. ➤ Detention records ➤ On-call analysis 	<ul style="list-style-type: none"> ➤ UMo ➤ SLT ➤ CMc ➤ PBa ➤ Form Tutors 	<p>Jan 2021</p> <p>April 2021</p>

F	<ul style="list-style-type: none"> ➤ Oxbridge support for EMA/ Bursary students. ➤ Priority given on access schemes- made aware of EEF Summer Schools and encouraged/ supported to apply ➤ Priority Mentoring by subject teachers and form tutors ➤ Use of outside speakers to raise aspiration (Oxbridge, Russell Groups as well as Apprenticeships) 	<ul style="list-style-type: none"> ➤ EMA/ Bursary students may have barrier to access visits to Universities further afield ➤ Some EMA/ Bursary students may not have aspiration to challenge themselves to apply for the most prestigious courses 	<ul style="list-style-type: none"> ➤ Programme of guest speakers develops ➤ Include information of fee-free opportunities ➤ PP support/mentoring evidenced on 121 outcomes 	<ul style="list-style-type: none"> ➤ UMo ➤ SLT ➤ Rab ➤ CJo 	<p>Jan 2021</p> <p>April 2021</p>
G	<ul style="list-style-type: none"> ➤ Transport (Taxis) provided to Year 11 PP students after 121 tuition or revision sessions ➤ Taxis provided to KS3 to allow access to Homework Hub ➤ Uniform and other equipment provided for PP students as they move through the school. 	<ul style="list-style-type: none"> ➤ Some PP families are unable to collect their children from school ➤ To ensure PP students can access targeted tuition with subject teachers 	<ul style="list-style-type: none"> ➤ Review of PP attendance at revision sessions and Homework Hub 	<ul style="list-style-type: none"> ➤ UMo 	<p>Jan 2021</p> <p>April 2021</p>
COST: £30,000					

* = will be adapted to Covid-19 circumstances