



Pupil Premium Action Plan

Dame Elizabeth
CADBURY 2020-2021

Allocation and Budget

Key Priorities	Expected Outcomes
<ul style="list-style-type: none"> To accelerate the progress for pupil premium pupils. To improve outcomes for pupil premium pupils, and narrow the gap between pupil premium and non-pupil premium pupils. To ensure teaching enables all pupils to make good progress over time in all year groups. To implement and monitor intervention strategies for underperforming pupil premium pupils. To raise aspirations of pupil premium pupils inviting parents to celebrate success of pupils. 	<ul style="list-style-type: none"> Accelerated progress of pupil premium pupils. Close the gap between pupil premium and non-pupil premium pupils. Progress 8 scores of pupil premium pupils are greater than or equal to zero. PP attendance above national and the gap between PP and non PP is narrowed. Successfully remove/ reduce barriers to learning for PP pupils and improve their engagement in education and aspirations for future wellbeing.

Allocation 2018-19	£336,600
Allocation 2019-20	£325,782
Allocation 2020-21	£349,068

Pupil Premium Student Profile*

2019-2020			2020-2021		
Year Group	Disadvantaged	LAC	Year Group	Disadvantaged	LAC/ex-LAC
7	52%	0	7	49%	1
8	48%	0	8	52%	1
9	50%	0	9	40%	4
10	57%	1	10	42%	0
11	48%	0	11	37%	2
Total	51%	1	Total	41%	8

*Students who have been on FSM during the year and any point during the previous 6 years.

Monitoring and Evaluation Strategies

Process	Lead Person
Monitoring and tracking of PP cohorts progress	ERE
Regular monitoring of attendance and behaviour of PP cohort	ERE/WAI/CWN/HOHs
Monitoring and analysis of targeted intervention for PP cohort	ERE/MJS/FLs
Analysis of behaviour for learning needs and targeted intervention for PP cohort	ERE/WAI/CWN/HOHs
Regular consultation and monitoring via student voice	ERE/FLs
Annual evaluation and areas for development	ERE
Annual report to governors	MDN

Actions, Strategies and Interventions 2020-21

Description	Cost
<p>SIP Priority Improving the progress of pupil premium and disadvantaged pupils Implement effective and efficient deployment of staff resources Teachers are experts in their subject, including specifications/ pedagogy exploiting opportunities for cultural capital within their curriculum</p> <p>Teachers Additional staff teaching hours in core subjects and humanities, to teach specific pupil premium pupils that are underachieving. These specific targeted intervention groups will consist of fewer pupils in order to accelerate their progress. Appropriate intervention will be implemented by the subject teacher in consultation with the faculty leader in order to meet the needs of the pupils and ensure they achieve at least expected grade.</p> <p>Prevalent Barriers: - Limited access to language/vocabulary - Low literacy levels - Low numeracy levels - Low aspirations</p> <p>Action: - Faculty Leaders in English, Maths, and Hums to analyse data and identify underperforming pupil premium pupils in each year group. - Faculty Leaders to lead and direct subject teachers to implement an intervention plan for under achieving PP pupils. - Progress of intervention groups identified by each faculty to be communicated to ERE. Faculty leaders must track and monitor this. - New cohort of underperforming pupil premium pupils to begin differentiated intervention at the beginning of each half term (including Lead Practitioner intervention)</p> <p>Expected impact: Increase in progress Narrowing of the gap Positive pupil voice</p>	<p>£29,325</p>
<p>SIP Priority Implement a rigorous and sequential approach to reading and literacy in the curriculum Improving the progress of pupil premium and disadvantaged pupils</p> <p>Teaching and learning responsibilities Continuing TLR posts have been created for literacy (including reading) (£2796) and numeracy (£2796) to support the continued development of literacy and numeracy whole school. Implementation of Bedrock to immerse pupils in academic vocabulary, through reading interesting fiction and non-fiction texts.</p> <p>Prevalent Barriers: - Limited access to language - Low literacy levels - Low numeracy levels - Low aspirations - Financial deprivation at home - Limited access to resources</p> <p>Action: - To design and implement a whole school form time reading programme to ensure the reading ages of PP pupils increases and also serves to promote extra-curricular reading and interest - To design and implement a whole school numeracy form time programme to ensure the basic mathematical principles are revisited by PP pupils constantly in order to close the gap - LSN/CSH to implement the Bedrock programme with pupils and form tutors.</p> <p>Expected impact: Improved outcomes in Maths & English Increase in progress Narrowing of the gap Positive pupil voice</p>	<p>£11,000</p>

<p>SIP Priority Improving the progress of pupil premium and disadvantaged pupils Improve long and medium term planning <u>Assistant Head teacher accountable for attainment and progress of pupil premium students, including narrowing the gap</u> A senior leader carries responsibility and ownership for monitoring up to date progress 8 scores for pupil premium pupils. This person is to take appropriate action, improve attainment and progress of all underachieving PP pupils in all years, ensuring there is a focus on narrowing the gap.</p> <p>Prevalent Barriers: - Limited access to language - Low literacy levels - Low aspirations - Poor attendance</p> <p>Action: - Lead senior leaders to hold their faculty leaders to account for raising the attainment of pupil premium pupils in their faculty - Regularly monitor and track the progress of pupil premium pupils in lessons through walkabouts and book trawls and adjust leadership and strategy accordingly. - Process and advertise the PP bidding pot process with faculty leaders and heads of houses - Identify areas of good practice and hence where rapid progress is made with PP pupils and implement a CPD package for faculty leaders and teachers accordingly. - Make links with higher education institutions in order to establish and embed a volunteer tutoring scheme for core subjects including STEM for PP pupils</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£69,454
<p>SIP Priority Implement effective and efficient deployment of staff resources Embed precise diagnosis and swift intervention to meet need Improving the progress of pupil premium and disadvantaged pupils <u>Use the individual fund to ensure pupil premium pupils have access to the same opportunities as the whole school community</u> The individual fund will be used to allow a number of PP students participate in a variety of programmes and schemes to accelerate their progress. Furthermore, pupils will be provided with equipment for any subjects they require in order to successfully remove potential barriers to learning, to address any IT poverty.</p> <p>Prevalent Barriers: - Financial deprivation at home, including IT poverty - Limited access to resources - Remote learning barriers</p> <p>Action: - ERE to work alongside finance department within school to make funds available to pupils whenever it is needed - ERE to develop, implement and advertise a process for PP bids, detailing the impact the funds will have on PP pupils. - HoH will initiate and monitor impact on overall education as well as progress measures - HoH to monitor the IT facilities pupils have access to at home</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£30,000
<p>SIP Priority Sustain excellent outcomes for Year 13 Improving the progress of pupil premium and disadvantaged pupils <u>Sixth Form Bursary</u> To provide financial support to student in the Sixth Form to reduce barriers to learning for all pupils. Finances can be used for purposes such as books, equipment, examination resit fees, university applications fees, university visits, uniform, educational visits and transport costs for school trips (COVID dependent).</p> <p>Prevalent Barriers: - Financial deprivation at home - Limited access to resources - Narrow experience of life outside of school - Low aspirations</p> <p>Action:</p>	£5,000

<p>- Assign the leadership and management of this bursary to the Head of Sixth Form OHN and LSN (SLM). - Regular monitoring of impact to be conducted by ERE</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	
<p>SIP Priority To further improve attendance to ensure that all sub groups are in line or better than national</p> <p>Attendance Manager To work alongside Pastoral school staff to promote excellent attendance, reduce levels of absence and work with children and families to promote high levels of attendance across the school.</p> <p>Prevalent Barriers: - Poor attendance - Low aspirations</p> <p>Action:</p> <ul style="list-style-type: none"> - To undertake casework regarding students with attendance and punctuality issues, liaising with students, parents/ carers and school staff to identify individual problems and possible solutions. - To contribute to raising achievement by improving individual student's attendance and punctuality. - To support the care and well-being of those with attendance and punctuality issues. - To seek to identify the underlying causes of poor attendance and punctuality and to advise staff on agreed plans to facilitate students' return to school, improved attendance and access to education. - Participate in Early Help assessments and THINK family referrals <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£31,641
<p>SIP Priority Continue to embed outstanding safeguarding</p> <p>Social worker To work alongside Pastoral school staff to enable pupils experiencing hardship/difficulties to integrate into school life and assist the DSL and Deputy DSL with casework.</p> <p>Prevalent Barriers: - Poor attendance - Difficult family circumstances - Safeguarding/CP issues - Low aspirations</p> <p>Action:</p> <ul style="list-style-type: none"> - To undertake casework regarding students experiencing difficulties at home which are severely affecting education, liaising with students, parents/ carers and school staff to identify individual problems and possible solutions. - To contribute to raising achievement by seeking solutions which improve individual student's attendance and punctuality. - To support the care and well-being of those with complex emotional issues. - To seek to identify the underlying causes of poor attendance and punctuality and to advise staff on agreed plans to facilitate students' return to school, improved attendance and access to education. - Participate in Early Help assessment and THINK family referrals <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£35,413
<p>SIP Priority Pupils are prepared exceptionally well for life in modern Britain</p> <p>Duke of Edinburgh – COVID dependent To provide financial support for trip leaders to gain the necessary qualifications to facilitate the experience for PP pupils and provide pupils with necessary equipment.</p> <p>Prevalent Barriers: - Financial deprivation at home - Low aspirations</p> <p>Action:</p> <ul style="list-style-type: none"> - To raise aspirations of Year 9, 10 and 11 pupils and parents through assemblies and parental events 	£3,000

<ul style="list-style-type: none"> - Ensure transport to and from DofE locations allows PP pupils to participate. - Ensure appropriate equipment is provided to allow PP pupils to participate. - Provide opportunities for staff to receive the training required to meet the needs of the qualification. <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	
<p>SIP Priority Improving the progress of pupil premium and disadvantaged pupils <u>Increase parent engagement to facilitate support for Pupil Premium students</u> Improve parental engagement by making additional contact with targeted parents / carers to ensure they engage with activities the school provides to support them in supporting their child's learning.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low aspirations - Negative views of education <p>Action:</p> <ul style="list-style-type: none"> - ERE and HOHs to invite (virtually or otherwise) parents into after school meetings to discuss their child's progress and ways to improve their child's attainment. - ERE and KSI to create a parental engagement calendar in line with the whole school calendar. - Improve parental engagement with their child's attainment and break down any barriers parents have towards school for themselves and their child - ERE and KSI to create alternative parental events, where digital poverty becomes a barrier for parental engagement. <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice Positive parent voice</p>	£6,000
<p>SIP Priority To create opportunities for pupils to experience as many cultural, spiritual, moral and religious curricula evidenced through pupil pledge as well as curriculum time and the wider curriculum Improving the progress of pupil premium and disadvantaged pupils <u>Curriculum Bidding Pot (including cultural capital and wider curriculum)</u> To make funds available to support faculties with purchasing curriculum resources that will positively impact the attainment of PP pupils</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Limited access to language - Low aspirations - Low literacy levels - Financial deprivation resulting in lack of resources at home <p>Action:</p> <ul style="list-style-type: none"> - ERE to develop, implement and advertise a process for PP bids by faculty leaders and heads of houses, detailing the impact the funds will have on PP pupils via Microsoft Forms. - ERE to update line management meeting agendas via SLT to allow faculty leaders an opportunity to use the bidding pot - SLT to monitor the strategy faculty leaders are using with materials bought and the impact this is having on narrowing the gap in their faculty. <p>Expected impact: Increase in progress Narrowing of the gap Positive pupil voice</p>	£30,000

<p>SIP Priority To further, build pupil character through high quality Careers Education, Information Advice and Guidance Pupils are prepared exceptionally well for life in modern Britain</p> <p>Careers Guidance 1 to 1 careers guidance for all PP students to ensure they are well informed for the next steps in their future. Invite colleges and universities as well as external agencies into school (or virtually) to advertise opportunities for PP pupils once they leave DEC.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Limited access to resources - Low aspirations - Limited knowledge of higher education within family <p>Action:</p> <ul style="list-style-type: none"> - To arrange a suitable date and time for such events to take place - Ensure engagement of parents of PP pupils with such events - Follow up meeting with PP pupils after the event to gather pupil voice impact data - Invite successful business people/professionals with success stories to embed a positive culture around future careers <p>Expected impact: Destination data at KS4 and KS5 Increase in sixth form numbers Increase in the number of PP pupils applying/going to Russell Group universities Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	<p>£7,000</p>
<p>SIP Priority Implement effective and efficient deployment of staff resources Embed precise diagnosis and swift intervention to meet need Improving the progress of pupil premium and disadvantaged pupils</p> <p>Tutoring of core subjects To provide opportunities for pupils in school to have tutoring for English, Maths and Science GCSE to raise attainment of all.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low literacy and numeracy levels - COVID – school closure <p>Action:</p> <ul style="list-style-type: none"> - FLs to identify which groups require intervention and source tutors with assistance of SL - Coordination of timetabling to be completed by FLs in consultation with SL and communication to ERE - Bids must be made to ERE and impact must be monitored by FLs and SL. ERE to be updated by FLs once every half term. <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	<p>£6,000</p>

<p>SIP Priority Embed outstanding intervention Pupils are prepared exceptionally well for life in modern Britain</p> <p>Mentoring of vulnerable pupils To provide opportunities for vulnerable pupils to participate in multiple programmes which enables them to engage with positive role models, improve engagement with their own education and manage their own physical/mental health, through the Believe Centre.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low self-esteem/confidence - Negative body image - Gang affiliations - Mental health - Bereavement <p>Action:</p> <ul style="list-style-type: none"> - HOH/Believe Centre staff to identify which pupils will benefit from the mentoring programme, based on pastoral knowledge and relationships developed with the pupils families <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£30,766
<p>SIP Priority Improving the progress of pupil premium and disadvantaged pupils Embed precise diagnosis and swift intervention to meet need</p> <p>IT facilities for isolation To provide isolated pupils to have full access to the highly ambitious blended learning package, created by faculty leaders, to raise the attainment and progress for all.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low aspirations - Limited access to resources - Risk of school refusal <p>Action:</p> <ul style="list-style-type: none"> - Liaise with SVA to purchase laptops which will be assigned to isolation - RGD to coordinate the allocation of laptops and work to pupils in isolation on a daily basis - HoH/ERE will monitor the impact on progress of pupils <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£4,169
<p>SIP Priority Improve proactive interventions for behavior Embed precise diagnosis and swift intervention to meet need</p> <p>Alternative Provision Providing placements for students where an alternative curriculum provision is required to ensure successful completion of education in the right setting.</p> <p>Prevalent Barriers:</p> <ul style="list-style-type: none"> - Low aspirations - Risk of permanent exclusion - Risk of school refusal <p>Action:</p> <ul style="list-style-type: none"> - Alternative provision placements sourced where appropriate and monitored by WAI/MDN. <p>Expected impact: Prevention of permanent exclusions Increase in attendance Increase in progress Narrowing of the gap Destination data Positive pupil voice</p>	£28,800

<p>SIP Priority To create opportunities for pupils to experience as many cultural, spiritual, moral and religious curricula evidenced through pupil pledge as well as curriculum time and the wider curriculum Improving the progress of pupil premium and disadvantaged pupils</p> <p>Rewards and Incentives To celebrate the success of pupils achievements through various rewards and incentives throughout the academic year. This will include rewards, trips for making outstanding progress as well as the annual DEC Oscars.</p> <p>Prevalent Barriers: - Narrow experience of life outside of school - Low aspirations</p> <p>Action: - MJS to review the school rewards system and raise the profile of rewards - To promote the graduation of the Pupil Pledge - To plan the DEC Oscars ensuring as many PP pupils are rewarded on the evening - WAI/JSH to create a rewards calendar in line with the whole school calendar (COVID dependent) - Liaise with HoH and FLs to actively seek opportunities where pupils can be rewarded for making good academic progress.</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£8,000
<p>SIP Priority To continue to, embed outstanding learning behaviours for all pupils.</p> <p>Summer School Targeted to students in Year 6 who will be joining the school in the new academic year. This allow opportunity for PP pupils to develop confidence within the new school setting, become familiarised with their new teachers and make friends before school begins. In addition, it is an opportunity to allow students and their parents to become more familiar with the schools ethos and beliefs.</p> <p>Prevalent Barriers: - Low aspirations - Poor attendance</p> <p>Action: - Liaise with HOHs regarding the promotion of summer school and targeting pupils who are entitled to the pupil premium fund.</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£2,000
<p>SIP Priority Embed precise diagnosis and swift intervention to meet need</p> <p>LAC The fund will be used to ensure a variety of educational visits and experiences are accessible for LAC pupils. Furthermore, pupils will be provided with equipment for any subjects they require in order to successfully remove potential barriers to learning.</p> <p>Prevalent Barriers: - Financial deprivation at home as a result of being a Looked After Child - Limited access to resources - Narrow experience of life outside of school - Low aspirations</p> <p>Action: - ERE to work alongside finance department within school to make funds available to LAC/PLAC pupils whenever it is needed - HoH/CWN will initiate and monitor impact on overall education as well as progress measures</p> <p>Expected impact: Increase in attendance Increase in progress Narrowing of the gap Positive pupil voice</p>	£8,000

<p>SIP Priority Improving the progress of pupil premium and disadvantaged pupils To create opportunities for pupils to experience as many cultural, spiritual, moral and religious curricula evidenced through pupil pledge as well as curriculum time and the wider curriculum</p> <p>Music Lessons Targeted to pupils who study BTEC Music and any other pupil who wishes to learn or continue to learn to play an instrument to create opportunities as part of cultural capital and pupil pledge.</p> <p>Prevalent Barriers: - Narrow experience of life outside of school - Low aspirations - Limited access to resources</p> <p>Action: - Liaise with JAN regarding the promotion of music lessons and targeting pupils who are entitled to the pupil premium fund.</p> <p>Expected impact: Increase in attendance in music Increase in progress in music Narrowing of the gap in music Positive pupil voice in music</p>	<p>£3,500</p>
<p>TOTAL</p>	<p>£349,068</p>