

Pupil Premium Report for Primary and Secondary Schools

Pupil premium spending 2020/21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	1478	Total pupil premium budget:	£197 999
Number of pupils eligible for pupil premium:	267	Amount of pupil premium received per child:	£955 (FSM/FSM6) £2345 (LAC/PostLAC) £310 (Service 6)

STRATEGY STATEMENT

At Great Baddow High School our motto of “Always Striving for Higher Things” includes all members of our school community. Barriers exist for different learner groups and we are committed to closing the gap between progress of our disadvantaged learners and their peers.

Our disadvantaged strategy has four core strands:

Academic Intervention

Engagement with Home

Improving Attendance

Raising Aspirations

Academic Interventions – our academic interventions are numerous and start within the classroom, ensuring that class sizes and setup are appropriate through to drop down days and interventions off-site. All of these interventions have merit and have worked well. Our next step is to ensure that we target each disadvantaged student with the interventions that are most suitable for them.

Engagement with Home – our pastoral team work tirelessly to ensure that we have contact with home for every disadvantaged student. In most cases this helps us to understand the needs of the individual student. The level and type of contact needs to be refined so that each student has the correct mix of pastoral and curriculum support for their needs.

Improving Attendance – the attendance of our disadvantaged students has improved over the years due to strategies put in place pastorally. The next step is to try to ensure persistent non-attenders improve their absent rates.

Raising Aspirations – all disadvantaged students have priority careers meeting with external agencies to give them the best independent advice for them. Visits to universities and apprentice providers as appropriate have had to be put on hold to be held remotely.

The aim of our strategy is to ensure that the gap is closed between our disadvantaged students and all students nationally. We aim for our Progress 8 figure to be consistently non-negative by 2023.

Assessment information

END OF KS4		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9-4 English and maths	65	78

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low attainment in KS2 (literacy/numeracy)
B	Attitude to learning/Low progress
C	Low aspirations

ADDITIONAL BARRIERS	
External barriers	
D	Low attendance
E	Low self-esteem/confidence
F	Lack of support from home

Planned expenditure for current academic year

ACADEMIC YEAR 2020/21						
Quality of teaching for all						
Action		Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Review date
A	Transition group – extra teaching group in KS3 core and foundation subjects for those students who will find the transition to secondary school the most challenging	Ensure those with low prior attainment make good progress, aiming to broadly catch-up with their peers by the end of year 9.	Bridge the gap between a primary school setting and secondary school. Give students the confidence to flourish	Quality staffing and communications between transition group teacher and relevant HoDs	ODL	Sep '21
A/B	Extra groups in core subjects in KS4	Improve outcomes at KS4 in Eng/Ma/Sci	Smaller groups lead to more individual attention from teaching staff, improving both self-confidence and results	Liaison with HODs to ensure that the extra set is utilised well.	DXP/LWS	Sep '21
B	Personnel and software to assist in the identification and management of students needing support and to assist in the students organisation.	Identification of those in most need of intervention allows targeted use of resources leading to improved outcomes.	Limited resources need allocating in the best way possible. Identifying those most in need of assistance and in which areas, allows for this.	Review of the success of interventions and outcomes.	DXP/LWS	Sep '21
					Total budgeted cost:	£194 000

Targeted support				
	Action	Intended outcome/success criteria	Staff lead	Review date
B	Staff awareness. All staff aware of the disadvantaged students in their teaching groups, their individual needs and strategies to support them best.	Disadvantaged students better supported in their learning, seated in the best place for them to learn and get the best feedback and support possible. Improved outcomes.	LWS	Sep '21
B	Targeted academic interventions. Where requirements are identified, interventions such as small group work, drop-down work, and on-line tuition to be given to students. This provision will likely be increased this year with the "catch-up" programme due to lockdown.	Improvement in outcomes for students, monitored through data-drops, RAP meetings and end of year results.	DXP/LWS	Sep '21
B	Revision material for all KS4 students. Revision material that is recommended by departments to be offered on loan to all disadvantaged students.	Give disadvantaged students access to the same materials that other students have access to. Improved outcomes at KS4.	LWS	Sep '21
Total budgeted cost:				£16 000
C	Every disadvantaged student to be prioritised for a careers interview	Disadvantaged students aspire to an appropriate next stage of education with all gaining places on an appropriate course.	LWS	Sep '21
C	Disadvantaged students to be offered an appropriate post-16/post-18 insight into the next stage of their education.	Students to be offered a university visit and/or apprenticeship visit as appropriate (covid friendly versions in the immediate future). Students aspiring to gain an appropriate place in further education.	LWS	Sep '21
C	Disadvantaged students to take part in a wide range of extra-curricular clubs, hold positions of responsibility and improve their cultural capital whilst at GBHS	Contribution of disadvantaged students to the entire school community.	LWS	Sep '21
Total budgeted cost:				£1000

	Action	Intended outcome/success criteria	Staff lead	Review date
D/E	Mentor from WHUFC	A programme of bespoke individualised group interventions and one-to-one mentoring sessions to tackle anxiety, self-esteem and confidence affecting attendance and engagement in school life.	FLD	Sep' 21
D/E/F	YMCA	Family support workers giving one-to-one mentoring and working directly with families to help break down barriers between home and school. Improving attendance and engagement.	FLD	Sep '21
E	Student Support Centre	Staff to coordinate and organise external interventions as well as acting as the first port of call for students in need of support on a day-to-day basis.	BCJ	Sep '21
	Alternative Educational Provision	Winchmore group/Youth Build/Circles Farm – alternative educational provision for those students who, due to differing circumstances and needs, access education off site to support their learning.	BCJ	Sep '21
F	Ensure every disadvantaged student's parents/carers has regular contact with the school.	The school/parent/student triangle is important to ensure consistency and joined up support for students. Every disadvantaged home to be contacted and attendance at curriculum and parent evenings encouraged. Those who do not attend to receive direct communication.	LWS	Sep '21
Total Budgeted Cost				£88 300

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR 2019/20			
Action	Intended outcome	Impact	Evaluation
Extra teaching group in KS4 English and maths	Improved results in core subjects for disadvantaged students.	2020 Progress 8 results for eligible students Actual results (PPE Nov / 2019 actual) English -0.25/-0.23 (-1.00/-1.34 -0.70/-0.73) Maths -0.06 (-1.25 -0.24) This will also have had an impact on non-eligible students.	A valuable strategy that we learnt throughout the year how to make the most of it. This can be improved upon next year to improve outcomes further still.
Transition group – extra teaching group in KS3 for those students who will find the transition to secondary school the most challenging	Ensure those with low prior attainment make good progress, aiming to broadly catch-up with their peers by the end of year 9.	A lot of the students in these groups have made significant progress compared to those with similar KS2 outcomes in previous years. A number of the students have been moved out of this group due to good outcomes throughout KS3. It was a benefit through lockdown for these students to have one main contact for a number of subjects.	An excellent intervention that is having the desired impact on a number of students. Continued liaison with feeder primary schools to ensure the correct students are in this group necessary.
Targeted interventions	Provision of revision materials and intervention days off-site	Provision of revision material had good feedback from students. Only one intervention day went ahead with extremely positive feedback.	Provision of revision material is a rolling strategy that will continue. The intervention day(s) will run again, situation allowing and will be extended to more days and more subjects. Possibly to include weekends.