

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Garibaldi School				
Academic Year	2020-21	Total PP budget	£250230	Date of most recent PP Review	Aug 20
Total number of pupils	823	Number of pupils eligible for PP	241	Date for next internal review of this strategy	Jan 21

2. Current attainment (2019 due to no 2020 results)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	+0.16	+0.13
Attainment 8 score average	39.5	50.3

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy levels on entry are lower for disadvantaged than other students and low in relation to national averages. For example the reading scaled score average of current Year 8's is 1.6 lower than for Maths at 104.2. This makes it more difficult for students to access the curriculum and means that attitudes towards reading are poor and students lack a wide and sophisticated vocabulary. This is a particular issue for middle ability boys. Star reading age scores on entry averaged 10 years and 9 months, however 1/3 of students have a reading age score of less than 10 years.
B.	Students have poor levels of cultural capital overall and this is particularly the case with disadvantaged students. The low socio-economic demographic of the communities the school serves along with the location of the school in a suburban area of a deindustrialised town in the East Midlands means students have little access to diverse cultural experiences.
C.	Low levels of social mobility in the area are a barrier to higher outcomes particularly for disadvantaged students. Low levels of social capital mean that students lack the connections to networks that might offer opportunities i.e. high quality work experience placements. Some students in particular disadvantaged students can lack confidence and self belief which if unchallenged leads to low aspirations. As a result too few disadvantaged students get the benefit of opportunities further afield whether this is university or high quality degree equivalent courses or higher level apprenticeships.

Additional barriers (including issues which also require action outside school, such as low attendance rates)		
D.	Attendance rates for disadvantaged students are lower than for non-disadvantaged. For example the whole school attendance rate for disadvantaged students is below the overall attendance rate – 89.7% compared to 93.3% (as of November 2020) This means that the impact of lessons and support in school needs to be greater for disadvantaged students in order to close the progress gaps to non-disadvantaged students.	
E.	Engagement with remote learning for disadvantaged students is lower than non-disadvantaged students. During the first national lockdown engagement rates across Year 7-10 students were significantly lower for disadvantaged students. For example based on teacher feedback in Year 10 while 65% of all students in the cohort engaged fully or to an extent with remote learning, this figure was only 42% amongst disadvantaged students. There are challenges around accessibility to resources to ensure effective remote learning but also around parental engagement with and understanding of how remote learning is delivered and how they can support this.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Ensure high levels of literacy for disadvantaged students	Analysis of KS3 Accelerated reader scores Above expected progress in English for Year 7-10 at monitoring points English P8 for disadvantaged students to be better than for non-disadvantaged students nationally in 2021.
B.	Improved levels of cultural capital to be evidenced in improved performance in EBACC subject area (Science, Humanities and Languages)	Year 11 Disadvantaged students P8 to be positive for the EBACC basket in 2021. Predicted P8 for Year 10 Disadvantaged students based on end of year mocks to positive. Increased percentage of disadvantaged students taking EBACC facilitating subjects – with the expectation that 75% of disadvantaged students will have opted for the full suite of EBACC subjects in current Year 9.
C.	Improve aspirations and expectations of students in order to increase opportunities for social mobility on leaving education.	Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.

		<p>Increase the proportion of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships</p> <p>Increasing percentage of students opting for the EBACC facilitating subjects.</p> <p>Increased 6th form retention of disadvantaged students.</p>
D.	Increased attendance rates for disadvantaged students	<p>Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students.</p> <p>Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance)</p>
E.	Improved engagement from home learning	<p>Use of GCSE pod for disadvantaged students to have a higher level of engagement than non-disadvantaged students.</p> <p>100% access to remote learning platforms i.e. MS Teams for students isolating due to Covid-19</p> <p>High levels of parental engagement and understanding of the expectation when students working from home (parent voice survey information)</p>

5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Focused work on ensuring effective Medium and Short Term Planning to support delivery of an ambitious curriculum</p> <p>CPD training for all teaching staff focusing on effective Medium Term Planning and Short Term Planning. Use of the Lesson Planning Framework document to support.</p>	<p>Amazing results for Year 11 cohort – particular focus in EBACC subject areas</p> <p>Positive progress for all EBACC subjects across 7-10</p> <p>Opportunities for students to develop social and cultural capital within the curriculum are wide ranging and used effectively to maximise student progress and outcomes.</p>	<p>We know that the curriculum is the vehicle for progress and the aim is to ensure we deliver an ambitious and effective curriculum that challenges all students and support them to achieve the best possible outcomes. Students, particularly the disadvantaged need to see and understand the point and purpose of their learning in order to engage effectively with this.</p>	<ul style="list-style-type: none"> - SLT led CPD development sessions - SLT led Middle Leader development – leading teaching - Whole staff CPD development - Department led CPD on pedagogy and practice - NQT/RQT bespoke CPD on AFL and planning. - SLT line management structure - Regular SLT led classroom visits. - QA processes Department 	<p>Assistant Head of School (MS)</p> <p>Head of School (JA) and Deputy Head of School (MD) SLT Line Managers</p> <p>And all lead teachers</p>	<p>In line with School Improvement Framework milestones</p>

<p>Whole staff focus on development of the Lesson Planning Framework – with a specific focus on addressing the specific needs of all students (disadvantaged)</p>	<p>Amazing results for Year 11 cohort – particular focus in EBACC subject areas</p> <p>Positive progress for all EBACC subjects across 7-10</p> <p>Opportunities for students to develop social and cultural capital within the curriculum are wide ranging and used effectively to maximise student progress and outcomes.</p>	<p>The planning of an ambitious and effective curriculum will then need to be delivered effectively with teachers making effective use of data and student context to inform bespoke planning. This needs to meet the needs of all groups of students in particular those that are disadvantaged. Utilising the Lesson Planning framework enables staff to treat every student as an individual and plan to meet their needs.</p>	<ul style="list-style-type: none"> - SLT led CPD development sessions - SLT led Middle Leader development – leading teaching - Whole staff CPD development - Department led CPD on pedagogy and practice - NQT/RQT bespoke CPD on AFL and planning. - SLT line management structure - Regular SLT led classroom visits. - Department QA processes 	<p>Assistant Head of School (MS)</p> <p>Head of School (JA) and Deputy Head of School (MD) SLT Line Managers</p> <p>And all lead teachers</p>	<p>In line with School Improvement Framework milestones</p>
<p>Develop high quality provision for remote/virtual learning with a particular focus on meeting the needs of disadvantaged students.</p>	<p>Year 11 Progress for Disadvantaged students is greater than non-disadvantaged students nationally in 2021.</p> <p>Projected outcomes for disadvantaged students in Year 7-10 are greater than those for non-disadvantaged students.</p>	<p>Disadvantaged students were disproportionately affected by the national lockdown. Engagement rates, access to appropriate technology and parental engagement for disadvantaged students were significantly below that for non-Disadvantaged students.</p>	<ul style="list-style-type: none"> - Survey provision of technology for all students. - Ensure collaborative working between AHOS (T+L) and Head of Virtual Learning - Develop a Remote Learning Guidance hand book. - Provide ongoing staff CPD and support - Establish a designated 'recording space' - Provide IT hardware 	<p>Assistant Head of School (MS)</p> <p>Head of Virtual Learning (KC)</p>	<p>On a weekly basis based on circumstance and extent of rates of student isolation etc.</p> <p>In line with School Improvement Framework milestones</p>
<p>Total budgeted cost</p>					<p>£85000</p>

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Develop effective intervention mentoring/ mentor review process focused around ATL and progress</p> <ul style="list-style-type: none"> - Pastoral Lead to focus on Disadvantaged in Year 11 - SLT – focus on low achieving PP students in Year 11 - Achievement Leads 7-9 to have focus on PP cohorts 	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of</p>	<p>Regular focused conversations taking place each half term will encourage students to reflect and build resilience. It will also highlight points of praise to build confidence and self-belief. This has been supplemented by a new format for the Attitude to Learning Report which integrates these changes. Staff and student voice had highlighted these aspects as being the one's most positively affected by IM and this is informed by EEF research on</p>	<ul style="list-style-type: none"> - New IM form to record summary of conversations. - Achievement Leads and DHOS Progression to QA IM process - QA of study period provision - Student Voice survey to measure perceptions of impact - Analysis of correlation between QA and data sets 	<p>Assistant Head of School – Achievement</p> <p>Achievement Leads</p> <p>Mentors</p>	<p>After ATL and Progress monitoring points.</p>

<p>Implement an integrated approach to raising aspirations through:</p> <ul style="list-style-type: none"> - Clear and sustained focus on character development through ATL - Develop Widening Participation week of activities/opportunities - Use of WP Partners – UON/NTU/Oxbridge - Achievement policy to target high ability PP students. - Raising aspirations day; Virtual careers. - Brilliant Club/Scholars programme. 	<p>All Yr11 disadvantaged students have applied for/secured a place in 6th Form, College or on a good quality apprenticeship by May 2021</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>The disadvantaged cohort demonstrate greater awareness and understanding of post 16 options.</p>	<p>Low levels of cultural capital and social mobility exist in the communities that the school serves. While work done to raise aspirations has had an impact, too many students lack an expectation by the time they finish their education that they can meet these aspirations. Activities and provision in 2020-21 will build on lessons learned in 2019-20 to ensure that students have the confidence and self-belief to turn their aspirations into expectations.</p>	<ul style="list-style-type: none"> - Develop culture of confidence and self-belief in year groups – specific focus on disadvantaged. - Raise awareness of ATL and link to achievement & aspiration - Use of assembly provision - Development of study period activities - Working with range of Higher and Further education partners - QA of study period – SLT and Achievement Leads - Use of student voice activities. 	<p>Deputy Head of School – Progress</p> <p>Achievement Leads 7-10</p>	<p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student voice activities</p>
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<p>Tailored subject intervention support:</p> <ul style="list-style-type: none"> - Year 11 AM subject interventions - Subject focused interventions – English and Maths – Year 11 - Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Yr11) - YIPIYAP provision for additional specialist student's support in Maths/English/Science for Yr11 students. - My Tutor programme; individual 1:1 tuition for additional home schooling to improve English/Maths/Science (Yr11). 	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>Percentage of disadvantaged students obtaining 4+/5+ in both English and Maths to be higher than the non-disadvantaged students nationally.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can improve outcomes particularly for those of secondary level. We will look to implement a range of small group and one to one tuition opportunities for student to support the closing of learning gaps. Students will be selected to access the most appropriate and effective approach for the needs and context in light of going formative and summative data and feedback from staff.</p>	<ul style="list-style-type: none"> - QA of planning and delivery of AM sessions by SLT - Half termly update on AM and PM sessions - Communication with parents – specific focus on disadvantaged students - Subject class intervention group analysis - Use of data to target most appropriate participants in activities – disadvantaged student tracker - QA YIPIYAP and MyTutor programme. Track engagement and ensure all students have the resources and training to access the online program 	<p>Deputy Head of School – Progress</p> <p>Achievement Leads</p> <p>Director of Languages/Maths</p> <p>School IT lead</p>	<p>After ATL and Progress monitoring points.</p> <p>Post provision through targeted student voice activities.</p> <p>Feedback and reports from YIPIYAP and MyTutor.</p>
Total budgeted cost					£85000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Achievement Leads - Designated people give focus to PP groups</p>	<p>More bespoke and targeted support for disadvantaged students in Year 7-10</p> <p>No gap in rates of progress for disadvantaged students compared to non-disadvantaged students.</p>	<p>We want to be able to understand and respond to the specific needs of disadvantaged students as soon as they come into school. Achievement Leads will champion the progress and success of their allocated year groups and will allow for higher levels of support, more in depth analysis and responsive planning.</p>	<ul style="list-style-type: none"> - SLT line management of Achievement Leads (DHOS) - Lesson and study period drop in from Achievement Leads and AHS Achievement. - Review and analysis of monitoring progress data - Review and analysis of ATL monitoring data 	<p>Deputy Head of School - Progression</p>	<p>This will take place at the three progress monitoring points in October, January and May</p>
<p>Associate assistant head to lead attendance strategy and interventions</p>	<p>Attendance to be in line with national figures and in line with non-pupil premium student attendance.</p> <p>Improve parent – school contact and levels of engagement</p>	<p>Attendance figures for the school have been below the national average for a number of years and there is a significant gap between the attendance of pupil premium and non-pupil premium students. This is clearly a significant barrier to pupil premium students achieving well.</p> <p>Regular contact with parents of disadvantaged students has often been regarded as infrequent. This contact is designed to provide additional levels of support where needed and improve levels of engagement of students by increased parental engagement.</p>	<ul style="list-style-type: none"> • Weekly SLT attendance analysis • ½ Termly Detailed attendance QA report • AAHT to work with new Attendance Manager to develop understanding of “attendance as a school priority” • Develop attendance culture across the whole school • Pupil premium focus groups run by attendance manager • Attendance manager to liaise with achievement leads • Sanctions / Rewards system to be investigated and implemented 	<p>Assistant Head of School for PDBW</p> <p>Associate Assistant Head</p> <p>Attendance Manager</p>	<p>In line with School Improvement Framework milestones</p> <p>AAHT to review attendance rates weekly, and half termly through the tracking folders and contact being made to parents.</p>

			<ul style="list-style-type: none"> AAHT to oversee the tracking and implementation of attendance monitoring and interventions put in place. 		
Total budgeted cost					£55000

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Development of AFL across the curriculum – specific focus on EBACC subject development</p> <p>Whole staff focus on development of the Lesson Planning Framework – with a specific focus on address the specific needs of all students (disadvantaged)</p>	<p>Improved EBACC results for Year 11 cohort</p> <p>Positive progress for all EBACC subjects across 7-10</p>	<p>Science – 2020 +0.24, 2019 -0.11 Hist- 2020 +0.19, 2019 -0.31 Geog 2020 +0.78, 2019 +0.77 Spanish 2020 +0.40, 2019 +0.38 Comp 2020 +1.14, 2019 -0.13</p> <p>Overall EBacc – 2020 +0.40, 2019 -0.10</p> <p>7-10 Progress at M2</p> <p>7, -0.08 8, -0.21 9, -0.27 10, -0.32</p>	<p>Approaches used to continue. Identifying the need for thorough understanding of specifications and courses to ensure all staff can effectively deliver these to all students.</p> <p>Quality Assurance of curriculum design and sequencing, along with the QA of departmental MTPs and curriculum map to be a focus in 2020-21. Along with a specific focus on ensuring the curriculum as a whole and that of subject domains is ambitious and supports the development of social and cultural capital.</p> <p>The onset of the national lockdown meant that there was significant disruption to learning in HT4-6. The response to this lost learning is addressed above. However it is worth noting that this had a significant short and medium term impact on curriculum planning and delivery which will need to be addressed in 2020-21, particularly in relation to amending the curriculum where required for remote learning.</p>	<p>£65,000</p> <p>Made up of</p> <p>£8500 CPD</p> <p>£26500 Support and resources to develop broader use of AFL and focus on the value of EBACC</p> <p>£30000 SLT support and Leadership development provision</p>
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Develop effective intervention mentoring focused around ATL and progress</p> <p>- Pastoral Lead to focus on PP girls in Year 11</p>	<p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better</p>	<p>Progress 11 – Disadvantaged to non-disadvantaged progress based on CAG</p> <p>Disadvantaged = 0.14 Non-disadvantaged = 0.70 Gap = +0.56</p> <p>- There were no national figures for Disadvantaged student progress published in 2020.</p>	<p>Over the course of Half Terms 1-3 Disadvantaged students made significant progress. Supported by the range of supportive interventions and actions they were developing a more positive independent approach to revision and exam preparation. This was evident in the improved position in the February mock exams. This was pushed by Intervention Mentors, subject teachers and SLT in their conversations with students and in assembly provision. The focused intervention day</p>	<p>£43000</p> <p>Made up of: £12600 – PM revision and planning</p> <p>£3200 – Intervention</p>

<p>- SLT – focus on low achieving PP students in Year 11</p> <p>- Achievement Leads 7-9 to have focus on PP cohorts</p> <p>Implement an integrated approach to raising aspirations and expectations through:</p> <ul style="list-style-type: none"> - Clear and sustained focus on character development through ATL - Develop and implement Widening Participation week of activities/opportunities - Use of NTU and UON Student Ambassador/ Students in Classrooms provision. <p>Tailored subject intervention support:</p>	<p>than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>All Yr11 disadvantaged students have applied for/secured a place in 6th Form, College or on a good quality apprenticeship by May 2020</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p> <p>The disadvantaged cohort demonstrate greater awareness and understanding of post 16 options.</p> <p>Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10</p> <p>P8 for disadvantaged students to be better</p>	<p>7-10 Progress at M2</p> <p>7, -0.08 8, -0.21 9, -0.27 10, -0.32</p> <p>7-10 Disadvantaged to non-disadvantaged progress gap at M2</p> <p>7 - +0.18 8 - +0.27 9 - +0.27 10 - +0.15</p> <ul style="list-style-type: none"> - Revision attendance from disadvantaged students was 0.87 sessions per week. Below the figure of 0.94 in 2019. However this only accounted for the period up to Feb half term. - Training providers, outside agencies report that students have a great awareness of careers opportunities available to them including those identified as disadvantaged. - Increased use of Unifrog by disadvantaged students to review and research into post-16 opportunities available to them. - Destinations as of November 2020 indicate that 97% of students were enrolled on courses/apprenticeships. 87% of students had been confirmed as 	<p>provision ahead of the mock exams had impact. Plans for implementing another day prior to the Easter holidays were curtailed by the national lockdown. We will look to continue with this mix of approaches to exam preparation in Year 11.</p> <p>Review how the Intervention days and Raising Aspirations week will run in 2020-21 in view of current circumstances and look to offer a virtual package to ensure the provision can still be offered in school, with outside providers providing online delivery.</p>	<p>day transport, resources and planning</p> <p>£6500 – AM Intervention and planning</p> <p>£2500 IM Process</p> <p>£6200 Brilliant club - Scholars programme.</p> <p>£12000 subject intervention support.</p>
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<ul style="list-style-type: none"> - Year 11 AM subject interventions - Year 11PM subject revision - Subject focused interventions – English – Year 9 additional hour <p>Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Y11)</p>	<p>than non-disadvantaged students nationally.</p> <p>Ensure the average ATL score of disadvantaged cohorts is 1.9 or better.</p>	<p>still on the course (some delays in response due to GDPR)</p> <p>ATL of disadvantaged students at M2 (for Year 11 M3)</p> <p>7 – 1.88 8 – 2.04 9 – 2.14 10 – 2.16 11 – 2.14</p>		
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Achievement Leads - Designated people give focus to PP groups</p> <p>Improved rates of attendance for pupil premium students</p>	<p>More bespoke and targeted support for disadvantaged students in Year 7, 8 and 9- no gap in rates of progress for disadvantaged students compared to non-disadvantaged students.</p> <p>Attendance to be in line with national figures and in line with non-pupil premium student attendance.</p>	<ul style="list-style-type: none"> - Next Steps provision ensure all disadvantaged students had received guidance and support on applications for post 16 options. - The Achievement Team worked effectively to develop a whole school approach to raising aspirations – the inaugural Widening Participation week was particularly successful with 96% of Year 9 and 10 students accessing at least one option session, 85% attended at least 2 sessions, 59% attended 3 or more. - - Attendance for Disadvantaged students up to the 6th March 2020 was 91.5% compared to 93.9% overall. This was disappointing and shows there is further work to do. 	<p>The actions in 2020-21 will be further developed (see above) in particular with the appointment of Achievement Leads for all year groups. In addition there will be further development of the link between ATL and achievement and aspirations to build confidence and self-belief. In line with recent research it was clear that while student aspirations have been positively impacted, there is work to do to ensure students develop the expectation that they will be able to meet these.</p>	<p>£55000</p> <p>Made up of</p> <p>£12000 Dev. Leads and SLT support</p> <p>£29000 Ach. Team staffing and development work -</p> <p>£9000 – Cover and Transport costs Higher Ed/Further Ed visits.</p> <p>£2500 – WP week planning and cover costs.</p> <p>£2500 IT CPD</p>
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7. Additional detail

