Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Garibaldi School				
Academic Year	2021-22	**Total PP budget**	£198,640	**Date of most recent PP Review**	Aug 21
Total number of pupils	869	**Number of pupils eligible for PP**	208	**Date for next internal review of this strategy**	Jan 22

2. Current attainment (2019 due to no 2021 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 7's disadvantaged students is six months lower than non-disadvantaged. Having a lower average suggests it 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 low ability boys. Star reading age scores on entry averaged 10 years and 5 months for non-disadvantaged compared to 9 years 9 months for disadvantaged students.
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. This makes it more challenging for students to engage as effectively with the curriculum as their non-disadvantaged peers.
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 disadvanataged 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 opporutnities further afield whether this is univeristy or high quality degree equivalent courses or higher level apprenticeships (UCAS data analysis by Sutton Trust identified teenagers from

	East Midlands are the least likely to go onto a leading University, and disadvantaged students are the least likely within this group 2019).

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 – 88.7% compared to 92.6% (as of October 2021) 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. Families of disadvantaged students also require more bespoke support in order to address poor attendance once it has become the pattern from Primary School.
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. Though this was significantly improved during the second lockdown period, parental engagement with remote learning and understanding of how ii is delivered is not yet universal amongst the parents/carers of disadvantaged students.
F.	Since the lockdown restrictions have been lifted there has been increased levels of Anxiety related non-attendance which has significantly affected attendance levels across year groups. This is most notable in years 9-11 with a greater impact on girls within these year groups. Disadvantaged students still remain a higher proportion of this group in terms of non-attendance.

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria
A.	Ensure disadvantaged students' outcomes are in line with the non-disadvantaged peers nationally	English and Maths 4+, 5 + and 7+ figures for disadvantaged students are equal to or greater than non-disadvantaged students nationally. Ensure overall progress for disadvantaged students is equal to or greater than that of non-disadvantaged students nationally.
B.	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 2022.

C.	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 2022. Predicted P8 for Year 10 Disadvantaged students based on end of year mocks to be positive. Increased percentage of disadvantaged students taking EBACC facilitating subjects – with the expectation that 90% of disadvantaged students will have opted for the full suite of EBACC subjects in current Year 9.
D.	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. Increase the proportion of disadvantaged students accessing A Levels, Level 3 college courses and HL Apprenticeships Increasing percentage of students opting for the EBACC facilitating subjects. Increased 6th form retention of disadvantaged students.
E.	Increased attendance rates for disadvantaged students	Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students. Reduce number of disadvantaged students who are persistent absentees (i.e. less than 90% attendance) so this is better than non-disadvantaged students nationally.
F.	Improved engagement from home/independent learning for disadvantaged students	Use of GCSE pod for disadvantaged students to have a higher level of

			engagement that non-disadvantaged students. 100% access to remote learning platforms i.e. MS Teams for students isolating due to Covid-19 High levels of parental engagement and understanding of the expectation when students working from home (parent voice survey information)
G.		Improve communication with parents and Liaise with student support/Attendance officer	Higher levels of parental engagement and support in place, (parent survey) parents feel supported in working towards higher rates of attendance. Increase attendance rate for disadvantaged students to the school target of 96% so that it is at least in line with non-disadvantaged students. Minimise number of disadvantaged students who absent through anxiety. Student voice – students feel confident and comfortable in school environment.

5. Planned expenditure					
Academic year	**2021-22**				
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 Education 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?**
Focused work on ensuring effective Medium and Short Term Planning to support delivery of an ambitious curriculum Professional Learning for all teaching staff (100 hours Gold Standard) focusing on - effective Medium-Term and Short-Term Planning, embedding effective and impactful assessment etc. (for additional detail see SIF) (£35000)	All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2022 Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.	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.	- SLT led PL development sessions - SLT led Middle Leader development – leading teaching - Whole staff PL development - Department led PL on pedagogy and practice - ECT bespoke CPD on AFL and planning. - SLT line management structure - Regular SLT led classroom visits. - QE processes in line with the School Improvement Calendar	Assistant Head of School (MS) Head of School (JA) and Deputy Head of School (MD) SLT Line Managers And all lead teachers	In line with School Improvement Framework milestones

Whole staff focus on development of the curriculum and its effective delivery through reference to and use of the Lesson Planning Framework. This is with a specific focus on addressing the specific needs of all students but in particular the Disadvantaged (£25000)	All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2022 Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.	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.	- SLT led PL development sessions - SLT led Middle Leader development – leading teaching - Whole staff PL development - Department led PL on pedagogy and practice - ECT bespoke CPD on AFL and planning. - SLT line management structure - Regular SLT led classroom visits. - QE processes in line with the School Improvement Calendar	Assistant Head of School (MS) Head of School (JA) and Deputy Head of School (MD) SLT Line Managers And all lead teachers	In line with School Improvement Framework milestones
Develop high quality provision for Independent/virtual/remote learning with a particular focus on meeting the needs of Disadvantaged students. (£10000)	All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2022 Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring.	Disadvantaged students were disproportionately affected by the national lockdowns. Engagement rates, access to appropriate technology and parental engagement for disadvantaged students were significantly below that for non-Disadvantaged students. However positive work to engage Disadvantaged students and their parents was recognised and is to be built on to further develop engagement.	- Survey provision of technology for all students. - Ensure collaborative working between AHOS (T+L) and Head of Virtual Learning - Develop and share a school wide approach to Independent Learning (HT3 onwards) - Provide ongoing staff PL and support i.e. relating to Teams.	Assistant Head of School (MS) Head of Virtual Learning (KC) Director of 6th Form and Year 11 Achievement Lead (BW)	In line with School Improvement Framework milestones At Easter in light of the first term of the Independent Learning approach being delivered.

Maximise the reading ages of all students but in particular those of Disadvantaged Students. Engender a love of reading in all students across all Key Stages Further develop and embed the use of the Accelerated Reader Programme with KS3 students. (£15000)	Reading Age for Disadvantaged students to be closed by the end of Year 9	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 7's disadvantaged students is six months lower than non-disadvantaged.	- Reading age scores collected early in HT1 - LRC Library section set up to support Accelerated Reader Programme - All KS3 English groups to have one Library lesson each week. - Lunch time Library provision	Director of English (JL) KS3 English Lead (CR) LRC Manager (KM)	In line with School Improvement Framework milestones
				Total budgeted cost	£85000

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?**

Develop effective mentor review process focused around ATL and progress - Achievement Lead to focus on Disadvantaged Students in Year 11 - SLT – focus on low achieving PP students in Year 11 - Achievement Leads 7-10 to have focus on PP cohorts - Mentors 7-13 complete Mentor Review conversations and follow up with all students based on termly ATL and Progress monitoring (£15000)	All students, but in particular Disadvantaged students can make amazing progress through the ambitious Curriculum Amazing results for Year 11 and 13 cohorts – particularly for Disadvantaged Students in 2022 Positive progress for all subjects across 7-10 and 12 in Term 3 monitoring. Ensure average ATL score of disadvantaged cohorts is 1.9 or better.	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 have highlighted these aspects as being the one's most positively affected by IM and this is informed by EEF research on student metacognition and self-awareness	- 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 impact - Implementation of the MS Forms based ATL Report - Analysis of correlation between QA and data sets	Deputy Head of School – Progression (MD) Achievement Leads Mentors	After ATL monitoring points half termly. In line with School Improvement Framework milestones

Implement an integrated approach to Raising Aspirations through: - Clear and sustained focus on character development through ATL Processes - Development of Raising Aspiration Week activities/ opportunities - Use of WP Partners – UON/NTU/Oxbridge (Peterhouse Cambridge) - Development and integration of the Most Able Policy, including the Supplementary Curriculum from HT3 onwards. - Provision for the Year 11 Next Day – 19th November - Brilliant Club/Scholars programme for 12 High Ability Disadvantaged students in Year 9. (£30000)	All Yr11 disadvantaged students have applied for/secured a place in 6th Form, College or on a good quality apprenticeship by May 2022 Ensure the average ATL score of disadvantaged cohorts is 1.9 or better. The disadvantaged cohort demonstrate greater awareness and understanding of post 16 options based on Student Voice Surveys	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 2021-22 will build on lessons learned in 2020-21 to ensure that students have the confidence and self-belief to turn their aspirations into expectations.	- Develop the culture of confidence and self-belief in year groups – specific focus on disadvantaged. - Raise awareness of ATL and link to achievement & aspiration through assembly provision – ensure this is universally understood. - Development of study period activities - Working with range of Higher and Further education partners - QA of study period – SLT and Achievement Leads - Partner Voice surveys and feedback from partner activities. - Use Parent Voice feedback from 2020-21 to further enhance the Raising Aspiration Evening provision	Deputy Head of School – Progress (MD) Director of Sixth Form and Year 11 Achievement Lead (BW) Achievement Leads 7-10	In line with School Improvement Framework milestones After ATL and Progress monitoring points. Post provision through targeted student/parent/ staff/partner voice activities

Tailored subject intervention support: - Year 11 AM subject interventions - Subject focused interventions – English Maths and Science – Year 11 - Disadvantaged student Intervention days – ATL/Character (Yr10) and revision culture (Yr11) - YIPIYAP provision for additional specialist tutoring support in Maths for Yr11 students. - Year 11 PM subject intervention sessions. - PM subject Enrichment activities for Year 7 Students. - *(In addition to this strategy the school will be using the School Led Tutoring funding to provide for two full days of face to face small group Maths and Physics tuition and one to one and three to one online subject tuition from MyTutor for English, Maths and Science)* (£65000)	Progress of disadvantaged students to be above 0 and in line with non-disadvantaged students in Year 7-10 P8 for Disadvantaged students to be better than non-disadvantaged students nationally. Ensure the average ATL score of Disadvantaged cohorts is 1.9 or better. Percentage of Disadvantaged students obtaining 4+/5+/7+ in both English and Maths to be higher than non-disadvantaged students nationally. Attendance to Enrichment Activities is equal to if not higher than non-disadvantaged students and above 80% for Year 11 and 50% for Year 7.	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. In addition, we will supplement this provision with our regular provision for Study Period (AM) and Period 7 (PM) subject intervention for Year 11 students. This provides an additional 20% of Curriculum time to all students. Year 7 students will be able to access a wide range of enrichment activities linked to curriculum areas from HT2. They will be able to choose from a menu of options.	- QA of planning and delivery of AM and PM sessions by Lead Teachers and SLT - Termly update on AM and PM session attendance/impact - Clear and regular communication with parents to highlight opportunities – specific focus on disadvantaged students - Intervention impact analysis as part of reports to SLT - Use of data to target most appropriate participants in activities – Year group Progress analysis. - QA YIPIYAP programme- Track engagement and impact.	Deputy Head of School – Progress (MD) Director of Sixth Form and Year 11 Achievement Lead (BW) Achievement Leads 7-10 Directors of English/Maths/ Science (JL/JW/WI) Head of Virtual Learning (KC) Head of Enrichment (FG)	In line with School Improvement Framework milestones After ATL and Progress monitoring points. Post provision through targeted student voice activities.

	Total budgeted cost	£105000

ii. 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?
Achievement Leads - Designated staff give focus to Disadvantaged groups and bespoke interventions within cohorts. Development of a system/provision to support the identification/ recognition of Disadvantaged students within teaching groups and build on their aspirations through an understanding of their personality and character. (£30000)	More bespoke and targeted support for disadvantaged students in Year 7-10 No gap in rates of progress for disadvantaged students compared to non-disadvantaged students. Greater student engagement in lessons - improved ATL and attendance	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. We want teachers to know their students as well as possible in terms of their character, their strengths, their possible career pathways and what learning strategies are most suited to them – particularly for the Disadvantaged Students. This will support teachers to plan and deliver the most effective lessons to ensure students progress as well as possible through the curriculum.	- SLT line management of Achievement Leads (DHOS) - Lesson and study period drop in from Achievement Leads and DHOS Progression. - Review and analysis of monitoring progress data - Review and analysis of ATL monitoring data - Creation of a Character Pen Picture template. - Formulation of a Character Pen Picture framework. - All Disadvantaged Students to have a finalised Character Pen Picture by HT6 of 2021-22.	Deputy Head of School – Progression (MD) Achievement Lead Year 9 – specific focus on Disadvantaged Student Progress (BHA)	This will take place at the three progress monitoring points in Term 1 (December), 2 (March) and 3 (June)
Associate Assistant Head to lead attendance strategy and interventions (£25000)	Attendance to be above national figures and above the with non-pupil premium student attendance nationally	Attendance figures for the school have been below the national average for a number of years. There is a significant gap between the attendance of pupil premium and non-pupil premium students. This is clearly a significant barrier to	- Weekly SLT attendance analysis - ½ Termly Detailed attendance QA report - AAHT to work with new Student & Family Engagement Officer to develop understanding of	Assistant Head of School for PDBW (PH) Associate Assistant Head (TV)	In line with School Improvement Framework milestones AAHT to review attendance rates weekly, and half termly through the tracking folders and

	Improve parent – school contact and levels of engagement Reduce Persistent Absentee rate for Disadvantaged Students.	pupil premium students achieving well. 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.	"attendance as a school priority" - Develop attendance culture across the whole school - Pupil premium focus groups run by attendance manager - Student & Family Engagement Officer to liaise with Achievement Leads on year group specific actions. - Sanctions / Rewards system to be investigated and implemented - AAHT to oversee the tracking and implementation of attendance monitoring and interventions put in place through Mentors	Student & Family Engagement Officer (AO)	contact being made to parents. AAHT to report to SLT weekly on impact of Attendance Strategy in particular for Disadvantaged Students.
Extended Provision for Student Counselling service (£15000)	Disadvantaged students have appropriate support to address anxiety (Student Voice) Reduced rates of ARNA learner absence	Rates of student anxiety nationally have increased (see https://www.mind.org.uk/information-support/coronavirus/student-mental-health-during-coronavirus/). Disadvantaged students are those most likely to have missed learning through lack of access to electronic devices for remote learning and/or as a result of more limited support from immediate or wider family networks.	- £15000 allocated to provide Casy Counselling provision in school. - Lead Student manager/Student Services/Achievement Leads to sign post students/parents to provision as need arises.	Lead Student Manager (EJ) in conjunction with Achievement Leads 7-11	In line with School Improvement Framework milestones
Total budgeted cost					£70000