

Governors update of Pupil Premium Strategy and measures and report on spending of Catch Up Fund.

This report will comprise the following:

- 1) Pupil Premium Strategy - Autumn Term 2020 update and narrative.
- 2) Support of PP Students in remote learning
- 3) PP Funding Spend to date -January 2021
- 4) Catch Up Funding Report
- 5) Proposed spending of Catch Up Funding by Year group.

- 1) Pupil Premium Strategy - Autumn Term 2020 update.

i) Pupil premium numbers 2020-21

Year	PP students
7	25 (of whom 4 receive PP+)
8	20
9	16 (of whom 1 receives PP+)
10	21
11	13 (1 leaver Dec 2020)
Total	96

PP funding is currently £935 per pupil for years 7 -11.We await final figures on PP+ student numbers.

£89,760 (lagged funding).

- ii) Attendance, Behaviour and Attitude to Learning - PP students compared to non-PP students in tracker point 1 (October 2020) Years 7-10.

	Whole year gp Average For Behaviour	PP Average For Behaviour	Whole year gp Average For ATL	PP Average For ATL
Year 7	1.836	1.834	1.8	1.83
Year 8	1.835	1.835	1.842	1.839
Year 9	1.80	1.86	1.80	1.90
Year 10	1.86	1.90	1.85	1.99

iii) Attendance, Behaviour, Attitude to Learning and Academic achievement - PP students compared to non-PP students in tracker point 2 (December 2020) Years 7 - 10.

	Whole year gp Average For Behaviour	PP Average For Behaviour	Whole year gp Average For ATL	PP Average For ATL	Whole year gp Average For Academic	PP Average For Academic
Year 7	1.84	1.88	1.80	1.91	0.02	0.12
Year 8	1.838	1.875	1.846	1.887	-0.096	0.118
Year 9	1.81	1.89	1.80	2.01	-0.24	-0.54

Year 10	1.87	1.97	1.91	2.10	-0.43	-0.7
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iv) Attendance, Behaviour, Attitude to Learning and Academic achievement for Year 11 recorded at Nov 2020.

	PP Average For Behaviour	PP Average For ATL	PP Average For Academic
Year 11	1.93	2.06	-0.82 (-0.73 without AZ see below)

Narrative

We can see a spike in the numbers of PP students in the school when comparing year 7 with year 11. With increased numbers of Hertfordshire children becoming eligible for Pupil Premium funding as a result of the pandemic and the well-documented evidence of a growing disadvantaged gap due to the digital divide and the disproportionate impact of Covid-19 on the poorest in society, the strategies we use for PP students is more crucial than ever.

The new pastoral assistant will therefore attend a course run by Herts for Learning on supporting disadvantaged students remote learning and cascade any new initiatives to the pastoral team to increase his knowledge and to ensure we are up to date with new initiatives.

Access to technology was considered to be of primary importance and a letter was sent out to extend the BYOD scheme across all year groups - financial support was given to parents who requested it, but all of this funding came from the PP Fund (to date 21 boys in year 7 have been provided with devices in this way). The need may be less than in a 'normal' year as many of these students would have needed devices during their year 6 school lockdown, so perhaps families had already purchased one.

In year 7 in Autumn 2 one PP boy was kept off school by parents from November due to mum shielding and being very vulnerable, this explains the drop in average attendance amongst PP boys in year 7 when comparing Autumn 1 with Autumn 2.

Year 8 shows a more positive story for attainment of PP students in Autumn 2, this could be down to high quality form tutors keeping very close tabs on these boys and communicating regularly with parents perhaps.

Year 9 initially, the data reflects a similar gap to last year's data, hence lockdown hasn't visibly worsened the PP gap. However there is concern over PP drop in ATL. Also some concern over lower academic performance for PP students.

In year 10, three students in particular are a cause of concern for the HoY. One student LP, has shown significantly low attendance in Autumn 1 and continues to lack attendance of lessons during lockdown. Intervention from the new pastoral assistant will follow, with the PA focusing on both parental and student support. There is also consideration of the high C19 (breach of Covid safe rules leading to day's temporary exclusion after several offences) incidences in this cohort. Yet there is success here as, despite exclusions, attendance for PP boys (aside from LP) improved in Autumn 2.

In year 11 the average target grades for PP boys are significantly lower than cohort, this will be from historic data, yet the Autumn 1 residual is consistent within the cohort, impacted by lockdown. In the poorest performing students, i.e. the 20 students with the largest residual, PP students are only slightly over represented - 10% of the poorest achievers are PP, (PP students in year11 represent 7.4% of the cohort). However, Attitude to Learning, Behaviour and Academic residual are all worse in PP cohort, the data heavily skewed by an individual, AZ, and AL (note AZ also impacts hugely attendance average; his attendance is at 34.5%). Of the 13 PP students, at this stage it is likely that two (CH and JS) will gain entry to sixth form, two other students are marginal (SA and HH). **AZ is no longer on roll and therefore will not be in the data for next reporting period.**

To combat these issues, the HoY will communicate with HoDs where necessary and work with the Pastoral Assistant to prioritise PP boys when considering those who may benefit from mentoring.

2) Support of PP Students in remote learning

New initiatives this Lockdown not exclusive to PP boys are:

Employment of a Pastoral Assistant for lower school to help support access to learning by addressing pastoral issues and creating positive relationships with parents.

Pastoral Assistant to attend training, How to Support Anxious Online Learners

Admin staff being employed to chase up attendance so that students who are not registered in lessons are being identified and phoned as soon as possible.

CLubs run remotely;

Chess Club

Homework club
 Debating Society
 Philosophy Club
 Citizenship Club

Initiatives exclusive to PP students:

Pastoral Assistant to attend training, as above.

Providing a box of exercise books and stationary for PP boys to help themselves to if necessary

Contacting every PP boy individually in the first week of lockdown to check on internet reliability in their home, the availability of a working device and making parents aware that stationary is available for boys who need it.

Chasing this up by providing devices to all boys who need one (this has also been done in response to requests from non-PP boys) and also providing internet boosters.

Some PP boys who are also vulnerable students have been assigned a member of staff who will make regular personal contact.

Contacting staff to request that they avoid asking boys to print work out at home.

Using HoDs meeting to raise awareness of applying PP First strategy to online classes.

3) PP Funding Spend to date -January 2021

Spending to date for 2020-21 could be broken down in broad categories as follows:

Strategy level	Strategy	Targeted Year(s)	Spent so far(£)	Budgeted (Approx)
Whole school	Higher level monitoring of PP student progress – reduction in HoY contact time	All		10,000
	Early morning workshops, homework club, extra skills plus other interventions run through Learning Support.	All – particularly KS3	77.40	15,000
	Enrichment, eg visitors, visiting theatre companies, Pilates,	Individual students	N/a	10,000

Targeted Measures at PP students	enrichment week / cross-curricular activities Christmas Lunch		206.70	
	Small group/ individual sessions with KS3 and KS4 mentors	KS3/4		4,000
	Easter Revision Course	Year 11		2,000
	Extra English teacher	KS4		10,000
	Music lessons	Individual students	2660.20	5,000
	Uniform and Devices	Individual students	2793.81	5,000
	Student Planners	Individual students	200	166
	Funding for trips, including DofE and Sailing	Individual students	70	15,000
	Curriculum materials	Individual students	1450.27	2,500
	Total		7,458.38	78,,666

This table does not include recent ordering of devices, which is approx £2,500. Further, I would anticipate a continued need to purchase devices as lockdown continues and older devices give up or have other issues and parents approach the school.

One thing to note here in terms of music lessons, we have in effect almost 15% of the students using up nearly 10 percent of the budget in this way. Whereas all the other interventions represent much better broader value for money for all the boys. I think this year given the stress people are under, we should leave this but I would like to revisit it for next academic year. This might mean that in September this year we write to parents with a term's notice that we will look to reduce the contributions in some cases from 100% to 50%.

4) Catch Up Funding Report

This part of the report outlines the steps that the leadership team has taken to the use of government's Catch Up Funding - approx £80,000.

Primary discussions in SLT to consider how the Catch Up Funding would be spent took place on 7th October 2020. It was considered prudent to start with the question:

Who has significant gaps in their knowledge and how should these students be identified ?

Those who demonstrated a lack of engagement during lockdown (evidenced by the thorough monitoring system) those who lacked efficient technology, vulnerable and PP students counted within this assessment. List of bereavement register was consulted and HoYS asked whether they had specific concerns about those students. However it was concluded that unless the bereavement was very recent and / or COVID related it would not have sufficient impact on student attainment.

There is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery and this will be discussed with the HoD. Indeed HoDs of all departments were invited to suggest interventions they would like to purchase but early in the year there was not enough data to be able to draw any useful conclusions about students' needs.

The Catch Up Funding report suggests "structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress."

It was concluded that in the first instance most impactful interventions would be;

- 1) To update WiFi across the school. This has the advantage of facilitating teachers working from home while students all stream a live lesson in school, without impacting negatively on the WiFi in the building which was considered to be a

likely scenario during the pandemic and had already occurred even at the beginning of term.

- 2) To use this funding to salary a Pastoral Assistant who would help to mentor students, monitor online engagement and support the growing demands on the Pastoral Team
- 3) Use Tutoring company (Justin Craig) to provide Maths and English live catch up for weakest year 11 students during two days over half term. The school used low-stakes assessments and teachers' professional judgement in English and Maths lessons for year 11 and old data from year 10 / the Lockdown record of engagement to select students for this - 40 boys in total. Tutoring like this is considered to be an effective use of resources as it is time limited and intense with focus on key concepts plus well trained staff (JC also avoids adding to current teachers' workloads).
- 4) Use funding to pay for Elevate to provide Exam revision techniques for year 11s, 12s and 9s.
- 5) Use the National Tutoring programme to provide 450 hours of one on one tutoring sessions at a subsidised rate. To be delivered after effective assessment of each student.
- 6) To provide extra cover teacher hours to support inevitable staff illness.
- 7) To cover costs of school supplies such as hand sanitiser
- 8) For leadership team to become members of an online community called The Key to collect resources on new government policies.

Additionally Academic Mentoring has been investigated. However to be eligible for academic mentors, it is required that the school be a "disadvantaged community. This eligibility criteria used the "Income Deprivation Affecting Children Index (IDACI) and Achieving Excellence Areas (AEA)" measures, which recognises parts of the country where children consistently underperform. This focuses on schools that have either:

- an IDACI of 40 or greater (40% of pupils live in the three most deprived deciles)
- an IDACI of 35 to 40 and an AEA score of 4 to 6
- an IDACI of 30 to 35 and an AEA score of 5 or 6
- an IDACI of 25 to 30 and an AEA score of 6

WBGs does not have any pupils who live in IDACI band A. We have 2 pupils who live in IDACI band B and 7 who live in IDACI band C. We have a few more who live in bands D-F, but they don't count for this purpose. Therefore we could not access this extra funding.

5) Catch Up Fund Proposed Spending

Expenditure	Year group	Comments	Cost	Final cost
Justin Craig tutoring in small groups for maths, English , over two days - 23rd October and Inset day in November. two classes of 10 students	20x Year 11s	Payroll cost for teacher 2 * 180. Two classroom hire = 616	£795 per subject per day (2 subjects per day) total of four classes - £795 x 4 =£3180	£4,156.00
Elevate	All year 11 and all year 12	Waiting to hear back from Lachlan at Elevate. Could be three year groups at spend of	1400 plus vat per session	£7000
Update school wifi	whole school	Plus £30k from WFF - is this enough?	@20,000	£20,000.00
Elevate	year 9 in first week May in prep for summer exam revision	excellent feedback from 11s and 12s	£1400	
Pastoral assistant	Whole school	35 hpw, term time only	£28,000 inc on-costs	£28,000.00
Additional cover supervisor	Whole school	Provide additional teacher support for one term - is this allowed under catch up?	£12,000 inc on-costs	£12,000.00
The Key	SLT		£1180 plus VAT	£1,180.00
School supplies such as hand sanitisers	Whole school	Sept/October costs	1403	£15,433.00

				£81,869.00
National tutoring programme	year 10	summer term		@£7425 plus vat
				95,194
			Approx amount in budget for catch up fund	£82,950.00

Deficit of £12,244 to come from Climbing Wall Fun (this has £11,000 in it at present) which can be used to fund the Elevate sessions, and the PP Fund.

Proposed Catch Up strategies by Year group

Year group	Initiative	Cost approx.	Fund
Year 7	extra pastoral support in year team		salaries
Year 8	Inner drive - focus on transition to KS4 - in enrichment week and how to communicate prep for work experience - plus parent talk on entering and studying GCSEs	£4000 plus vat	Inner Drive fund
Year 9	Elevate		catch up fund
Year 10	Martijn Van Der Spoel, National Tuition Lessons (10 groups of 3, 15 hours over 15 weeks per group - total hours 450 across the students) post lockdown 3 to be increased to 90 year 10 boys	MVD £600, NTP for both yr 10 and 11 £6750. plus £1350 VAT	catch up fund and PP fund for MVD?
Year 11	2 x Elevate sessions, National Tuition Lessons (20 groups of 3, 15 hours over 15 weeks per group - total hours 900 hours across the students) , macbeth text books for year 11s		catch up fund
Year 12	2 x Elevate sessions	1400 per session, £2800	catch up fund
Year 13			
all years	Cover supervisor, pastoral assistant, ,		catch up fund

	wifi improved, school supplies eg hand sanitisers		
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You can see that the provision for year 10 and 11 has been adapted in the light of the most recent changes to exams and remote learning - the proposal initially was to use one on one tutoring for both year 11 and year 10 students to begin after February half term. However the leadership team has decided to adapt this and focus on year 10 students, to begin these sessions in the summer term. The use of the fund may need to continue to evolve as circumstances change.

Mk_January 2021

Links

<https://nationaltutoring.org.uk/faqs>

<https://nationaltutoring.org.uk/contact-us>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf