Pupil Premium Spending Plan 2019-2020

No	Outcome	Action	Logistics	Impact measures	Cost
1	Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths **HFT** **YPL** **ACS** **CHN**	DSEF used by CLs to identify under-achieving students and action Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons Intervention with students that require additional numeracy / literacy support within the curriculum (Zorba) Staff CPD to share strategies that can be used to support all students	Line Management Meetings Establish mock mentoring with suitable 6th formers based on those who have achieved poorly in Nov. Zorba reports Spring term: Marginal Gain Assemblies fortnightly Revision countdown published on VLE Year 11- Two additional hours of English and two additional hours of Maths.	**Termly**: Staff voice after-each CPD session and of the Know Your Cohorts information supporting folder Data collection – as per whole school calendar Lesson visits feedback	£1933
1	**Impact:** **Lesson visit feedback (CHN), Nov 2019:** **Strengths:** 1. Quizzing is taking place in the vast majority of lessons. 2. Consistency in terms of topics taught in many subjects and staff are following long-term plans. 3. Marking often gives clear and actionable targets for students to improve their work. 4. Questioning is probing in many areas and students are encouraged to elaborate on their answers. 5. Exposure of students to exam questions and expectations regarding exam technique. **Areas to develop:** 1. Students are not always responding to teacher marking. Needs consistency regarding use of green pen, highlighter and verbal feedback / feedback and improvement. 2. Disparity in work rate and quality of work between girls and boys in some curriculum areas. 3. Misconceptions from formative assessment and quizzing are not always built upon, often meaning that students are not aware of how to improve their work or that re-teaching of areas causing difficulty is not taking place. 4. Lack of prior knowledge quizzing and interleaving seen so far (but early on in year). 5. AS absolutes must be out on desks. **Lesson visit feedback, Jan 2020:** **Strengths:** 1. Long term plans being followed consistently in many subjects. 2. Questioning and modelling practice is improving in many areas resulting in students giving more detailed responses and understanding how to access higher level activities. 3. In some areas, teacher feedback is very thorough, and students respond to this well.				

4.   In some areas, ASA are used effectively to support learning.
5.   In some departments, teachers are finding effective ways to check student understanding and address areas of misconception.
6.   Consistency in use of approaches shared through CPD, briefings, research and working group (e.g. cold call, probing questioning, checks for understanding) is improving.
     Please reflect on how they can contribute to your practice.

Areas to develop:
1.   Consistent application of school marking and assessment policy.
2.   Pre-empting and planning of key questions and worked examples to address student misconception.
3.   Consistency of approaches to tracking quiz scores and student understanding and subsequent use of lesson time and revision to address issues.
4.   Questioning and modelling best practice (e.g. cold calling, wait time, call and response, use of worked examples / visualiser) to be shared across school.
5.   Balance of prior knowledge quizzing and everyday quizzing needed.
6.   Are students being given enough time to respond to feedback?
7.   Are assessment scores and targets from feedback recorded on trackers?
8.   Opportunities for students to demonstrate understanding and reflection on progress / understanding needs to be more evident in some areas.

Data collection:
Y9
Spring 2020 (27/2/2020)
% G4 in English and Maths: PP = 46 / Non-PP = 73.1= difference 27.1

Y10
Winter 2019-2020
% G4 in English and Maths: PP = 46.9 / Non-PP =   72.1 = difference 25.2

Y11:
Autumn 2019-2020
% G4 in English and Maths: PP = 57.6 / Non-PP = 84.8 = difference 27.2% **results 2019 difference was (PP 38.5 v Non-PP 76.3 = 37.8**
Winter 2019-2020
% G4 in English and Maths: PP = 51.5 / Non-PP = 76.1 – difference = 24.6%

2					
	Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects	Tutor and classroom teacher support to ensure the effective use of the All Saints' absolutes Staff CPD using Twilight and TLC group to SGP	Departments draw up lists for crucial topics for 4/5- available in all subjects. January 2020: First week of lessons about revision in	**Termly**: Student voice Learning visits Data collection – as per whole school calendar	£1000

		the subject- modelled and active. Twilight planned topics: November: Twilight on Effective Use of formative and summative assessment January: effective strategies to promote learning (questioning, modelling and scaffolding)		
2	**Impact:** **See impact from No: 1**			
3	Develop staff knowledge of disadvantaged students and T&L strategies to ensure progress is made	Staff use of the strategy sheets and the ACHIEVE concept (Know Your Cohorts) to support PP students within lessons Staff CPD using Twilight and TLC group to SGP	Twilight planned topics: November: Twilight on Effective Use of formative and summative assessment January: effective strategies to promote learning (questioning, modelling and scaffolding)	**Termly**: Student voice Learning visits Data collection – as per whole school calendar	£500
3	**Impact:** **See impact from No: 1**			
4	Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and	Intervention groups in Y7 to 8 Student meetings to evaluate learning needs	Year 8 - Two additional hours of Reading, one hour	**Termly:** Intervention reports Work scrutiny Learning walks/visits	£1735

		of Maths and one hour of English	Data collection – as per whole school calendar	
		Accelerated reader		

4	**Impact:** **Nov 2019 Accelerated reader report** **43 x Y7 PP students** • 3 PP x intervention • 11 PP x on watch • 15 PP x on benchmark • 1 PP x above benchmark • 5 PP x not tested **Feb 2020 Accelerated reader report** • 2 PPx intervention (2 from Nov 2019 have gone up 2 reading years from 8 to 10) (-1) • 7 PP x on watch (2 from Nov 2019 have increased reading age by 1 year to 10) (-4) • 16 PP x on benchmark (+1) • 3PP x above benchmark (+2)

5	Increased attendance for PP students, in comparison to non-PP students.	Attendance monitoring by YPLs Individual students' meetings for students with concerning attendance Use of work 'catch-up' sheets Work with the well-being/mental health co-ordinator to support appropriate students	1 student with poor attendance is PP is receiving 9 hours of 1:1 from teachers AHT and attendance officer to meet regularly and track actions for all students YPLs to analyse attendance and use attached staff to each year group to monitor and then mentor students with poor attendance	**Termly:** Weekly attendance reports and actions Student voice	£2566
5	**Impact: Autumn term 2019-2020:** Slight decrease from Summer term by 3.25% and Autumn term by 0.36% 2018-19				

Cohort	Total Students	Overall % Attendance	No. PA Students	PA % of Cohort	No. Y11s PA in Cohort	Figures from Summer term 2018-19	Figures from Autumn term 2018-19
Whole School	**919**	**95.22**	**115**	**12.51**	23		
PP	195	93.85	38	19.49	7	198 / 97%	197 / 94.21%
Non-PP	724	95.62	77	10.64	16	714 / 97.76%	711 / 96.51%

6	Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths	KS4 academic mentor to support PP students Intervention cycles to support PP students DSEF to incorporate strategies to support PP students Y9-10 Entry level English and Maths: 3 hours of Maths and English, taught by a specialist	Mentoring x number of students and tracking weekly Mock results issued and assembly about marginal gains, including Year 12 students who did not achieve well in Nov mocks Curriculum intervention for underachieving students using data to inform students February: Exam Analysis with SLM Additional sessions around exam season to be timetabled.	**Termly:** Students voice Intervention registers with impact column Data collection – as per whole school	£14 000
6	**Impact:** **ACS TRACKING SPREADSHEET**				
7	Provide suitable provision to support students with behavioural, emotional, social and mental difficulties	Monitor behaviour points for PP students and provide pastoral support Provide additional support for students facing any B, E, S or M difficulties	Weekly behaviour report monitors conduct points of students Weekly updates from supporting staff to all staff regarding students that need specific support and for teaching staff to be aware of,	Weekly behaviour report Staff weekly briefing sheet Student voice from mentoring Staff voice	£30 066

		Peer mentoring	to ensure the students stay and progress within lesson		
7	**Impact:** **Conduct points for PP students Autumn term 2020** **9.9.19:** Conduct points 85/364 (24% are for PP students) **16.9.19:** 57/651 (9% PP) **23.9.19:** 133/630 (21% PP) **30.9.19:** 145/778 (19% PP) **7.10.19:** 101/502 (39% PP) **14.10.19:** 76/370 (21% PP) **4.11.19:** 72/335 (22% PP) **11.11.19:** 130/612 (21% PP) **18.11.19:** 119/412 (29% PP) **3.12.19:** 45/260 (17% PP) **9.12.19:** 106/514 (21% PP) **16.12.19:** 26/70 (37% PP)				
8	Reduce the All Saints' PP gap vs National to no more than 15% in relation to students achieving a Grade 4 in English and Maths	Parental and student communication through Insight to attend whole school events (ASPIRE, Parents evening) and know how to support students	Revision countdown published on VLE Parent meetings – ACS to meet Y11 critical P8 students' parents/carers' termly	Attendance rates at specific events e.g. ASPIRE PARENTS EVENING Parent voice	£333
8	**Impact:** **See data collection data from No: 1**				
9	Ensure key stage 3 students are examination ready, through the development of literacy, numeracy and 'absolute' knowledge to enable them to access the KS4 curriculum	Homework club	YPLs will invite students to the club and this is operated by the Behaviour support assistant	Attendance register Staff, students and parent voice	£2333
9	**Impact: Weekly register available upon request** WC 9/9/19: 6 PP out of 13 students attended				

10	Support all students to retain and re-activate knowledge, through using, the knowledge organisers (AS absolutes) and low stakes quizzing to be revision ready for all subjects **HFT** **CLs**	Revision guide support / provision	Purchase revision guides for Y10 students and monitor use through the classroom teacher	**Termly:** Student and staff voice Communication with parents and staff Data collections |lesson visits and work scrutiny	£1000
10	**Impact:** **To be purchased in HT4**				
11	Increase the number of PP students developing their personal development and raising aspirations	Personal development programme set up termly Rewards days set for each term Trip allocation (1/3 paid toward educational trips for PP students)	Personal development opportunities 6TH Form Taster sessions Careers meetings for Y10 and 11 students and NTU sessions for all years	**Termly:** PP attendance to extra-curricular clubs and trips recorded and there is no significant gap in comparison to Non-PP students Tutor observations Student voice	£3000
11	**Impact:** Cultural Capital tracker figures: Anti-bullying officers: 2/8 = PP students (25% PP) Chaplaincy team: 0 (to update) Choir: 6/13 PP students (46% PP) Eco-warriors: 13/34 PP students (38% PP) Leicester Tigers Trip: 2/12 PP students (17% PP) Lockerbrook outdoor trip: 4/35 PP students (12% PP) Hagg Farm Self-second trip: 10/10 PP students (100% PP) No to hate ambassadors: 2/14 PP students (14% PP) Sports Captains: 9/53 PP students (17% PP) Sports leaders: 25/137 PP students (18% PP)				

Term 1 analysis

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