



## Pupil Premium Statement Academic Year: 2019/2020



### Summary information

<b>Pupil Premium Coordinator</b>	Melanie Carroll (Assistant Headteacher – Vulnerable Learners) Veronica Hubbard (PP Manager)	<b>Pupil Premium Governor</b>	Jon Bliss Georgina Wright		
<b>Date for next internal review of this strategy</b>	Sept 2019 Feb 2020 - cancelled due to Covid 19 restrictions.	<b>Date of most recent external PP Review</b>	Peer Review Oct 2016 Ofsted March 2017 School Improvement Visit Feb 2019 External Review Sept 2019		
<b>Total number of pupils</b>	1539 (inc. 6 <sup>th</sup> form) 1286 (ex. 6 <sup>th</sup> form)	<b>Number of pupils eligible for PP</b>	156 (9.8% of total roll; 12.1% of Yr 7 -11 roll)		
<b>Number of pupils eligible for PP by year group</b>	Year 7 - 40	Year 8 - 28	Year 9 - 27	Year 10 - 32	Year 11 - 29

### Financial Summary

	2019/2020	2020-2021
Total pupil premium Allocation	£131,457.89	£176,005.00 (projected)
Total Pupil Premium Expenditure	£130,994.46	
Surplus	£463.43 paid towards Alternative Provision which will need to be budgeted next year.	

**End of Key Stage 4 Outcomes 2020 ( Cohort size: 27 of 260)**

The government will not be publishing performance data for schools this year because of the exceptional and changing circumstances under which grades have been awarded. In turn, we will not be publishing results at Tadcaster Grammar School, they are simply not comparable with previous years.

**End of Key Stage 4 Outcomes 2019 ( Cohort size: 27 of 260)**

**Pupil Premium KS4 : Summary**

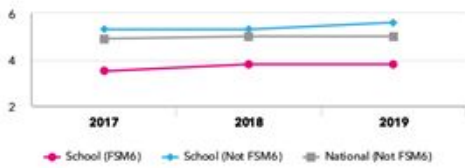
Student progress measured by Progress 8:

2018 P8	2019 P8
-0.41 (in line)	-0.35 (in line)

**Disadvantaged pupils**

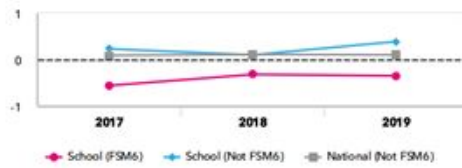
KS4 attainment for disadvantaged pupils 2019

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2019

Progress 8 (Overall)



Pupil Absence 2018-2019				
2018/19	Absence rate for pupils eligible for PP	8.02%	Absence rate for pupils not eligible for PP	4.6%
2019/20	Absence rate for pupils eligible for PP before Lockdown	9.34%	Absence rate for pupils not eligible for PP before Lockdown	5.79%

Planned Pupil Premium Expenditure 2020-2021					
Identified barrier to learning	Action (please include rationale e.g reference to EEF toolkit)	Measure of success	Lead	Budget	Budget category
Literacy	- Access Reading Test and reading programmes following identification	Reduced gap in reading differential (PP and non PP)	MCA/VBR	£2,500	PP budget
	- English Tuition (JAD)	Improved English outcomes from Year 10 to GCSE following tuition	CCA		
	- Literacy Co-ordinator (Jo Alderson 0.18 contract)	Embedded literacy strategies within all faculties following training, support, coaching.	MCA	£9,283.95	Staffing-teaching
	- English interventions (Write Away Together, TRUGS, TRIP etc)	Individual progress of selected students	SCA		Staffing-teaching
	- Functional Skills and Entry Level English classes in Year 8 -11	All students following this supported pathway to gain entry level English qualifications by Year 10.  Improvement to PP outcomes in English.	MCA  CCA	  £8,000	

Numeracy	<ul style="list-style-type: none"> <li>- Teacher of Functional Skills/Maths</li> </ul>	<p>All students following this supported pathway to gain entry level Maths qualifications by Year 10. Continued improvement to PP outcomes in Maths.</p>	RPO/MCA		Staffing-teaching
Readiness to Learn/Engagement/Attitude to Learning	<ul style="list-style-type: none"> <li>- Change to whole school behaviour policy to reduce lesson time lost and develop student engagement/ belonging.</li> <li>- Personalised Life Skills Courses in Year 8 and 9 and VLS in Year 10-11</li> <li>- House Leader/Pastoral Leader Intervention</li> </ul>	<p>Improving those PP students whose attitude to learning is a barrier to learning by establishing and embedding adults' keystone habits Behaviour Policy to detail attachment friendly/emotional coaching principles</p> <p>All students to achieve ASDAN Bronze or Silver Award.</p> <p>Horticultural Course (ASDAN)</p> <p>Students' attitude to learning scores improve and are sustained over the intervention period and beyond.</p>	MCA/RVE	£37,526	<p>Class Charts paid out of the whole school budget.</p> <p>Whole school budget</p> <p>PP Budget</p> <p>Costs embedded within the whole staff structure.</p>
Social, Emotional and Mental Health Issues (including early trauma)	<ul style="list-style-type: none"> <li>- Educational Psychologist (one half/day per fortnight)</li> <li>- 'The Girl I want to Be' intervention</li> <li>- PP Manager as 'go to' person and Lead Professional for students eligible for PP.</li> </ul>	<p>Case Studies detailing impact following EP intervention</p> <p>Improved outcomes for girls who follow the course. Impact statement. Student Voice.</p> <p>Staff and parent feedback. that are observed in classroom practice.</p>	MCA	£8,769.00	PP budget
			KBA	£300	PP budget
			MCA	£30,251.86	Staffing - support

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Attendance	<ul style="list-style-type: none"> <li>- Fortnightly attendance as part of MCA/RVE meeting with focus on vulnerable learners.</li> <li>- Daily report of absentees.</li> <li>- Attendance intervention (VHU and Pastoral Leaders): phone calls home; letters of concern; target setting and mentoring (KS4); group Educational Psychologist intervention; liaison with form tutors and C+G team.</li> <li>- Bespoke provision/curriculum for students with medical needs.</li> <li>- Team around the Child meetings.</li> <li>- Support/Work sent via Google Classrooms for students absent (Tier 1)</li> <li>- Appointment of a Support for Achievement Mentor (including Attendance Welfare role?)</li> </ul>	<p>Reduce the number of persistent absentees.</p> <p>Improve overall attendance for this cohort to 94%</p> <p>Impact for individual cases.</p>	<p>RVE/PBE/MCA</p> <p>MCA</p>	<p>£13,500 (2 terms)</p>	<p>Staffing-support</p> <p>NYCC payment for EP.</p> <p>Staffing - Support</p>
Assistive Technology	<ul style="list-style-type: none"> <li>- Subsidised chromebooks for Year 7 students eligible for PP.</li> <li>- Ongoing loans of laptops/chromebooks for Year 8 -11 eligible for PP</li> <li>- PP Student Profile Meetings to establish need for home internet.</li> </ul>	<p>Chromebook Review (all PP to have equal access to technology)</p> <p>Improvement to homework record, communications and revision for those loaned devices.</p>	<p>MDU/MCA</p> <p>KS directors/ MCA/VHU</p>	<p>£2,000</p> <p>£1,000</p>	<p>PP budget</p>
Inclusion and Opportunity for enrichment	<ul style="list-style-type: none"> <li>- TOTAL from above:</li> <li>- Career Pathways (Career Interviews, University and college visits)</li> </ul>			<p>£2,000</p>	

	<ul style="list-style-type: none"> <li>- Resources (Visits, Arts/ Sports participation, books, equipment, admin)</li> <li>- Enrichment Opportunities (Duke of Edinburgh, Work experience and enrichment activities, where applicable visits)</li> <li>- Alternative Curriculum provision</li> <li>- Enhanced Transition programmes</li> <li>- Staff Training (Expert Practitioner)</li> <li>- Contingency</li> </ul>		£20,000 £2,000  £15,000 * £10,000 £12,875.05	*Full staff training to be offered to staff through TLC structure (see JAL salary and EP)
			<b>Total</b>	
			£176,005.00	

**Review of Pupil Premium Expenditure 2019 -2020**

**£131,457.89**

**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	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)
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<p>Progress and attainment of students eligible for PP compared to those who are not will have parity in all year groups, with an improving trend towards diminishing any difference.</p>	<p>All evidence shows that building capacity in staff has the biggest impact upon the progress of disadvantaged learners: staff receive robust, quality CPD through TLCs, additional Literacy training and support and through extensive subject specific training.</p> <p>All teaching staff are aware who the students eligible for PP are in their classes.</p> <p>Students are identified on seating plans.</p> <p>Progress and attainment data for students eligible for PP is reviewed at each Progress Review by teacher, Faculty/Subject Leader, PP Leader and Senior Leadership team. Staff are accountable for the progress of their students eligible for PP and can report to Faculty Leaders outlining interventions and support required, where appropriate.</p>	<p>Smaller gap in data recognised at KS3 in each year group would suggest a positive impact but the 'gap' is significant at KS4 which raises important questions. Disadvantaged students typically gain half a grade lower in all subjects in comparison with non PP who gain, on average, a third of a grade higher in every subject.</p> <p>All staff are expected to have class seating plans.</p> <p>Embedded use of pink/ green charts (pink - Below expected progress and green above expected progress) that compares students eligible against those that are not eligible, in each year, in each subject, to raise profile and be a catalyst for action.</p> <p>Some teachers now responding to specific ways they have assessed, planned, actioned and reviewed progress for students eligible for PP and Non PP within their classroom.</p>	<p>Staff have responded really well to the amount of scheduled quality training, which continued during Lockdown. The focus on CPD has ensured that TGS gets significantly positive progress 8 scores for most students. However, this is not yet making a difference to our disadvantaged. There is a need for an increased sense of urgency and catering for the needs of cohorts of students, particularly disadvantaged.</p> <p>'Every child, every grade, every subject' remains an ethos. However, there is a concern that our old behaviour system trapped some students in a cycle of sanctions - which ultimately meant they miss hours of teaching in comparison with their non-disadvantaged peers. A new behaviour policy has been introduced September 2020 which is already proving far less escalative, far more restorative and ultimately far more inclusive.</p> <p>Scrutinise KS3 data more thoroughly – smaller gaps shown in Year 7 and 8 and 9 but this becomes significant by KS4. Is what is taught in KS3 so different to GCSEs? Are KS3 levels helping identify those that will be under-achieving at KS4?</p> <p>'PP and Gaps' added to our new Leadership Link schedule. All staff to demonstrate how they 'assess, plan, do, review' for students eligible for PP, especially those who are under-achieving</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	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)
<p>Improve behaviour for learning scores and reduce the number of exclusions and sanctions (and therefore reduce lost learning time) for disadvantaged students</p>	<p>STAFF TRAINING: 'Whoosh' Pivotal training</p> <p>Emotion Coaching training with Educational Psychologist</p>	<p>In Dec 2019 all staff received Pivotal 'Whoosh' training that asked staff to re-frame behaviour and rather than getting 'furious', get 'curious' as to what a child's behaviour may be communicating. This was further supported from our school Educational Psychologist during lockdown who ran 2 hours of 'Emotion Coaching' training with 85 members of staff.</p> <p>Since our return to school, in the first half-term, 5 students have been excluded (totalling 8.5 days) in comparison with 23 for the same time period last year (that totalled 50.5 days)</p>	<p>The fundamental difference has been the launch of our new behaviour policy in school, that incorporates both Pivotal training ('When the Adults Change, Everything Changes' philosophy) and the Emotion Coaching principles - 'Name it to tame it' and the need to support our young people to have their feelings validated, help them label how they feel and understand it before having those restorative sessions that support their reactions to their big emotions.</p> <p>This behaviour policy, that allows for reasonable adjustments, supports all students but particularly those who have additional needs, who have experienced early trauma/adverse childhood experiences and who struggle with self regulation and other executive functioning difficulties.</p>
<p>Improve 'Attachment Friendly School provision' for PP+ students and those with attachment difficulties</p>	<p>'Circle of Adults' intervention led by Educational Psychologist to teachers of children most at risk due to early trauma/attachment needs.</p> <p>Attachment Training and Emotion Coaching Training</p>	<p>Following our recent 'Attachment Friendly Schools Status' achievement, we have now completed 13 'Circle of Adults' interventions and rolled this out with all teachers for each student (all of whom have suffered early trauma). Students selected were of extreme concern due to the number, frequency and severity of their disruption to both their own learning and others as well as critical incidents outside of lessons. An average of 10 members of staff attended each 90 minute session that ran prior to Lockdown. During lockdown, we ran another three 90 minute sessions with the teachers that the student would be having this academic year 2020-2021, recording the sessions so that staff could watch it back rather than have a distilled version that misses the</p>	<p>Despite the expense and how time intensive it is, this intervention has high impact. This year, trying to complete more throughout the year for students who have had adverse childhood experiences but who are not amassing critical incidents will be key - allowing for a more proactive rather than reactive intervention.</p> <p>Running them virtually or taping them (with permission) is a more improved way of reaching all the child's teachers effectively and more cost effectively (directed time rather than paying cover).</p>



		<p>opportunity to hear directly from parents/carers and colleagues.</p> <p>Testimonials from both foster carers and adoptive parents who attended has been outstanding. Teachers spoke about how it reframed the needs of the child - their early trauma and its impact is now better understood by staff.</p> <p>All students whose teachers have undertaken the Circle of Adults training have had a much improve start to 2020-2021 (see individual case studies)</p>	
<b>Staff Training 'Loss'</b>	Virtual Training from TGS' Educational Psychologist	<p>In July 2020, in recognition of both staff and student bereavement during lockdown as well as recognising the other losses many vulnerable children were experiencing at this time, staff training was offered to all staff in order for them to better understand grief, loss and therapeutic approaches/interventions that could be implemented on the return to school. 65 members of staff received this.</p>	<p>This training was just another aspect of understanding ACEs (adverse childhood experiences) so that staff would have better understanding of the impact of loss on brain development, emotional regulation, impact on learning and the lasting effects of trauma if not suitably supported. The training had the added support for those staff, some of whom had experienced close family bereavements, who had the option of receiving the interactive training. As it was recorded, it has since been offered and shared with new staff and trainee teachers.</p> <p>Continue to utilise Dr C Stephens skill set and excellent training in 2020-2021, including a fortnightly appointment meeting for pastoral staff with students for referral.</p>
Improve reading outcomes for students in Year 7	<b>Accelerated Reader Programme</b> for all Year 7 students	<p>Accelerated Reader allows us to identify and track all students' reading ability in a year group. By July 2020, the average standardised reading score for a child eligible for PP was 99, compared with an average standardised score of 110 for students not eligible for PP. This data is based on 66% of all students taking the test during lockdown. Only 44% of students eligible for PP took the test in July.</p>	<p>Students seem to tire of taking the tests and therefore progress is affected? Some very vulnerable students need exam arrangements (extra time, prompter etc) to ensure accuracy and validity of test results and therefore accurate measure of progress.</p> <p>Quiz participation peaked after the Year 7 Reading assembly. Proposed changes to ILC lessons alongside celebration assemblies to help keep students motivated, accessing a range of reading texts and opportunity to give a sense of competition, reward achievement and create a culture of pride around reading success.</p>

		Over the first half of the year, prior to Lockdown, those eligible for PP and who were below age expected in reading made, on the whole, very good progress with their reading but for many still not enough gains to help students 'catch up'. See also Accelerated Reader Report and Reading Leaders (Catch Up) report.	The lack of reliable data gained for the whole cohort during Lockdown means that we will assess the whole year group in November 2020 to ensure we continue to offer support and interventions to those students not working at age expected levels. We are currently trialling use of Access Reading Tests as a more cost effective alternative to the STAR test that comes with Accelerated Reader. The money saved can go more towards intervention rather than assessment.
Literacy Training and development	<b>Literacy Co-ordinator time to develop projects and the delivery of literacy across the curriculum.</b>	The EEF's research offers much evidence to the difference reading, vocabulary and communication can make to a child's educational outcomes and life chances.  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/</a>  It remains a priority for TGS.  <a href="#">Literacy Action Plan 2019/20</a>	See Literacy Action Plan 2020-21
Improve Literacy Skills for low ability students eligible for PP at KS3	<b>Small group</b> English at KS3. Disapplication from MFL in Year 8 and 9 for appropriate students to complete Personalised Life Skills Course.	All students in Year 9 achieved their Bronze Award. All students currently in Year 9 (2019/20) on track to complete their ASDAN Silver Award at the end of Year 9.	The plan is to start the Certificate of Personal Effectiveness in Year 8, gaining up to Gold Award by end of Year 9 and looking to take on additional vocational qualifications like a new Horticultural qualification that we have started in Year 11 this year.
Improve outcomes at GCSE English for identified underachievers.	<b>Small group and 1:1 tuition.</b>	Prior to Lockdown, 6 Year 11 students eligible for PP were selected and 8 students from Year 9 and 10.  Sessions ceased initially as we moved into Lockdown but then small group English tuition was delivered by TGS English teachers in groups of 1 - 3 to vulnerable	Student Feedback was overall positive; students found the sessions beneficial. They wanted them more often. TGS to seek ways to offer sessions more often for shorter periods of time, which may be facilitated through the use of virtual sessions after school.  See Catch Up Funding Proposal 2020-21

		students accessing our vulnerable learner provision.	
Improve outcomes for students in English and Maths in each year group.	<b>Specialist TAs</b> attached to English and Maths faculty and targeted for key groups of low and mid ability students.	Following EEF Report 'Making Best Use of TAs', decision made to attach three TAs to core faculties to offer more consistent and effective support in lessons. Anecdotally, both teachers and TAs feel this has vastly improved working relationships and their deployment.  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>	This year, due to the pandemic, TAs have been allocated to year groups rather than subject areas in order to minimise risk and to support 'year bubbles'.  It is felt that supporting students' social, emotional and mental health takes precedence in our return to school. Specialist TAS have continued to be used at KS4
To reverse the underachievement/close the gap for pupil premium eligible students identified as not yet meeting their FFT target grade in <b>Maths</b> .	Maths tutor	A Maths tutor was deployed to work with our most vulnerable students both prior to Lockdown and then virtually during Lockdown.  10 vulnerable students were identified and each received a weekly session throughout Lockdown. Progress was noted in all 10 students, who all spoke of the difference this intervention made to them. See Individual reports.	This approach had a greater impact on PP eligible students than previous strategies.  We are continuing with this use of PP funding, offering 17 hours of tuition a week.  See Catch Up Funding 2020-21 Proposal.
Improved rates of progression in Maths of the least able students in Years 9-11 with a bespoke curriculum tailored to their needs	<b>Small group</b> classes - additional 6 groups timetabled and taught by a Maths teacher. Max capacity 6.  As a consequence, reducing class numbers in all Maths sets and	All 7 Year 11 students offered this bespoke curriculum left TGS with a qualification, 5 of them with a GCSE grade.  <u>Year 10</u> 3 students achieved an entry level 2; and 6 students gained an entry level 3 in Maths.  <u>Year 9</u>	Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes where support and provision cannot be as targeted. Students gain Maths qualifications for as early as Year 8 which is proving to make a difference to their sense of mastery in Maths and self-esteem.  Virtual lessons continue for self-isolating vulnerable students who join the class remotely.

	<p>offering more streamlined sets.</p>	<p>1 student achieved an entry level 1; 4 students achieved an entry level 2 and 1 student gained an entry level 3 and Functional Skills Level 1 in Maths, despite Lockdown.</p> <p>These excellent results were partly achieved through remote teaching which began at the start of June for Year 9 and 10 classes, twice a week through till the end of the Summer term, plus Year 10's and Year 9's face to face once a week as part of the Vulnerable Learner provision.</p>	
<p>Improved rates of progression in English of the least able students in Years 9-11 with a bespoke curriculum tailored to their needs.</p> <p>Students continue to thrive in this small group environment, especially when they can be overwhelmed in bigger classes.</p>	<p>Small group classes - of approx 6 students. Classes shared between 2 English teachers.</p>	<p>1 Year 11 student who required this bespoke curriculum left TGS with a Gold entry level Award and Level 1 Functional Skills qualification.</p> <p>3 Year 10 students achieved the Gold Award at the end of Year 10.</p>	<p>As above.</p>
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>

<p>Maintain attendance levels for Parents of students eligible for PP at Parents' Evenings and key events</p>	<p><b>Engaging parents</b> - PP Leader to liaise with all parents of students eligible for PP to book in a meeting with her on the evening and to ensure that if they cannot attend, information is collated on their behalf.</p>	<p>100% of parents of all Pupil Premium students were contacted, either for Parents' Evening, attending a Review Meeting or an individual meeting arranged with parents, up until Lockdown.</p>	<p>This has been of significant success. Parents of students eligible for PP have better attendance at Parents' Evenings in comparison with those who are not PP.</p> <p>Much thought and strategy will need to be given as TGS moves to Virtual Parents' Evenings although there may be some opportunities also gained - parents who work shifts and those who lack transport may find it easier to access this form of contact. The support of key staff in school will once again prove vital.</p>
<p>Increased rates of attendance for pupils eligible for PP funding.</p>	<p><b>Pastoral Support</b> - designation of Attendance Officer to monitor and liaise with PP Manager who can support families with a child eligible for PP who has poor attendance. First day response. Home visits.</p>	<p>Attendance of PP students dipped from 91.75% last year to 90.66% this academic year (including up until official Lockdown). This was an increase of 0.84 absence rate, in comparison with an increase absence rate for non PP students of 1.19%. These increases are indicative of the increased absence rate across the school during February and March, as the pandemic began.</p> <p>TGS ensured all families in receipt of Free School Meals (FSM) were allocated and gained lunch vouchers for the duration of Lockdown.</p> <p>See Attendance file for individual student data.</p>	<p>TGS recognise that there is not enough capacity to offer a consistent 3333 and robust first day trigger response so looking at the appointment of a Support for Achievement Academic Mentor.</p> <p>TGS currently identifying all students eligible for Free School Meals (FSM) who are self isolating or off due to Covid/symptoms and offering a 'meals on wheels' delivery service twice a week (with enough food for the duration of time the students are away from school). That said, TGS are seeking support from the STARMAT as to how we may be able to offer a voucher system in order for families to offer their children hot meals (currently not available) and reducing the amount of time and travel expenses that could be near eradicated under a different system.</p>

<p>For all students eligible for PP to secure appropriate KS4 and post 16 pathways.</p>	<p><b>Careers Guidance</b> - individual interviews (30 mins in both Year 9 and 10) and an hour in Year 11.</p>	<p>All Year 9 students eligible for PP were supported to ensure they received Options advice. (Jan 2020)</p> <p>All Year 11 students accessed an appropriate post 16 pathway.</p> <p>0% NEET</p>	<p>More data analysis required about specific post 16 pathways to establish the number of students suited for a level 2 and 3 course, going on to the right level course to ensure all students have high expectations.</p> <p>QA Careers advice this year now that new adviser is in role.</p>
<p>No disparity between students eligible for PP and non PP with regards to access to resources, visits, arts and sports participation etc.</p>	<p><b>Resources</b> <b>Extra Curricular Visits (including all SMSC linked visits)</b> <b>Music bursaries/singing lessons</b> <b>Equipment</b></p>	<p>Students eligible for PP, who require financial support have equal access and opportunity.</p>	<p>Funding to continue to be available for this vital access to opportunities and equipment.</p> <p>Responses from some parents of students who are PP+ is that they are happy to buy resources and wish for all PP money to be spent on therapeutic support.</p>
<p>Students eligible for PP to be offered skills and opportunities beyond the classroom that can be referenced on their CV.</p>	<p><b>Duke of Edinburgh University Visits</b></p> <p>Bespoke packages to suit individuals - Rotary Club, Work Experience, RAMP project</p>	<p>In previous years, 100% of students who take the DoE programme gain Bronze and Silver Award.</p> <p>This year, due to Lockdown, all enrichment activities ceased in Feb/March 2020, with many yet to re-start.</p>	<p>Explore other opportunities that we may be able to offer to extend opportunities further.</p> <p>Duke of Edinburgh assembly to be shown to students (Year 9+) Autumn 2020 with the hope to re-start parts of the course (minus the expeditions) as soon as possible.</p>
<p>Improved access to school resources – My Maths, Google Classrooms, VLE etc for students who have no or limited access to <b>assistive technology/internet at home.</b></p>	<p>PP Leader to liaise closely with families of students eligible with PP and explore potential barriers to learning that may be reduced/resolved through assistive technology.</p>	<p>During Lockdown, 25 chromebooks were loaned out to PP students Yr 9 - 11. Annually, PP funding pays for loaned chromebooks for student in year groups in receipt of the Chromebook Purchase Programme 7 and 8 (currently Year 7 and 8). Students eligible for PP who don't buy in to the scheme get their own chromebook for the duration of their</p>	<p>The school launched this initiative in September 2018, and students currently in Year 7 -9 are using chromebooks on a regular basis in lessons, and also benefit from the devices to complete some of their homework. The use of chromebooks does not replace, but supplements our existing learning strategies, essential during a tier 1 at the start of the new academic year 2020. Importantly chromebooks give students seamless access to Google Apps for Education, (G-Suite) which have proven essential during Lockdown and as students self-isolate, still accessing lessons on their Google Classrooms, offering collaborative and interactive</p>

		<p>school life, with school subsidising for wear and tear.</p> <p>This provided all vulnerable students with technology at home during Lockdown.</p> <p>School also used PP funding to offer a monthly amount of £10 per child towards internet access during lockdown. We offered 10 students this additional support.</p>	<p>educational activities, effective online feedback and improved communication between teacher, student and parent. Through Pupil Premium support funding, we are ensuring that there are no barriers to young people having access to state of the art technology, and that the availability of online resources and new technologies is on a par with those students not eligible. Devices which have been subsidised by PP funding are indistinguishable from those of their peers, and they are given the same access rights and privileges.</p>
<p><b>Developing therapeutic provision – Just B counselling/Therapy</b></p>	<p>12 PP students (out of 28) attended Just B sessions last year. (43% of all students seen despite making up only 11% of the school cohort)</p>	<p>All engaged/continue to engage well and cases were closed or sign-posted to another outside agency.</p>	<p>Keep this service as essential for young people.</p> <p>Recognise when more intense family/CAMHS therapy is necessary so students do not have a mix of therapies at the same time (which national evidence shows to be counter-productive). This way, school targets the students who will most benefit from this much needed service but not yet/currently receiving CAMHS support.</p>
<p><b>Lockdown Support</b></p>	<p>Keeping school open for vulnerable learners during holidays; 'Home (garden) visits to families; dropping off technology or paper materials; internet support; delivery of Revision Guides; weekly and bi-weekly well-being calls to the most vulnerable; delivery of food from Food Bank; support with FSM vouchers and application for FSM; classes/ tuition/counselling and</p>	<p>As soon as we entered Lockdown, support for our most disadvantaged families became critical.</p> <p>A communication log was immediately created to ensure that every family had a Lead professional who would make regular contact and check in with families. From here, we were able to select one or more of the chosen approaches already listed to create a bespoke package of support for individual students.</p> <p>See Communication Log and Weekly Support documents.</p>	<p>We continue to offer much of this support as we entered Tier 1 and will continue to do so to support our students and their families.</p>

	support in school as part of 'Vulnerable Learner' provision		
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