

Pupil Premium Report September 2019 - March / August 2021

‘The DfE understands that due to coronavirus and school closures, it won't be possible for schools to evaluate the impact of their pupil premium for all of the 2019/20 academic year. Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but schools can give most detail about the grant's use and impact for the period between September 2020 and March 2021.’

As the school was closed again on January 4th 2021, and will not reopen until 8th March at the earliest, we will evaluate the impact of your PP expenditure at the end of the academic year.

We have remained committed to supporting our most vulnerable and disadvantaged students during lockdown. Every child has their own device to work on at home and every child who is eligible for Pupil Premium has had the opportunity to work on site if the home environment has not been conducive to work. Data for Spring 1 shows that PP students' attendance and engagement are in line with their more advantaged peers

Academic Year 2019-20			
Key Stage	No. students	Amount/student	Forecast Total for academic year 2019-20
KS4	29	£935	£27,115
LAC Pupils	0	£0	£0

Current Academic Year 2020-21			
Key Stage	No. students	Amount/student	Forecast Total for academic year 2020-21
KS4	31	£955	£29,605
LAC Pupils	1	£0	£0

Raising Achievement		
Commitment	Expected Impact	Evaluation
Staffing of additional PREP groups (maximum 16) at KS4 to support students at risk of not making progress.	KS4 PP students' progress and attainment in line with pupils with similar starting points nationally. Students are well prepared and motivated for exams and their ability to be more independent in their learning improves.	Home school relationships are excellent. PP students' parents speak with form tutor weekly during school closure, manageable because groups are smaller. Parent survey overwhelmingly positive about the support the school has offered in lockdown.
Reduction of class sizes in English and maths at Year 11 (12-18 per group).	Progress is maximised for identified students in one or both English & Maths and we ensure diminishing gaps between PP and non PP students.	We will be able to measure this to a degree with CAGs.

<p>Compulsory guided reading lesson 50 mins per week in family sized groups (5 teachers) in Year 10.</p>	<p>At least expected (normally far above) progress across the academic year.</p>	<p>Most recent data shows that middle / low attainers make between 14 and 24 months of progress in terms of RA over the course of 10 months.</p> <p>Alongside the whole-school literacy drive, this is successful programme and worth staffing heavily as results are so good. The low stakes approach to reading whole texts has huge benefits, evidenced in national research.</p>
<p>Personal coaching sessions to support most vulnerable and PP students.</p>	<p>PP students have raised aspirations, good attendance and positive and/or improving effort grades in on internal tracking data.</p>	<p>Personal coaching has continued during lockdown but fewer students want to access this remotely.</p> <p>Poor engagement is tracked daily and weekly and picked up by form tutors and HoY instead.</p> <p>We know from previous years that this is something which students benefit from and we have many testimonials to show this. This is part of Logic's offer and we remain committed to this programme.</p>
<p>Continue to provide high level teaching and learning CPD for all staff focusing on pedagogies that have most impact (as identified by the EEF Toolkit). For example marking & feedback and self-regulation</p>	<p>Enhanced staff performance as evidenced by lesson observations, Year reviews etc.</p>	<p>QA reports show that T and L is very good. CPD has continued during lockdown and there are high levels of accountability for staff.</p>
<p>Class sizes. Key Stage 4 classes are a maximum of 24.</p>	<p>Smaller group sizes allows for more</p>	<p>More difficult to measure during lockdown, but QA of</p>

	concentration on PP students.	marking and feedback completed digitally shows staff are able to spend time on this ad giver personal feedback to all students. We remain committed to this.
Intervention		
Commitment	Expected Impact	Evaluation
Year 11 tudents who struggled to access work during the first lockdown to have extra staffed English and maths lessons	PP student attainment and progress is in line with non PP students	We will be able to measure this to a degree with CAGs. Better quality of remote T and L this year should mean that current Year 10 are not affected in the same way.
Educational Psychologist	EP support & intervention enables students to deal with barriers to learning and make progress	4 of the 14 students eligible for FSM were identified early on arrival as having undiagnosed SEN and are now entitled to access arrangements for public exams. Important to get staff trained to spot problems early and ensure Ed Psych assessment day is scheduled early in the school year.
The Logic Diet, for Year 11 which includes Easter revision sessions and paid individual licences for Tassomai	PP student attainment and progress is in line with non PP students	Tassomai is monitored weekly and all students use the App. Recommend to purchase again next year and ensure this is embedded with new Year 10s from September.

		6 periods / week after Feb half term focuses on structured revision in core subjects. We will be able to measure this to a degree with CAGs.
Support & Enrichment/ Wider development of the Whole Child		
Commitment	Expected Impact	Evaluation
Personal Coaching (one to one)	Raising aspirations of PP students and ensuring students meet or exceed their target grades	Personal coaching has continued during lockdown but fewer students want to access this remotely. Poor engagement is tracked daily and weekly and picked up by form tutors and HoY instead.
Continue to offer full range of educational visits and activities across all year groups through our PBL provision. At KS4 trips include field work trips for Geography and History, MFL trips, University trips.	Increase number of PP students attending trips including residential in order to raise aspirations and motivate students.	We have unable to run trips and visits, but plan to run residential for both Year 10 and Year 11 this summer, as well as free summer schools to aid 11- transition.
Continue to provide uniform and equipment as needed by families. Identify students that would benefit from having revision guides and other resources prior to GCSEs	PP students are never disadvantaged by lack of uniform/ equipment and incidents of being sent home to rectify uniform issues reduced	No uniform needed. Quality of remote teaching, and increased access to laptops at home means no extra revision guides have been needed.
Advice and Guidance		
Commitment	Expected Impact	

<p>Continue to provide all PP students with CEIAG. SLT interviews with all Y11 to ensure Post 16 provision is appropriate and aspirational.</p> <p>All students have access to Aim Higher.</p>	<p>At KS4 PP students follow an academic pathway that maximises their P8 score and provides them with breadth of subjects.</p> <p>All Y11 students have clear route into post-16 planned through and no PP students are at risk of being NEET</p>	<p>All Year 11 students had one-to-one careers interviews and on going targeted support depending on their choices for next year.</p> <p>Pairing students with the right member of staff is important and has meant we have more students continuing their studies on the right courses, even more important given post-lockdown employment market.</p>
<p>Taking part in Future Frontiers mentoring programme, targeted at PP students (6 week programme in summer term £1500)</p>	<p>Raising aspirations of PP students, ensuring they are looking outwards and have the chance to see what life after school could look like. Personal development and reflection will equip them to make informed decisions about their futures.</p>	<p>Impact report will come from FF.</p> <p>Student feedback very positive - recommend doing again next year.</p>