

Glebelands School: Pupil Premium 2020-21 Strategy

Overview

The Pupil Premium funding is additional to main school funding and is allocated to students eligible for Free School Meals (FSM) plus students eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Children who have been looked after (in Care), continuously for more than six months are also eligible, as well as service children.

At Glebelands School we recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM and we reserve the right to allocate the Pupil Premium Grant to support any student or groups of students the school has legitimately identified as being socially disadvantaged.

Publishing information about how we have used the Pupil Premium grant ensures that parents and others are made fully aware of the attainment of students covered by the Premium and the extra support they receive. This year, Glebelands School has 668 students on roll of which 102 students qualify for the Pupil Premium grant. The number of students who triggered this funding in each year group is shown further below.

“The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school.”

The strategy of embedding a programme of intervention and support for students beginning prior to their arrival at Glebelands and continuing through KS3 & KS4 results in students making significant academic progress.

As a school we refer to these students as Disadvantaged Learners.

Research on Supporting Disadvantaged Students

Several institutions have researched the challenges facing students from disadvantaged families. These publications include reports from: The Sutton Trust (Cracking the Code), The Fair Education Alliance, The Social Mobility Commission, Tackling Child Poverty (West Sussex)

General Findings

Many of the report’s findings are common knowledge among schools. They include statements that are relevant to Glebelands School:

- Low income students make on average half a GCSE grade less progress in Attainment 8 subjects.
- Low income White British groups make the least progress
- The progress gap is widest in the South East and narrowest in London
- Pupils’ achievement is linked to commitment to independent study and low income parents are less likely to be able to help with this given the more complex secondary curriculum.
- SEND and mental health are particularly likely to adversely affect progress. These factors are also more likely to affect low income pupils.

- Low income students are four times more likely to be permanently excluded. 50% of exclusions are for pupils with SEND.
- Academically enriching activities may help to support attitudes to school and learning but low income pupils are less likely to participate.
- Disadvantaged students are four times less likely to attend a high tariff university than their peers.
- The gap in literacy and numeracy levels at the end of primary education is 8.2 months.
- Pupils achieve less well in schools which neglect to prioritise KS3 progress.

The reports encourage schools to invest in best practice which includes the following points:

- Promote quality first teaching to ensure literacy and numeracy gaps are closed.
- Provide students with a broad educational experience.
- Promote skills that enable self-supported study.
- Low income pupils will benefit from peer group effects in outstanding schools.
- Attainment will frequently precede aspirations.
- Ensure good attendance records of disadvantaged students.
- Promote the high profile of disadvantaged students.
- Pupil progress is highest in outstanding schools with high expectations.

By referring to research undertaken by the authors of these publications and by regularly referring to research published by the EEF, we are confident that our planning for the removal of barriers for disadvantaged students is effective. Strategies from previous

Barriers to attainment of PP students at Glebelands:

Internal:

1. Lower prior attainment in Literacy and Maths.
2. Lower current attainment in Literacy and Maths.
3. Engagement of PP students in extracurricular activities and support.
4. Lower aspirations (both to achieve success and to remain in education)

External:

1. Engagement of parents in PP students' progress and attainment.
2. Attendance.

Outcomes for Students at Glebelands

	2017-18		2018-19		2019-20*		National 2018-19	
	All Students	Disad Students	All Students	Disad Students	All Students	Disad Students	All Students	Disad Students
Number in cohort	569	105	622	117	658	110		
Total PP funding received	£96935		£ 97240		£94830			
Progress 8	0.28	0.15	0.37	-0.15	0.52	0.16	-0.02	-0.44
% achieving basics (4+ in English and Maths)	75	58	80	69	84	75	64	45
Overall absence	4.9	8.2	5.1	8.6	5.4	9.3	5.5	9.2

**Due to Covid-19 the GCSE results were Centre Assessed Grades. There are no published performance tables to compare with National figures. Our Progress 8 scores for 2019-20 have been generated by SISRA.*

Attendance figures were also negatively affected by Covid-19 in Term 2 of 2019-20

Table of students who qualify for Pupil Premium and 2020-21 strategies

	Y7	Y8	Y9	Y10	Y11	Total	Whole School
Total (number of students)	22	22	20	15	23	102	668
Boys (number of students)	13	10	15	9	8	55	332
Girls (number of students)	9	12	5	6	15	47	336

Glebelands Aims for Disadvantaged Learners

Aim	Target	Target date
Progress 8 Score	Achieve Progress 8 score above 0.15	Sept 2021
% Grade 4+ in English and maths	The % of Disadvantaged Learners to achieve basics at 4 to be higher than all students Nationally	Sept 2021
Attendance	Attendance of Disadvantaged Learners to be in line with all students nationally.	Sept 2021

Strategies for 2020-21

Teaching and Learning				
	Action	Implementation	Staff involved	Timescale
TL1	Strategy Identifying disadvantaged learners			
	Embed on seating plans, data trawls and T&L meetings	Check Key to Success portal regularly to update student list. Update SIMS accordingly. Photographs presented in staffroom. Ensure staff identify disadvantaged pupils on seating plans and know who they are. Continue with identifying as a group on data analyses. Ensure a regular agenda item for T&L meetings	FIH/DJN DJN DJN/CGS/MFK SDJ/HoDs/Staff HoDs	Half-termly Before October 2020 INSET/CPD Sep 2020 Every data trawl Each data trawl
TL2	Strategy Identifying barriers to learning for disadvantaged learners.			
	To produce profile for each disadvantaged learner	Each learner has a simple profile identifying barriers and how they can be supported. Placed on SIMS.	OTJ/SLH for Y6-7 DJN/SLH for remainder of school. FIH for SIMS	Transition visits/Induction programme Completed by Spring 2021
TL3	Strategy INSET/SBP strategies for disadvantaged students			
	Build in regular CPD/SBP strategies	Regular sharing of strategies to consider progress of Disadvantaged Learners through weekly briefing. Timetabled department meeting to focus on effective teaching and learning	CGS/MFK/DJN All Staff MFK/HODs/Staff	INSET/CPD calendar Weekly from September 2020
TL4	Strategy Enhance literacy opportunities in all lessons			
	Work with HoDs to mirror strategies from LEXIA	Keyword list given for topics/projects All KS3 students have a reading lesson which is tracked using Accelerated Reader	HoDs/JCR/MFK SDJ/JCR	Ongoing, regular INSET Fortnightly
TL5	Strategy Targeted intervention that is funded			
	Literacy support Targeted revision sessions	LEXIA support Offer paid places to disadvantaged learners	SLH/LSAs DJN/CGS/HoA/Staff	Ongoing Lunch/Afterschool/Half terms/Easter

TL6	Strategy Disadvantaged Learner book look to ensure high expectations			
	Carry out a book look/learning walk	Department book look comparing progress of Disadvantaged Learners with peers	HoDs/MFK/Staff	Termly
TL7	Strategy Disadvantaged student fund which staff can apply for to enhance opportunities and learning of Disadvantaged Learners			
	Promote fund to all staff.	Staff apply for fund and justify how it will benefit disadvantaged students (opportunities, engagement or outcomes)	DJN/Staff	From September 2020
TL8	Strategy Careers advice for Y10 students			
	Careers fair visit and interviews	Students see real-world roles and future options Students have experience of an interview	MAB/JAW	Spring/Summer 2021
TL9	Strategy Supporting Disadvantaged Learners during Covid19 lockdown and self-isolation periods			
	Ensure all students can access work from home	Setting of work for Self-Isolation periods Streaming of lessons for year groups when cases are prevalent Access to ICT facilities for Disadvantaged Learners	MFK/Staff MFK/Staff RUM/DJN/SLH/FRC	September 2020 onwards September 2020 onwards September 2020 onwards

Personalised Support				
	Action	Implementation	Staff involved	Timescale
PS1	Strategy Peer mentoring process			
	Year 7 Disadvantaged Learners mentored by Year 10 students with a key focus on behaviour wheel attributes	Year 10 students trained Year 7 students meet regularly with mentee	NJC NJC/OTJ/DJN	Spring 2021 Spring/Summer 2021
PS2	Strategy Mentoring for Disadvantaged Learners			
	Key learners are identified for mentoring support	Identify key Y11 Disadvantaged Learners and appoint mentors	DJN/HoA/Mentors	Autumn 2020

		Identify key Y10 Disadvantaged Learners and appoint mentors Mindset mentoring for Y7 students	NJC/DJN/OTJ	Autumn 2020 Spring 2021
PS3	Strategy Literacy support for key Disadvantaged Learners			
	Through LEXIA or small group learning, all Disadvantaged Learners are nearing expected reading age	Ascertain reading ages of disadvantaged learners Identify key learners to target Literacy support – (small group/buddy/LEXIA)	SLH/DJN SLH/DJN SLH/DJN/Y10/11	Summer/Autumn 2020 Autumn 2020 Autumn 2020
PS4	Strategy Improve Maths and English Progress			
	Small groups targeted for support in Eng & Ma	Discuss Disadvantaged Learner KS4 progress with HSH and MPR Targeted intervention from Maths and English Increase number of support groups for those not predicted to achieve basics. Extra English and Maths lessons Appoint Maths teacher to facilitate smaller group sizes	DJN/MPR/HSH MPR/HSH MFK/SDJ/MPR/HSH RUM/FRC	Beginning Autumn 2020 Beginning Autumn 2020 Beginning Autumn 2020 Autumn 2020
PS5	Strategy Ensure suitable and broad curriculum			
	Offer of courses at college that fall outside school subjects	Ensure students have access to courses they want at GCSE and provide transport if required	SDJ/CGS/CAM/ CMW	Begin in September 2020 (last 2 years)
PS6	Strategy Flexible provision for those who struggle in mainstream education			
	Provision of alternative learning (STAR, Surrey online education and Wey Valley School)	Ensure students have access to education	MFK/CGS	Ongoing
PS7	Strategy Provision of Homework club to provide a safe environment where students can work and receive support after school to complete work set			
	Employ member of staff to support students after school	Ensure all student and parents are aware of this opportunity.	HOAs/MAB	Daily beginning when Covid restrictions allow
PS8	Strategy			

Employment of a Home School Link Worker				
	The Home School Link Worker to help engage with vulnerable students and families	The Home School Link Worker will continue to support targeted families to improve attendance and engagement with school.	EMB/SLH/HOA	Daily

Data				
	Action	Implementation	Staff involved	Timescale
D1	Strategy Identify Disadvantaged Learner underachievers in all year groups			
	Ensure all stakeholders (HoA, HoD, mentors, parents) are all aware	Discussion of report with students through form tutor Raising profile of Disadvantaged Learners after data trawls	HoA/Tutors DJN/HoA/Tutors	Each data trawl Each data trawl
D2	Strategy Progress review for underachieving Disadvantaged Learners			
	HoA /tutors to focus on Disadvantaged Learners when identifying progress review candidates	Before each Progress Review session, HoAs and Tutors review data and focus on Disadvantaged underachievers	HoAs/Tutors	Termly – each Progress Review session

Transition				
	Action	Implementation	Staff involved	Timescale
T1	Strategy Induction programme			
	Disadvantaged Learners build confidence before arriving. Involve parents	Identify Disadvantaged Learners during transition visits	OTJ/SLH/DJN	Summer 2021
		Induction programme constructed	DJN/SLH/OTJ	Summer 2021
		Learners attend Glebelands for afternoon sessions	DJN/OTJ/SLH/Various DJN	Summer 2021 Summer 2021
T2	Strategy Identify barriers early			
	Build one-page-profiles	On induction programme/transition visits, barriers	DJN/OTJ/SLH	Summer 2021

	before students start in September	to learning are identified on profile page Profile pages created and put on SIMS	DJN/OTJ/SLH	Summer 2021
T3	Strategy Investigate home environment			
	Visit homes of key Disadvantaged Learners	To gain an insight to the home environment and ethos of parents prior to students joining the school	SLT/DJN/OTJ	Summer 2021

Evaluation of aims from 2019-20:-

Progress

Outcomes for Disadvantaged Learners was pleasing. 75% of Disadvantaged Learners achieved basics at 4+ which is line with all students nationally. They achieved a positive progress score indicating these students made more progress than all students nationally.

Attendance

Although attendance for Disadvantaged Learners has fallen. The drop occurred in half-term 4 when Covid-19 had an impact. Prior to this attendance was better than 2018-19.