

Pupil Premium strategy 2020-2021

1. Summary information					
School	Uxbridge High School				
Academic Year	2020 - 2021	Total PP budget	£495,418	Date of most recent PP Review	09 / 2020
Total number of students	Y7 – Y11 1,131	Number of students eligible for PP	Y7- Y11 436	Date for the next internal review of this strategy	09 / 2021

2. Current attainment			
	Whole school	Students eligible for PP (your school)	Students not eligible for PP (national average)*
Progress 8 score average			
Attainment 8 score average	48.28	44.77	53.7
% 9-4 in English and Maths	64%	55%	78%
% 9-5 in English and Maths	47%	38%	57%
P8 English Element			
A8 English Element	10.17	9.67	
P8 Maths Element			
A8 Maths Element	9.33	8.57	
			Data as of 26/12/2020

3. Barriers to future attainment (for students eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Low literacy and comprehension levels which prevent some PP students from fully accessing the curriculum. Students with SEN K face additional challenges	
B.	Some PP students lack self-esteem and confidence which results in them choosing to remain passive learners in the classroom leading to lower progress	
C.	Room for increased challenge when learning which will lead to accelerated progress for some PP students as it allows them to engage with higher order thinking skills	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance and Punctuality	
E	Social, emotional and mental health issues caused by broken family structures, low parental engagement, education not being valued in the local community and the lack of positive role models	
F	Lack of access to wider educational and cultural experiences limiting exposure to cultural capital	
G	Lost learning due to the Impact of Covid - 19	
4. Desired outcomes		Success criteria
A Low literacy	<p>Students to become more confident and fluent at reading. All PP students engage with the AR programme in Years 7 & 8 and progress their reading skills so that they are in-line with their actual age and average of their peers. Students who require small group or 1:1 literacy support receive further intervention through our intervention catch up groups which allows them to access the curriculum more successfully. Students read widely and often for pleasure.</p> <p>SEN K students are given access arrangements that they require to access the curriculum. Staff are given clear communication around the adaptations required for each child in their class. CPD is provided to share strategies for improving teaching and learning for specific groups of SEN students, leading to better delivery and progress of students in lessons.</p>	<p>High quality Accelerated Reader intervention sessions are delivered that ensure that appropriate progress is made at the Foundation level in developing reading skills. Students become more independent and fluent at reading and take control over their own development. Students maintain an average of 85% - 90% in AR assessments. Reading skills are in line with actual age or their peers. Students reading speed increases.</p> <p>Students' oracy (including speech and language) are sufficiently developed to that they can access the curriculum.</p> <p>Using prior attainment data staff can plan lessons for SEN students more effectively. SEN K students can more confidently access the curriculum.</p> <p>Provision for Year 7 & 8 will be monitored and evaluated to improve intervention systems going forward so that they have a greater impact.</p>

<p>B</p> <p>Learning in the classroom</p>	<p>All PP students consistently receive high quality teaching and learning which supports and challenges them to make good or better progress from the Foundation Years through to the Advanced Years. Students takes risks and are not afraid to make mistakes. Where intervention is needed, it is personalised. This approach will help ensure that every Pupil Premium student makes progress in line with their peers. PP students to be explicitly targeted by school leaders where needed to raise motivation – especially in the Mastery and Advanced Years; and aspiration – especially in Foundation and Transition Years.</p> <p>Curriculum maps are reviewed, updated and highlight support for PP students</p>	<p>Effective use of Question Level Analysis (QLA) for academic transition; this will pinpoint areas of curriculum for catch-up.</p> <p>Barriers to learning across all year groups are quickly identified and addressed. Monitoring and tracking procedures are robust. Interventions are planned by curriculum areas and reviewed to support/accelerate progress. Groups such as, WBR, SEN K and Services children will be effectively supported by teaching staff and by the pastoral team where needed; appropriate provisions will be in place, appropriate resources will be used and appropriate in-class support will ensure this group of students achieve their outcomes in a timely manner.</p> <p>The overall academic progress and attainment of every Student Premium student will be monitored regularly by Senior Leaders, School Governors, Curriculum Leaders and Heads of House.</p> <p>Reduce the progress 8 gap to < 0.1 Reduce the attainment 8 gap to < 0.5</p>
<p>C</p> <p>Stretch and Challenge</p>	<p>Increased challenge in all subjects/curriculum areas so that it is consistently high for all but especially for PP students who should not be seen as just low achieving students. Teaching and Learning ensures that lessons are consistently differentiated so that there are better and more scaffolded steps built in to learning over time. Skills required across curriculum areas are highlighted to support students in making links. Feedback is meaningful and purposeful which helps accelerate learning. The curriculum map will ensure students build on prior learning in key knowledge, skills and concepts.</p>	<p>Termly learning walks and work reviews will show that differentiation and scaffolding for PP students is personalised and targeted so that students can be seen to be making rapid and sustainable progress. Staff use a variety of feedback which students use to make progress. CLs use ALPs at mastery and advanced level to ensure the most able students continue to be stretched and challenged.</p> <p>High attaining PP students will be identified and will continue to work at a high level throughout their time at UHS. As a result of a carefully planned curriculum, students will make rapid and sustained progress and excel across a wide range of subjects.</p>
<p>D</p> <p>Attendance and</p>	<p>Improve PP students attendance so that it equals or is better than non-disadvantaged attendance. Seen in weekly, half-termly, termly and annual data analysis.</p>	<p>Parents and students will support the school's expectation for attendance and punctuality. They both will fully understand the impact that absence has on learning, progress and enjoyment in school.</p> <p>A wide range of support is given to vulnerable families improving standards of behaviour/attendance and parental engagement</p>

<p>Punctuality</p>		<p>Pastoral team to successfully support students with mental health, social and emotional needs which may express itself through attendance and punctuality concerns.</p> <p>Pastoral team to review and evaluate A&P interventions and feedback to SLT</p> <p>Attendance and Punctuality to one of the whole school's area of focus</p>
<p>E</p> <p>Social, Emotional & Mental Health</p>	<p>Pastoral and behavioural support will be carefully planned so that every child is ready to learn and so that they can access the curriculum more confidently. Students that are at risk of exclusions have positive behaviour strategies put in place that allow them to see the value and importance of learning which in turn prevents them from missing out on education.</p>	<p>Barriers to learning are identified so that both student and family can be supported throughout the student's educational experience at Uxbridge High School. Examples include - 1:1 mentoring, referral to external agencies, group social skills work and homework support, home visits. The Wessex House system continues to play an important role in supporting this.</p> <p>Students supported with mental health and well-being issues by the mental health support team that act as a barrier to learning.</p> <p>Personalised action plans are successfully monitored and evaluated by school leaders and the pastoral team to accelerate student progress. All students respond positively to the school's 'proud' values. They demonstrate qualities such as being positive, respectful, open-minded, unique and determined.</p> <p>Students who have had experienced early life trauma are supported, monitored and helped to become confident and independent. Healthy breakfasts are provided for PP students that allows them to have a positive start to the day.</p>
<p>F</p> <p>Wider Education</p> <p>And</p> <p>Cultural Capital</p>	<p>Provide opportunities for learning beyond the classroom. Student Premium students regularly take part in a variety of out of lesson activities which will form lifelong memories and contribute towards the enrichment of our students' character.</p> <p>Continue to develop independent CEIAG using Gatsby benchmarking to ensure that PP students get appropriate support especially at transition times; Foundations through to Advanced.</p>	<p>Pupil Premium students will be targeted for enrichment opportunities and encourage to participate in the enrichment club programme. These experiences will increase their cultural capital. Students will be clear about their local (Hillingdon) and national heritage and will use the knowledge and understanding that they gain from these experiences to enhance their work, behaviour and aspirations. The participation of all enrichment activities to be at least 40% of Student Premium students.</p> <p>50% of the Student Leadership Team to consist of PP students.</p> <p>The House teams monitors the overall rewards and interventions for all Pupil Premium students. The attendance of Pupil Premium students to extra-</p>

		<p>curricular clubs will be monitored each half term and those who do not attend will be encouraged to try one.</p> <p>Students are aware of the importance of all subjects to careers from Year 7. Aspirations/ career paths are regularly discussed and linked to local employment opportunities. Parents and carers support learning at home and are in regular communication with the school regarding educational next steps. Attendance on all trips and visits to be at least 40% of Pupil Premium students. Destinations for all students is closely monitored including disadvantaged Sixth Form students, where they are fully supported in making informed decision on choosing the right career path for them (See CEIAG plan)</p>
<p>G</p> <p>Lost learning due to the impact of Covid-19</p>	<p>Taking into account the impact of Covid – 19 on the lives of disadvantaged students, the school continues to support the needs of these students. Alongside our original plans implemented in 2019, we will also focus on;</p> <p>Continuing to identify gaps in learning and putting high impact strategies in place to address them. Implement the use of Knowledge Organisers across the school so that all students have access to key knowledge they need to succeed to become fluent independent learners. Ensure that curriculum maps are adapted so that the curriculum is student centred and fit for purpose taking into account the impact that Covid-19 has had on educational environments.</p> <p>Build Blended learning strategies into and across the curriculum to support inclusion of pupils with communication difficulties. Strengthen engagement of learning by developing a study portal that supports students in regulating their own behaviour and learning.</p> <p>There is an increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement. Vulnerable students are supported in making the transition back into school.</p>	<p>High impact intervention strategies are put in place so that gaps in learning are addressed. By reviewing curriculum maps, it will make sure the essentials will be covered in class. Teachers to use questioning, assessment and feedback to identify what pupils need, it will also ensure that there are enough opportunities for students to practice and develop key skills at home. Middle and senior leaders will look for patterns, which become mini-objectives for curriculum areas to address and they will form a central part of the wider curriculum plan. Properly-resourced remote learning to be coupled with high-quality in-school teaching for vulnerable pupils, children of keyworkers, disadvantaged pupils and students with unsuitable home learning environments.</p> <p>The pastoral team to work with social worker and families to secure regular school attendance from the start of term as this will be essential to help pupils catch up on missed education, make progress and promote their wellbeing and wider development. Clear and consistent expectations around school attendance is communicated to families. The pastoral team identify students who are reluctant or anxious about returning or who are at risk of disengagement and develop plans for reengaging them.</p>

5. Planned expenditure

Academic year

£495,418

The three headings enable you to demonstrate how you are using the Student Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all: Low literacy and comprehension levels / learning in the classroom / stretch and challenge / impact of covid-19

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils	<p>From September 2020 teachers assess for gaps in learning before moving forward with the relevant Year group curriculum.</p> <p>This will aid with the identification of children requiring catch-up provision.</p> <p>Curriculum Maps amended so that the school can continue to deliver a bespoke and pupil centred curriculum to reduce the impact on lost educational hours</p> <p>Introduction of Academic Mentoring and Tutoring Programme</p>	<p>The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature.</p> <p>Key findings and implications include: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction</p>	<p>Assess lost learning and tailor support to match</p> <p>All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges</p> <p>Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils Appropriate CPD for staff, especially NQTs and Teach First staff</p>	<p>SLT LPT CLs</p>	Ongoing

<p>Consolidation and development of school online learning resources to support blended learning and reinforce core skills in school.</p>	<p>All children that have to self-isolate from school will have access to high quality blended learning</p> <p>In school technology will be used effectively to ensure that teaching where appropriate is available for pupils who are self-isolating.</p> <p>Launch of study portal and use of Knowledge Organisers</p>	<p>Development of blended learning offer to ensure that pupils who have to self-isolate for any period of time are provided with the best quality of education possible when working at home.</p> <p>Blended learning uses online apps and programs to teach concepts, students can learn at their own pace. It also lets students work at their current level of understanding. Slower learning students can repeat and review exercises as many times as needed. Faster learners can move ahead at a quicker pace.</p>	<p>Training given to all teachers on how to provide blended learning.</p> <p>Curriculum and School Leaders to analyse the quality of national online resources by providers such as Oak Academy over suitably matched lessons.</p> <p>Training provided for teachers on how to make the best use of Microsoft Teams (school virtual learning platform) to further enhance blended learning and the effectiveness of communication between pupils and staff during periods of isolation.</p>	<p>SLT LPT CLs</p>	<p>Ongoing</p>
<p>Sustained high quality of teaching across all subjects by delivering effective modelling and scaffolding, targeted questioning and constant retrieval practice to ensure that our most disadvantaged students are able to make progress.</p>	<p>Curriculum maps and end points planning allow staff to meet the needs of all students so that expected progress for all can be made. All students given equality of access to the school/national curriculum.</p>	<p>The biggest impact on student progress is ensuring the quality of teaching is strong and consistent over time. It impacts on every child as per the 'EEF guide to Student Premium'.</p>	<p>Line management of Middle Leaders / SLT meetings</p> <p>Review and assess the quality of teaching through learning walks, observations, student voice and work scrutiny</p>	<p>SLT LPT CLs</p>	<p>09/21</p>

Marking and feedback to focus on ensuring Pupil Premium students are making progress	High quality feedback to Pupil Premium students will help with learning/catch-up and progress	EEF toolkit outlines clearly that the biggest impact in terms of months of progress comes from the quality of feedback provided by the class teacher.	Line Management of Middle Leaders. Review and reflect on the quality of teaching through learning walks, observations, student voice and work scrutiny.	SLT LPT Middle Leaders	09/21
Use of CPD / Twilight sessions to promote latest research in classroom practice to enhance the quality of teaching and learning.	LPT to lead on sharing latest research which identifies good practice and share with all subject areas. Improve the quality of practice in all teaching	Developing a highly researched, forward thinking teaching and learning environment which demonstrates positive change in teaching methods to	Line Management of Middle Leaders SLT to lead on the implementation of key areas of focus in their subject area.	SLT LPT	09/21
Improve and develop leadership at every level to ensure that whole staff professional development leads to improved	A range of appropriate leadership opportunities / CPD training made available each academic year to staff.	Effective Leadership is an important element in improving student outcomes.	LPT meetings Middle Leaders meetings Staff CPD	SLT LPT Middle Leaders	09/21
Use of KS2 data to produce QLA analysis and use it for intervention and curriculum catch-up	Identify PP students with low literacy levels and reading ages below actual age and implement actions to make them more confident learners.	Students have struggled to access exam papers and content in the lesson. This is because literacy levels not in line with their actual age and therefore they cannot fully access the curriculum.	JKe to liaise with data manager to analyse the KS2 data in July. CLs and SLT to be informed in gaps in learning so that curriculum catch up provision can be identified	SLT FLC Middle Leaders	09/21
Use the QLA analysis to identify PP HAPs to ensure they are appropriately	By identifying PP HAPs and any gaps in their learning, curriculum maps can be	HAPs can sometimes lack motivation and ambition. Carefully analysis of these	Regular monitoring through data analysis and quality assurance.	SLT Middle Leaders	09/21

<p>Ensure staff are provided with regular information on PP students' progress, in order to identify areas of underachievement.</p> <p>As part of the data tracking process, ensure middle leaders and classroom teachers are implementing timely intervention strategies</p>	<p>Curriculum areas use data effectively to identify areas of underachievement in PP students and implement appropriate intervention strategies.</p> <p>Class teacher data shows the success of targeted PP interventions.</p> <p>Data used is accurate and up to date.</p>	<p>Students may not be targeted without robust analysis of the data. Providing key staff such as teachers, curriculum leaders and house teams with the data will ensure that they are able to identify areas of weakness and intervene sooner rather than later.</p>	<p>SLT will liaise with link curriculum areas following each data drop to discuss progress of targeted PP students in their subject area so that curriculum maps can be updated accordingly.</p> <p>Middle Leaders and SLT review individual student progress with members of their curriculum area following each data drop</p> <p>CLs to ensure that data entered is accurate</p>	<p>SLT</p> <p>Middle Leaders</p> <p>House Teams</p>	<p>09/21</p>
<p>Year 7 & 8 Literacy intervention form</p>	<p>QLA analysis to enable LAPs to improve and develop their low literacy levels so they can be more confident in accessing the curriculum</p> <p>A personalised learning plan is put in place for each student that meets their individual needs</p>	<p>LAPs have very low levels of literacy and require regular targeted intervention and support</p>	<p>Create new forms for students that they go to every day</p> <p>Set up student mentoring with Sixth Form students and the Student Leadership</p> <p>Track AR progress</p> <p>Track attendance</p>	<p>JKE</p> <p>JCU</p> <p>LPH</p>	<p>09/21</p>

	<p>There is a love for reading as students read widely and often, both on their own and in pairs</p>		<p>LM meetings fortnightly</p> <p>Evaluate the impact of the personalised learning plans</p> <p>Develop case studies to evaluate the impact</p>		
<p>Year 7 & 8 Low numeracy levels curriculum catch up</p>	<p>QLA analysis to enable LAPS to improve and develop low numeracy levels so that they can be more confident in accessing the curriculum</p> <p>Student functional maths ability improves</p> <p>Students feel compelled and empowered to problem solve using maths skills. Students have the resilience to not give up on challenging mathematical problems</p>	<p>LAPs have very low levels of numeracy and require regular targeted intervention and support</p> <p>Students fail to make numerical skills connections between subjects</p>	<p>QLA analysis to be shared with Middle Leaders so they can take ownership of gaps in learning</p> <p>Curriculum areas to review their curriculum maps to see where they need to be adapted to include more numeracy-based intervention exercises that allow for gaps in learning to be addressed</p>	<p>JKE</p> <p>BDE</p> <p>MPA</p> <p>LSE</p> <p>AER</p>	<p>09/21</p>

	<p>Access to wider school curriculum improves with students being able to transfer skills between subjects such as Science and Maths</p>		<p>SLT to oversee the curriculum catch up provision</p> <p>Half termly meeting to review, monitor and evaluate progress between SLT and Numeracy Co-ordinator and CL for Maths</p> <p>Develop case studies to evaluate the impact</p>		
<p>SEN (SEN-K in particular) Pupil Premium Students and progress</p>	<p>All children, regardless of their barriers to learning or SEN/medical needs make excellent progress across all areas of school life.</p> <p>Vulnerable SEN PP students are identified before they start life at UHS and given additional support with their transition into a new learning environment</p>	<p>Students with SEN, disabilities or who face other challenges often require a specialised support system to manage and overcome the barriers to learning caused by their condition or circumstances</p>	<p>SEN – K students identified and information shared with all staff</p> <p>Staff training</p> <p>Learning Walks / Work review / Student Voice</p> <p>Regular monitoring through data analysis and quality assurance.</p>	<p>SLT</p> <p>SENCO</p> <p>FLC</p> <p>Middle Leaders</p> <p>LPH</p>	<p>09/21</p>

	Academic attainment is positive, along with the development of life skills and confidence to progress in their next stage of development				
Total budgeted cost					£113,289
Targeted support: Attendance and Punctuality / impact of covid-19					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Analysis of PP students' attendance to track and monitor absence and persistent absence weekly. Pastoral team to follow up and act on information immediately	Reduce the attendance gap to < 0.1% Reduce any persistent absence gap to < 2% All PP students have good attendance above 96%	EEF research into attendance and impact on outcomes. Attendance at school is essential if students are going to reach their full potential.	Analysis of attendance data weekly to explore and monitor students and groups of students' attendance. Daily monitoring of absenteeism to identify students at different levels	SLT HoH Guidance Leaders Form Tutors Teachers MBA DRA	09/21
Pastoral team to carry out home visits and liaising with alternative education providers to address barriers for learning	All PP students have low levels of lateness Increase in the number of attendance rewards for PP students	Absenteeism is a major factor in affecting progress of students. If a student is not attending school or is regularly late for lessons they are not receiving their curriculum	Weekly pastoral meetings to triangulate strategies and to evaluate interventions implemented so far		Termly

<p>Strategy for attendance interventions to target risk students who have gaps/issues with absence at all levels to be implemented so that the school can intervene before it becomes PA</p>	<p>Less students taking holidays during term time</p> <p>Students respond well to morning structures and routines with the help of the school</p>	<p>entitlement and therefore are less likely to make expected progress.</p> <p>Working with parents and alternative education providers help the school in meeting the needs of individual students and reduce PA.</p> <p>Exam analysis shows students who attend less than 90% of lessons reduces student chances of achieving 5+ 5-9 grades at GCSE from 81% to around 57%.</p>	<p>Highlighting students' absence compared to the average for all non-disadvantaged students to inform parents and staff of the scale of absence</p> <p>Develop case studies to evaluate the impact</p>		<p>Termly</p>
<p>Improve communication with all parents using an attendance text message system</p>		<p>Exam analysis shows pupils who attend less than 90% of lessons reduces student chances of achieving 5+ 5-9 grades at GCSE from 81% to around 57%.</p>	<p>Highlighting pupils' absence compared to the average for all non-disadvantaged pupils to inform parents and staff of the scale of absence</p>		<p>Termly</p>
<p>Increase the profile of absence with staff, students and parents to improve attendance, particularly disadvantaged students to be in line with all other students – target: ≥96%</p>		<p>Proactively identify PP students deemed at risk of non-attendance during examinations and put interventions in place to ensure they attend</p>	<p>Highlight the benefits of attending school regularly will promote further improvements in attendance.</p>		<p>Termly</p>
<p>Improved PP attendance to examinations</p>					

	School bus used to collect students who are at risk of missing exams				
Wessex House to support vulnerable PP students with their attendance	The Wessex House continues to support PP students with attendance issues, providing them with specific programmes of support and raised expectations				
Targeted support: Social, emotional and mental health / impact of covid-19					
Support PP students who have a lack of esteem and self confidence	Targeted achievement plans for when students are in lessons are used for individual students, to identify and review short term targets. Success is celebrated.	Ensures the quality assurance of intervention work at classroom and department level	KS2 transition team Pastoral Team to support vulnerable students identified	LPH	09/21
Mental Health Leads and ambassadors set up to support students with mental health. Work with external agencies that support students and parents	Educate people about mental health and strategies that can be put in place to support students with mental health problems. Students who request additional support receive it	Increasing evidence of Social Emotional Mental Health Problems in young people	Assemblies Drop in sessions Questionnaires Rewards lunch Staff training and awareness	SLT SPA	09/21

understanding issues that surround mental health					
Analysis of behaviour watch, on call, number of seclusions and exclusions - and the reasons why to identify patterns in students behaviour	Reduction in the number of detentions, seclusions and exclusions of PP students	Data shows that PP students are more likely to have FT exclusion than non-PP students.	Analysis of exclusions, and repeat exclusions of PP students and their impact on absence and progress. Develop case studies to evaluate the impact		09/21
Personalised curriculum adaptations to support PP students at risk of underperforming/exclusion. Give them access to alternative provision to ensure they achieve appropriate qualifications	Students who struggle to access some courses become disengaged with their learning Additional offer of specialised provision helps keep them engaged All students see the value in education	Bespoke curriculum planning to support those identified to access alternative courses. Students requiring fulltime alternative education providers supported in being able to access provision	Pastoral team, safeguarding team to meet weekly to plan, monitor and evaluate provision	SLT Pastoral Team Safeguarding officers	09/21
Transition teacher and team to support PP students with the transition from Year 6 to Year 7	PP students and families who are making the transfer from primary education to secondary education are supported so as to make the transition as	Whilst the move to secondary school is exciting, it is also a big change. Therefore, a lot of parents and students often feel anxious about what to expect. Having a good transition	Staff will liaise closely with our feeder primary schools in the months leading to transition	LPH KPA AER JKE	

	<p>easy and as informative as possible.</p> <p>Opportunities are given to tour the school and get acquainted with new surroundings</p> <p>The Transition Day in and the Summer school (both in July) will give PP students the opportunity to get to know their new peer group better and to find out what they will experience when they actually start school in September.</p> <p>Welcome to Year 7 Evening for Parents to allow families of PP students to get to know the school a bit better. Parents are given the chance to get to meet the pastoral team and form tutor.</p>	<p>programme supports each student by allowing them to become more confident in making the move from Primary School to secondary school.</p>	<p>Student / Parent Voice</p> <p>Pastoral Team and school leaders to meet to plan, monitor and evaluate the transition programme</p>	<p>Office Team</p>	
--	---	--	--	--------------------	--

Targeted Support - Wider Education and Cultural Capital / impact of covid -19					
Students have access to all trips and equipment regardless of social and economic situation	PP students to become more self-assured and confident. They are not afraid of failing, risk taking and they realise their potential.	Going on trips and participating in extra-curricular provision encourages students to engage with people, places and buildings in new ways, thus extending vocabulary and language skills and closes the cultural capital gap	The participation of all enrichment activities to be at least 40% of Student Premium students.	SLT	09/21
Increased numbers of PP students accessing extra-curricular opportunities	To enhance personal experiences in the wider community and broaden student's experiences that they may not have at home.		50% of the Student Leadership team to consist of PP students	Rewards trip co-ordinator Pastoral Team	
Increase experiences of activities beyond the school day. E.g STEM club, art club, photography club, music club, drama club	To enhance language skills, improve vocabulary, improve reading attainment and to improve creative writing.		Develop case studies to evaluate the impact	Form Tutors CLs	
Rewards trip residential					
Unifrog and making informed decisions	Students have access to guidance about work experience, higher education, interviews, etc. Students can make more informed decisions about their future.	Increase PP students' knowledge of all opportunities and support available to them.	Assemblies Form Tutors to monitor Promote during Parents Evenings GL to monitor	SLT GL Form Tutors	09 / 21
Raise the aspirations and engagement in wider opportunities of individual PP students through	Students complete Pixl Edge and demonstrate LORIC values in a proud and confident manner	Giving increase leadership opportunities to more vulnerable students increases confidence.	Citizenship Assemblies CPD	SLT Middle Leaders House Teams	09/21

<p>employability strategies and Citizenship programmes</p>		<p>Providing clear career guidance, increases aspirations and supports students in wanting to improve progress.</p> <p>The Edge will allow PP students to develop and accredit the life-skills and attributes which employers are telling schools that they need;</p> <p>leadership, organisation, initiative, resilience and communication.</p> <p>The skills gained will assist in raising self-esteem, improving life chances and broadening progression routes; attributes and skills required as they apply to colleges, universities and for positions of employment.</p>	<p>Drop Down Days</p> <p>Links to external agencies</p> <p>Reward achievement</p>		
Total budgeted cost					£368,675
i. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Ensure that all PP students are fully prepared for school, wearing full uniform and attend lessons with correct equipment</p>	<p>Students and parents are fully aware of financial support they are entitled to via assemblies and outreach to parents.</p>	<p>Equipment checks carried out by form tutors highlighted some PP students were not fully prepared.</p>	<p>Form Tutors to do daily checks</p> <p>Heads of House and Guidance Leaders to do spot checks</p> <p>Meet, seat and greet</p> <p>Equipment to be on the desk for every lesson</p>	<p>SLT</p> <p>HOH</p> <p>GLs</p>	<p>09/21</p>
<p>Support students to enable full access to the curriculum and learning</p>	<p>Funding key resources e.g. revision guides, access to activities, curriculum costs, and the purchase of uniform/PE kits.</p> <p>Free school meals provided to our most vulnerable students.</p>	<p>Students who have access to all aspects of the curriculum are more likely to engage with and attend school.</p> <p>Some PP students from disadvantaged backgrounds require support to allow them to fully access the curriculum.</p>	<p>Improved attendance to lessons and behaviour as a result of removing barriers to learning in school</p>	<p>JKE / NTH</p>	<p>09/21</p>

<p>Departmental Bidding Project</p>	<p>Will allow curriculum areas to have ownership over the interventions which they believe in which will have a positive impact on the learning of PP students</p>	<p>To support curriculum areas with new and innovative strategies</p> <p>Staff will continue to look outward for strategies to use the PP fund effectively. For example, through targeted research including best practice sharing, successful strategies within school, external visits and the use of the Educational Endowment Foundation and the Sutton Trust research.</p>	<p>Strict scrutiny of departmental bids and an expectation that curriculum areas will have to evidence the impact of their interventions on expected outcomes</p>	<p>JKE / NTH</p>	<p>09/21</p>
<p>Pixl Build Up</p>	<p>Raise attainment /engagement in Maths and English lessons</p> <p>Build confidence in study skills and organisation</p>	<p>Proven to be effective from feedback from other learning providers</p> <p>Relatable videos (pods) for students to watch</p> <p>Can create playlists and the resources are available on mobile</p> <p>Boost in 1+ grades at GCSE</p>	<p>Targeted students actively engaging in the sessions</p> <p>Led by FLC staff who deliver lessons in classroom settings</p> <p>Rewards/incentives available for students</p> <p>Trips offered from Pixl</p>	<p>JSA</p>	<p>09/21</p>

<p>Urban Scholars</p>	<p>To increase achievement of our Most Able PP students</p> <p>To promote engagement with learning</p> <p>To increase and focus aspirations including HE (higher education) orientation</p> <p>In addition to changing attitudes, the programme also develops skills including students' social skills and self-esteem and develop a willingness to set and achieve personal goals.</p>	<p>Research together with ongoing monitoring and evaluation of the programme has provided evidence that the programme consistently achieves its aims.</p> <p>Scholars respond positively to the programme, not only by demonstrating higher academic success and orientation towards University education, but also by acquiring a greater level of self-confidence, resilience and a capacity for rational thinking.</p>	<p>School Lead to select students to participate on programme</p> <p>Regular liaison with Urban Scholars lead</p> <p>Attendance tracked</p> <p>Student Voice</p>	<p>JKe</p>	<p>09/21</p>
<p>The Brilliant Club</p>	<p>To increase achievement of our Most Able PP students</p> <p>Increase the number of PP students applying to highly selective universities</p>	<p>Independent analysis conducted by UCAS showed that students who completed the Brilliant Club are more likely to apply to and receive an offer from and progress to a highly selected university</p>	<p>School Lead to select students to participate on programme</p> <p>Regular liaison with Urban Scholars lead</p> <p>Attendance tracked</p>	<p>JKe</p>	<p>09/21</p>

			Student Voice		
PP Services Children	Academic attainment for Services Children is positive, along with the development of life skills and confidence to progress in their next stage of development	Additional pastoral support needs to be provided to the family of services children	Student Voice Mentoring from other services children Pastoral Team to track A&P and progress	JKE Pastoral Team	09/21
Total budgeted cost					£13,454

School leaders with responsibility for Pupil Premium have drawn on these helpful publications to support them with the planning for 2020-2021

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

Review of expenditure 2019 – 2020

Progress Data

A combination of evidence consisting of school/home learning, mock exam results and coursework was used to award our students' grades internally in 2020. These were called Centre Assessed Grades. The trajectory of student's progress since the beginning of Year 11 was also taken into account to address the early school closures and missed school learning.

There are no headline measures for schools to report in 2020 and no league tables to be released. We have completed an internal analysis of our results and have evidence of improved outcomes across all headline figures, including closing the gap between PP and Non PP students.

RESULTS	RESULTS 2020					RESULTS 2019				
	Pupil Premium		ALL Students		Difference	Pupil Premium		ALL Students		Difference
	#	%	#	%		#	%	#	%	
Students Included	84	-	201	-		85	-	194	-	
Boys Included	42	-	110	-		49	-	118	-	
Girls Included	42	-	91	-		36	-	76	-	
Attainment 8	44.77	-	48.28	-	-3.51	39.24	-	44.33	-	-5.09
English Attainment 8	9.67	-	10.17	-	-0.5	9.01	-	9.74	-	-0.73
Maths Attainment 8	8.57	-	9.33	-	-0.76	7.81	-	8.92	-	-1.11
EBac Attainment 8	12.95	-	14.32	-	-1.37	11.41	-	13.36	-	-1.95
Other Attainment 8	13.59	-	14.45	-	-0.86	11.01	-	12.32	-	-1.31
EBACC										
Achieving the Baccalaureate (Standard)	13	15.48%	43	21.39%	-5.91%	15	17.65%	46	23.71%	-6.06%
Achieving the Baccalaureate (Strong)	9	10.71%	30	14.93%	-4.22%	11	12.94%	31	15.98%	-3.04%
EBACC APS	3.84	-	4.22	-	-0.38	3.49	-	4.03	-	-0.54
English Entries										
Pupils achieving 9 to 7 in English (% of Entries)	20	23.81%	52	25.87%	-2.06%	13	15.29%	36	18.56%	-3.27%
Pupils achieving 9 to 5 in English (% of Entries)	44	52.38%	121	60.20%	-7.82%	39	45.88%	114	58.76%	-12.88%
Pupils achieving 9 to 4 in English (% of Entries)	54	64.29%	151	75.12%	-10.83%	52	61.18%	138	71.13%	-9.95%
Maths Entries										
Pupils achieving 9 to 7 in Maths (% of Entries)	14	16.67%	37	18.41%	-1.74%	12	14.12%	35	18.04%	-3.92%
Pupils achieving 9 to 5 in Maths (% of Entries)	38	45.24%	108	53.73%	-8.49%	29	34.12%	85	43.81%	-9.69%
Pupils achieving 9 to 4 in Maths (% of Entries)	50	59.52%	140	69.65%	-10.13%	43	50.59%	129	66.49%	-15.90%

Attainment 8 data for PP students has increased by 14% from 2019 (39.24 to 44.77). The EBACC APS is 10% higher than 2019 (3.49 to 3.84) whilst at the same time closing the gap (-0.54 to -0.38). Progress in English and Maths also is stronger for 2020 when compared to the year before. The number of PP students achieving 9-4 in English has increased by 5% (61.18% to 64.29%). There is also a 17% increase in Maths 9-4 (50.59% to 59.52%). Gaps in learning do still exist so all of the above will continue to be a school focus for 2020 – 2021.

Attendance

Where needed Pupil Premium students are given a significant support package. Pre lockdown the support helped to keep the PP absence at 7.2% compared to the NA of 8.2%. We would have predicted that this would have further improve against NA into the Spring and Summer terms as winter illnesses abated. All students are encouraged to attend and to reach our aspirational target of 96% they are awarded certificates and Character Credits for good attendance.

Each PP student's attendance is monitored by the form tutor, Guidance leader, Head of House and attendance Officer. The aim is to identify poor attendance early and intervene quickly. PP students with an attendance concern are supported through a range of tiered interventions. Early intervention starts with the form tutor discussing attendance with the students and their parents. Referrals are made by the form tutor to the HoH and then if necessary to the attendance team. Attendance is an agenda item on all house briefings and HoH meetings. Additionally, fortnightly meetings take place between each HoH and the Attendance Officer to co-ordinate actions and identify PP students at risk of becoming PNAs If the attendance deteriorates both the parents and students are invited to meet

with members of the attendance and house teams where a range of practical support is offered and a six week monitoring period is started. Last year this support and monitoring period resulted in 70% of these students improving their attendance and ceasing to be a concern. Where necessary PP students are referred to our Wessex house where a dedicated member of staff offers a personalised approach to improving attendance which includes daily phone calls, a mini-bus pick-up, home visits, inclusion on the text nudge programme and other practical support as necessary to remove any barriers to attendance. Currently $\frac{3}{4}$ of the students receiving this support are from PP families. After time in Wessex last year 60% of PP students improved their attendance and no longer needed this support. The average increase in attendance whilst in Wessex house was 19.3%.

Literacy Canon

We want to ensure that our pupils become fluent confident readers and to support with this, we have provided reading books across all year groups. Progress in reading is monitored and shows our students' enjoyment of reading.

Literacy – AR

This programme continues to have a positive impact on the reading levels of Years 7 & 8 PP students by improving their motivation to read and by giving them more control over their own reading development. This in turn leads to higher level engagement with regular reading. Students in intervention forms Y7L and Y8L continue to make excellent progress using this programme in conjunction with the reading boxes which helps students to develop a better understanding of what they're reading through 12 different comprehension strategies. This strategy has continually been successful for Pupil Premium students at Uxbridge High School. Raising literacy levels continues to be a whole school priority focus.

Literacy – Vocabulary and Spellings

Students know that having variety of words is important for language development and reading comprehension. To help them to become more confident and independent learners, the school focus on developing key vocabulary in the following ways; (1) Focusing on Tier 2 Vocab Terms (2) Using key terms suggested from the Primary School National Curriculum to identify gaps in learning (3) Through subject specific vocabulary

Numeracy

Developing PP student's numeracy skills continues to improve, however, it also remains an area of focus. The use of Hegarty Maths has been a successful strategy that has the school has used to develop confidence in numeracy by identifying gaps in learning. For example, testing of Year 7 showed that students confidence was quite high on topics such as rounding and integers. However, there are gaps in learning in topics such as linear, sequence and graphs and proportion. Curriculum maps are being adapted accordingly so as to address these gaps.

Cultural Capital

We want to continue to raise aspirations for our students – many of whom are the first in their families to go to university. We invest in raising aspirations programmes such as The Brilliant Club, Urban Scholars and Be Her Lead. Feedback from these courses continue to show that students are acquiring a greater level of self-confidence, resilience and have higher aspirations about going to University.

Going on trips and participating in extra-curricular activities help students to more self-assured and confident. It encourages them to engage with people, places, buildings in new ways that broaden their experiences that they may not get at home. The participation of all enrichment activities continues to be at least 40% of Pupil Premium students.

FLC

The FLC continues to provide academic and SEMH support to PP students. Learning mentors and teaching associates are a part of the FLC, working specifically with targeted students, the majority of which are pupil premium students. Within this centre, the following interventions were (and continue to be) offered to support PP students across the board.

- SALT
- English and Maths intervention lessons
- MFL support lessons
- Personalised Timetables / My support plans / Reporting and Mentoring
- EAL support groups
- Touch Typing
- OT Support
- Educational Psychologist
- Vision and Hearing impairment support
- Personal development programmes including Anger Management to support students' individual needs Counselling for students with SEMH issues
- A Wessex House group for students persistently absent from school