

Pupil Premium Strategy Statement, Townsend Church of England School 2020 - 2021

1. Summary information					
School	Townsend Church of England School				
Academic Year	2020 - 2021	Total PP budget	162,000	Date of most recent PP Review	Jan 2020
Total number of pupils	743	Number of pupils eligible for PP	172 (23.1%)	Date for next internal review of this strategy	Sept 2021

2. Current attainment		
	Pupils eligible for PP (168)	Pupils not eligible for PP (national average)
Achieving English and Maths at grade 5+ (2019/2020)	34.8%	n/a
Ebacc Entry (2019/2020)	8.7%	n/a
Progress 8 score average (2019/2020)	-0.02	n/a
Attainment 8 score average (2019/2020)	49.87	n/a
<i>Please note that all attainment data is based on Centre Assessed Grades students received. There is no national performance data due to be published.</i>		

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	SEN Needs – 28% of PP have SEN needs (including EHCP)
B.	Emotional Health Needs
C.	Prior Attainment including Literacy and Numeracy
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Attendance				
E.	School Closures due to COVID-19 are likely to widen the attainment gap				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)				Success criteria	
A.	Ensure that appropriate support is in place or all students to have full access to the curriculum			Those students that are eligible for PP and that have an SEN need or EHCP have access to targeted support to ensure that they have the opportunity to make the same progress as all other learners	
B.	Support in place for students with mental health or well-being concerns			Students meeting with well-being team and external agencies to ensure that appropriate support and provision is in place	
C.	Improved rates of progress across all key stages for students eligible for PP			Students making the same progress as those not eligible for PP.	
D.	Improved attendance with lower PA figure			Attendance figures and data for under 90%	
E.	Any attainment gaps are identified with appropriate interventions implemented to support rapid progress			Increased one-to-one and small group support	
5. Planned expenditure					
Academic year		2020 - 2021			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Excellent achievement for all students through targeted teaching according to student needs	Prompt teacher feedback and structured support to meet the needs of all learners	Students to develop a love of learning and sense of pride in their achievements. High quality feedback is a highly effective way to improve achievement.	Whole school CPD Lesson observations and learning walks	GLL MAR JBA	July 2021
Improved literacy levels	Small group and 1 to 1 support from Intervention teacher /LSA	Improved literacy – accessing texts, writing responses are a critical part of new GCSES in all areas .Earlier intervention in years 7 & 8 is in place	Using data to track progress – TA assessment results, STAR Maths and Accelerated Reader data	PHA JWO and inclusion team	July 2021
Improved engagement to lessons should there be a full or partial school closure due to COVID-19	Technology for Learning	Ensuring that all students continue to have access to high quality education due to any form of school closure	Regular attendance monitoring of online lessons Support sessions to demonstrate how to use the online learning platforms the school uses. Manual guides produced and provided to all students	MAR	Ongoing

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance	Mentoring Use of Emotional Well-being staff team Additional rewards	Through monitoring of attendance data there is s still a small gap between PP and non PP attendance data	Regular tracking and intervention through form tutors. DoL report on attendance three weekly. 1 to 1 meetings with PP students re any attendance concerns	KBR and DoL Years supported by LA Attendance Officer	July 2021

Parents/carers engagement with students learning /progress	Parent support groups 1 to 1 support for parents Use of external parenting groups	Parent engagement and working with school is critical to student success'	Tutors and DoL communicating with parents/carers regularly and support being provided for families according to needs	KBR with Directors of Learning for Years and Well Being Team	July 2021
Provision of resources	Students to be provided with essential equipment in order to have full access to the curriculum	Students require all resources necessary for learning to feel secure and that they are able to access learning	Close work with DoLs for years and subjects to identify resourcing requirements	KBR DoLs for years and subjects	July 2021
To improve progress of all students, especially disadvantaged students.	One-to-one and small group provision from employed adults for this specific role	One-to-one provision is believed to have a significantly positive impact on a students progress	Increasing the number of staff that are available to carry this out. Identification of students that would benefit from this by monitoring students data.	KBR DoLs for years Inclusion team	July 2021
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved emotional resilience	Needs to be identified early and appropriate support accessed	Many students require resilience /self-esteem building.	Look at club engagement Student outcomes and attendance data	VHU KBA	July 2021
Equal access and opportunity for all	By identification and sharing of PP information all needs are met in all areas of the curriculum	Growing financial need for many students/families	Tutors and DoL Years knowledge of students and work with parents. Overview of financial support for PP students	KBR	July 2021

Ambition	All students to have access to relevant careers information, advice and guidance.	By having knowledge about different careers and pathways students then decide to make informed choices about the subjects they choose to study at GCSE level, which also then motivates and helps them in their future further educational choices.	Monitoring of YC Herts interviews and ensuring follow up meetings happen Monitoring of university visits and work experience opportunities	Nicky Honeywell KBR HLI/KDA	July 2021

Review of strategies used to support PP students 2019-2020: Teaching

Activity	Costs (staff or resources)	2019-2020 costs	What is the rationale for this choice?	Evidence of impact (assessed on actions taken towards end of year outcome)
Teaching: All lessons are 'Good' or 'Outstanding'	Teaching staff	52% of PP funding	Ensuring that students are all receiving good high-quality education therefore resulting in an improvement in attainment	Lesson observations Student Voice Context Sheets Parent/Pupil SEN Review Meetings
Staff CPD: Staff INSET focusing on PP student profiles to develop teaching strategies e.g. What strategies work with specific students, how to stretch and challenge	Teaching staff	No cost to school	Complexity of needs of PP groups in all cohorts	Pupil Profile sheets Lessons observations Student voice
Literacy: Accelerated Reader for Years 7-8 to boost literacy Numeracy: Star Maths	English staff Librarian Star Maths subscription	4,610	Ensure that students literacy and numeracy is developed and to encourage a love of reading and mathematics	Reading age data Data from star Maths
Literacy: Years 9-11 to carry out 5 minutes of reading at the start of each	Teaching staff	No cost to school	Deepen students' knowledge and	Attainment data Lesson/form time observations

lesson to boost literacy. Any material relevant to the subject/topic provided by the teacher			understanding, therefore raise attainment	Student voice – broadened knowledge of subject specific material or general knowledge Lesson visits
Literacy and Numeracy: Form and lunch time activities to boost literacy and numeracy skills	Literacy Coordinator Numeracy coordinator Form tutors	No cost to the school	Encourage enjoyment of literacy and numeracy outside of Maths and English lessons	Directors of Learning monitoring of tutor time Numeracy and Literacy Lead data
Behaviour for Learning: Introduction of STEPS behaviour programme.	Behaviour for learning leader Teaching staff		Use of strategies to support students to recognise and manage their behaviour in order for them to have the opportunity to reach their potential	Lesson observations Behaviour for learning records on sims Number of SLT/DOL callouts
All staff to have a PP target for appraisal	Teaching staff	No cost to school	To ensure PP is a key focus within the school therefore providing equal opportunity for all	Staff achieving targets set and providing evidence - <i>To be continued</i>
Year 11 strategy: Revision resources	Revision materials – booklets, guides, flash cards Printing of resources		Ensure that students have everything they need to help with their revision	No. of revision materials distributed Use of revision materials both in and out of lessons
Year 11 strategy: Easter Revision Maths and English sessions led by HfL	Provide school as host location	3x free spaces allocated due to being host school. These places go to PP students	External support to raise attainment in Maths and English	Attendance records at sessions Student outcomes, internal and external assessment - <i>Did not run due to Covid</i>

Review of strategies used to support PP students 2019-2020: Targeted academic strategies

Activity	Costs (staff or resources)	2019 -2020 costs	What is the rationale for this choice?	Evidence of impact
Year 11 targeted revision sessions	Teaching staff		Material being covered at revisions sessions is appropriate for students present	Department monitoring and data Register for revision sessions Case studies
Teachers focus their teaching on PP students knowing their knowledge and skills gaps	Teaching staff		Spending quality time in lessons supporting and providing feedback to PP students	Lesson observations Student books Attainment Data Use of strategies shared e.g. Marking work first
Purchase of GCSE revision guides (for Year 10 & 11) or essential equipment for PP students, including uniform	Purchase of different books, items of clothing, equipment for lessons e.g. calculator, food tech ingredients		Equal access and opportunity for all due to growing financial need for many students and families. Ensure that students can take a full and active role in all lessons and the wider school community and are not disadvantaged due to lack of resources	Lesson observations Participation in extracurricular activities Participation in all subjects especially practical ones
Intervention/monitoring programmes targeting academic underperformance 1:1 support programme	Pastoral team SENCO	8,928	Small working groups to help provide specialist input to develop student attainment	Student data Lesson observation
Year 7 and 8 strategy: Smaller teaching groups for lower ability students in Maths and English	Teaching staff	4,325	Developing literacy and numeracy skills in order to 'close any gaps' higher up in the school	Student data Student voice Lesson observation

Review of strategies used to support PP students 2019-2020: Wider strategies

Activity	Costs (staff or resources)	2019 -2020 costs	What is the rationale for this choice?	Evidence of impact
Breakfast club, open to all students	1 member of staff Food	1,960 625 2,585	Provide breakfast for all students in order they have enough energy for the morning. A lot of students leave very early to get the bus to school and travel long distances	Attendance
Series of external speakers and in school events	Visiting speakers, touring groups, speakers for schools		Key skills that students need to know about	Student feedback following events Reduced level of incidents
Improved Attendance	Tutors DoL Wellbeing team		Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance	Weekly/monthly attendance figures (by form) DoL tracking Mentoring records Use of additional rewards Use of Inclusion and well-being team to ease anxieties
Attendance Officer and Pastoral work with Persistent Absentees (PA)	Attendance Officer		Reduce number of PAs	Weekly attendance figures (by individual)
Employability course	Alternate provision providers Connections	In with YC Herts expenditure budget	Providing students with the skills they need when they go into employment	Weekly reports from leader of the course
Improved emotional resilience	Well-being team staff easily accessible	15,012 28,899	Guide students to develop resilience and build self esteem	Appropriate support easily accessible Records from wellbeing team Student parent voice
Careers advice and information	Careers lead Nicky Honeywell YC Herts	12,350	Providing advice and guidance to students as to the options available to them and the best path to take after Year 11	List of students having connections interviews Careers initiatives

Educational visits eg. Year 9 Battlefields trip	Subject staff Trip costs	233 per pupil DofE – 98 per pupil	Provide students with opportunities to learn outside of the classroom and gain experiences they may not get the opportunity to do again	List of students involved Finance/admin records
Food deliveries	Food parcels	3,375 food vouchers 543 – welfare packs 86 – food for deliveries	Ensure that no child goes hungry during lockdown. On top of the FSM voucher scheme	Number of food packages delivered Team of staff involved Parent voice
Transition programme	DoL Year 7 and Assistant Headteacher LINKS/DESC		Ensure that students joining in Year 7 had the opportunity to be as familiar with the school as possible consider no intake day sure to covid	Parent/student voice Evidence of programme put in place Attendance figures from parent meeting
Use of external agencies	External agencies		External support to meet differing needs of students	Extensive range of agencies available to meet varying and often challenging needs