



## St Mary Magdalene C of E School

### Pupil Premium Strategy EVALUATION 2019-20

#### 1. Summary information

School	St Mary Magdalene C of E Secondary Phase				
Academic Year	2019/20	Total PP budget	£366,043.00	Date of most recent PP Review	n/a
Pupils in KS3	534	Number of pupils eligible for PP	365	Date for next internal review of this strategy	Aut 2020
Pupils in KS4	180				
Total number of pupils	714				

#### 2. Pupil Premium Profile

Year	Number of PP students	Total pupils	PP % of Cohort
2019-20	365	714	51%
2018-19	264	535	49%
2017-18	171	343	50%
2016/17	86	167	52%

#### Gender

Year	All Pupils			PP			Non-PP		
	F	M	Total	F	M	Total	F	M	Total
7	80	97	177	39	48	87	41	49	90
8	91	89	180	41	56	97	50	33	83
9	88	89	177	50	45	95	38	44	82
10	97	83	180	41	45	86	56	38	94
Grand Total	356	358	714	171	194	365	185	164	349
	50%	50%	100%	47%	53%		53%	47%	

#### SEN

Year	All Pupils				SEN PP			SEN Non-PP		
	E	K	N	Total	E	K	Total	E	K	Total
7	4	22	151	177	2	13	15	2	9	11
8	5	52	123	180	4	32	36	1	20	21
9	2	41	134	177	1	23	24	1	18	19
10	1	39	140	180	1	20	21	-	19	19
Grand Total	12	154	548	714	8	88	96	4	66	70
	166				8	88	96	4	66	70
	23%	77%	100%		58%			42%		

The whole-school cohort is equally balanced with regards to gender. There is an imbalance, however, in the Pupil Premium (PP) cohort, where there are 6% more males than females.

23% of the whole-school cohort have SEND needs. 58% of this group are Pupil Premium pupils.

HML																
Year	All Pupils					PP					Non-PP					
	H	M	L	(blank)	Total	H	M	L	(blank)	Total	H	M	L	(blank)	Total	
7	49	65	55	9	178	23	36	30	1	90	26	29	25	8	88	
8	53	68	56	1	178	15	42	30	-	87	38	26	26	1	91	
9	47	84	46	1	178	14	46	22	-	82	33	38	24	1	96	
10	56	80	35	9	180	18	36	20	4	78	38	44	15	5	102	
Grand Total	205	297	192	20	714	70	160	102	5	337	135	137	90	15	377	
	29%	42%	27%	3%	100%	21%	47%	30%	1%	100%	36%	36%	24%	4%	100%	

Middle attaining pupils form the largest attainment group in the PP cohort (47%). In the Non-PP cohort, the top position is jointly shared by high and middle ability pupils, at 36% each. The gaps between PP and Non-PP higher and middle attaining bands are at -15% and -11%, respectively.

### 1. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school, such as poor literacy skills)

- A. Progress gaps in core subjects between non-disadvantaged and disadvantaged students.
- B. Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at St Mary Magdalene.
- C. Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at St Mary Magdalene.
- D. There is a 6% gender imbalance between males to females in the PP cohort.
- E. High percentages of disadvantaged pupils diagnosed with special needs, including ASD (16% more SEN pupils are PP than Non-PP).
- F. Limited cultural capital and life experiences that would otherwise give them a good grounding in general life skills and basic knowledge.
- G. Significantly more Non-PP pupils opted for the EBacc package last year (-10% difference between PP and Non-PP).

#### External barriers (issues which also require action outside school, such as low attendance rates)

- H. Low levels of aspiration, resilience and study skills which lead to low confidence, and a low level of self-esteem.
- I. High percentage of pupil premium pupils with complicated home lives (a greater proportion of single parent families, transitional housing, generational worklessness and a low level of self-esteem).

Desired outcome		Actions and how will we ensure it is implemented well?	Staff lead	Cost	Review
A)	To develop a rigorous approach to the spending of pupil premium funding.  Ensure an effective PP strategy is in place.	<ul style="list-style-type: none"> <li>▪ PP Coordinator line managed by Vice Principal</li> <li>▪ Commission a pupil premium review</li> <li>▪ Current PP Strategy reviewed and updated (after PP review)</li> <li>▪ PP Coordinator networking borough-wide with other PP leads</li> <li>▪ Principal and Executive Head to allocate costs and quality assure plan</li> </ul>	ACN ZPT RHN CHN	£7037	<ul style="list-style-type: none"> <li>• PP coordinator led all initiatives and monitored PP throughout the secondary phase.</li> <li>• Principal and Executive Head teacher worked closely together to ensure adequate spending in each area.</li> </ul>
A)	Narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students, through rigorous half-termly, and termly, data analysis.	<p>Rigorous half-termly, and termly, data analysis reflecting narrowing progress gaps in core subjects between non-disadvantaged and disadvantaged students.</p> <ul style="list-style-type: none"> <li>▪ PP And Non-PP pupils make at least expected (or increased) progress in core subjects by the end of respective years</li> <li>▪ PP leader to meet core subject leads regularly, along with Vice Principal for outcomes to identify trends and support for individuals.</li> </ul>	RGT LWT AHN ACN TGD	£4680	<ul style="list-style-type: none"> <li>• End of year data unable to quantify full comparison of sub group data due to Covid-related school closure and therefore the lack of assessment data.</li> <li>• Calls during the lockdown period were at least weekly and helped support PP students with online learning.</li> <li>• The school remained open for those who were identified at vulnerable, PP and key workers and work was quality assured and supported by staff in school.</li> </ul>
A)	To improve quality first teaching until no significant gaps in progress, and all students are seen to make expected and better than expected progress in terms of the school's ambitious projections for students.	<p>Senior Leadership leading on:</p> <ul style="list-style-type: none"> <li>▪ NQT Programme</li> <li>▪ Behaviour for learning and classroom management, including teacher training on use of Classcharts to inform planning and motivate learners (e.g. through instant access to positive conduct points)</li> <li>▪ Assessment and tracking</li> <li>▪ Marking and feedback</li> <li>▪ Curriculum interventions</li> <li>▪ Curriculum planning and delivery <ul style="list-style-type: none"> <li>○ high demands of pupil involvement and engagement with their learning.</li> <li>○ high levels of interaction for all pupils.</li> <li>○ appropriate use of teacher questioning,</li> <li>○ modelling and explaining.</li> </ul> </li> </ul>	MBY THS TGD AHS ZPT	£8,753	<ul style="list-style-type: none"> <li>• All NQTs passed their induction year.</li> <li>• Classcharts introduced and implemented for all rewards and consequences.</li> <li>• Training throughout the year from T&amp;L Assistant Principal, focusing on: marking and feedback; intervention alongside SENCO; retrieval strategies, differentiation and high level questioning.</li> <li>• New KS3 connected curriculum launched.</li> </ul>

		<ul style="list-style-type: none"> <li>○ an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups</li> <li>○ differentiation</li> </ul>			
A)	PP and LAC students receive personalised support to ensure that they make good rates of academic progress and have appropriate pastoral support.	<ul style="list-style-type: none"> <li>▪ Attendance to be above 97%, mentoring programme reflected upon for both student-led and adult mentoring, external agency liaison having a noticeable impact on targeted PP students</li> <li>▪ HSLW and Student Welfare to support students by identifying need of resources (e.g. replacing lost planner, pencil case, equipment, revision materials and books.</li> <li>▪ 1:1 support (inc. reintegration)</li> <li>▪ Vulnerable students are met &amp; greeted each day by staff</li> <li>▪ LAC are monitored closely in school by the SENCO and are making at least the same amount of progress as their relative peers.</li> <li>▪ Support for families (e.g. with travel, housing benefit and food bank vouchers)</li> </ul>	AHS ZPT AHi	£10,165	<ul style="list-style-type: none"> <li>• Attendance for LAC students has been over the NA</li> <li>• Mentoring programme (FBB) has been successful for one of the LAC students; however, one chose not to continue.</li> <li>• Students are supported by HSLW, Student Welfare and AHS. LAC students are able to name staff they feel safe talking to.</li> <li>• LAC students have been involved in interventions in school including Art Therapy. This has been successful and will continue.</li> <li>• Liaison with Schools and Social worker over lockdown has increased support for LAC students. AHS completed weekly check ins to see that students are completing their work.</li> <li>• All annual PEP reviews have been completed.</li> <li>• LAC students were offered to come in to school as vulnerable students, one attended the other didn't.</li> <li>• Use of FAP, Inclusion support with a 'girls to women' programme run by the head of Inclusion at the LA.</li> <li>• Progress is carefully monitored – students are attending interventions where needed and home/virtual tutoring is being planned for PP.</li> </ul>
A)	The most vulnerable Y7 disadvantaged students have a successful transition to secondary school.	<ul style="list-style-type: none"> <li>▪ Primary visits to all students by pastoral team</li> <li>▪ SEN and identified students to visit SMM secondary before starting in September</li> <li>▪ Hub (lunchtime club) available to all students. Most vulnerable identified and encouraged to attend.</li> <li>▪ Availability of accessing support from pastoral team before school (school subsidised breakfast club).</li> <li>▪ Library open and supervised before school, during lunch and after school.</li> <li>▪ Pupil voice to help review further improvements to transition plan</li> </ul>	AHS BMS ZPT ACN	£15,974	<ul style="list-style-type: none"> <li>• Due to Covid, primary visits did not take place. AHS and BMS created a resource pack including a video which was sent to all primary students with an accepted place at SMM. Primary staff liaised with AHS if they had any further questions.</li> <li>• Primary schools completed a transition handover sheet and sent to AHS. AHS</li> </ul>

		<ul style="list-style-type: none"> <li>▪ PP students identified on all seating plans and attainment is reported on per subject area every term.</li> <li>▪ Students referred are considered to require targeted support evidenced by: <ul style="list-style-type: none"> <li>- Attachment difficulties</li> <li>- Lack of life skills</li> <li>- General under-achievement on targeted levels in subject area</li> <li>- Unable to contribute easily in group situations</li> <li>- Difficulty following classroom rules</li> <li>- Poor interpersonal skills</li> <li>- Low self-esteem and/or mental wellbeing</li> <li>- Limited receptive and expressive language</li> <li>- Lacking empathy towards other students/staff</li> <li>- Difficulty forming and maintaining friendships</li> </ul> </li> </ul> <p>Line management meetings, QA of training programme, observations, learning walks, book looks.</p>			<p>then created a doc and shared with ZPT and BFN/</p> <ul style="list-style-type: none"> <li>• Lunch hub available to key vulnerable students at the moment due to Covid. With the hope to open to all students when possible. Lunch hub is working well for small friendship groups and reduction in unsupervised incidents.</li> <li>• Breakfast club is not running at the moment due to Covid. This had low attendance and could be further pushed when able to open again.</li> <li>• Satchel enables teachers to add PP and SEND to their seating plans and use this as a tool.</li> <li>• Referrals to the SEND department is proving effective – Teachers need to ensure they are differentiating and support SEND students in class at first point of call.</li> <li>• Interventions being run are for low literacy year 7s completing Read, Write Inc phonics.</li> <li>• External agencies liaising well with SMM and are currently reviewing new year 7 students during transition to develop new care plans.</li> <li>• QA programme created to ensure year 7s transition well into secondary school.</li> </ul>
B)	<p>Improve Year 7 literacy progress: Encourage independent, regular reading to improve reading skills</p> <p>High levels of progress in literacy for all pupils eligible for PP and equality of progress with all pupils.</p>	<ul style="list-style-type: none"> <li>▪ Whole-school reading strategy/plan, embedded across the phase</li> <li>▪ Students who did not pass their KS2 SATS to receive resources and tuition to help accelerate progress (via catch up fund)</li> <li>▪ Full time librarian employed who ensures stock of reading material available is engaging, varied and current.</li> <li>▪ Family tutors to ensure each student in the school has an 'active' reading book with the every day.</li> <li>▪ Full, effective and targeted use of Read, Write Inc.</li> <li>▪ Parents to verify reading on a weekly basis</li> <li>▪ Pupil progress to be monitored via half termly data analysis and faculty analysis termly. These reviews to inform whole school actions.</li> <li>▪ Underachievement trackers to also support on identifying progress.</li> </ul>	SAN AHS TGD	£35,034	<ul style="list-style-type: none"> <li>• Full time librarian has set up a new library system allowing students to now access a large range of books. She has monitored the use of the library, and use and loaning books has rapidly increased over the course of the year.</li> <li>• All students bring a reading book to school every day.</li> <li>• All students who did not pass KS2 SATS were provided with revision and workbooks for both maths and English.</li> </ul>

					<ul style="list-style-type: none"> <li>Tuition was unable to take place due to school closure.</li> </ul>
B)	To develop and improve literacy skills such as reading, writing, listening and oracy of students eligible for disadvantaged funding.	<ul style="list-style-type: none"> <li>Staff trained in use of SIMS and Classcharts and its PP identification to inform classroom practice.</li> <li>Formal lesson observation cycle</li> <li>INSET sessions attended by all teaching staff, evaluation from training analysed to ensure it has met the needs of staff; book checks, learning walks and observations show an increase in teaching literacy strategies and that marking for literacy has a positive impact on student progress.</li> <li>Termly cycle of QA &amp; student voice.</li> <li>Teaching and Learning lead to review marking policy and create a new approach towards providing feedback to improve Literacy skills.</li> <li>Whole school curriculum review – via SLT, whole school INSET day, twilight sessions and weekly staff meetings.</li> </ul>	SAN MBY	£2,661	<ul style="list-style-type: none"> <li>Full training in use of Class Charts. Seating plans provide all contextual information including PP.</li> <li>All lesson observation for the first half of the year were carried out.</li> <li>Marking policy reviewed by entire staff and TL lead created and introduced a new Marking/feedback policy.</li> <li>AP for curriculum conducted an entire curriculum review, and worked alongside entire SLT and governing body to create and implement a new whole school curriculum.</li> </ul>
B)	PP students successfully improve their reading ages and close the gap in English and maths.	<ul style="list-style-type: none"> <li>Increase in quality and quantity of task completion, improvement in attainment/ assessment results</li> <li>Activities carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge (e.g. Read Write Inc; Buddy Readers where students of older groups have 'at risk' students read to them to encourage skills and provide support).</li> <li>Teaching assistants specifically trained in phonics, supported and guided reading</li> <li>Use of data to monitor impact and track progress of PP students.</li> <li>Strategies employed which promote greater pupil attendance to homework club.</li> </ul>	SAN BMS ACN	£2,200	<ul style="list-style-type: none"> <li>Reading ages tests not used. Overall progress in Alpha sets was higher pre - March lockdown.</li> <li>All students have time to read as a class, on their own and in groups in English and a students who are a concern are discussed with the HOY and SENCO to put in the appropriate support or referral to speech and language.</li> </ul>
C)	High levels of progress in numeracy for all pupils eligible for PP and equality of progress with all pupils.	<ul style="list-style-type: none"> <li>Alpha classes to be further supported by enabling 7 streams rather than 6. This enables a greater teacher to student ratio by providing Alpha with more support as there are a high number of students with SEN and PP</li> <li>Year 7 catch up funding to be used to provide students with tuition.</li> <li>Half termly data drop to inform further actions and next steps.</li> </ul>	MPT	£6,536	<ul style="list-style-type: none"> <li>Year 10 Alpha classes were smaller but Alpha classes generally did not make the expected outcome due to barriers in learning and challenging behaviour. Alpha classes will need to be looked at next year.</li> </ul>

					<ul style="list-style-type: none"> <li>Due to staffing constraints, it wasn't possible to deploy 7 teachers across Alpha – use of support staff will be an area of development.</li> </ul>
C)	Increase underperforming PP students' progress and attainment in Maths so that they are in line with their peers	<ul style="list-style-type: none"> <li>Progress data analysed at each data drop to show the gap is narrowing between PP and non-PP students.</li> <li>Focus on PP progress and attainment at pupil progress/faculty line management meetings.</li> <li>KS2 maths results/y7 autumn maths attainment in markbooks/seating plans to inform planning</li> <li>Maths teacher (AHN) to lead on progress of y7 pupils below KS2 expected</li> <li>Learning walks, book looks, standardisation, comparisons with non-PP.</li> <li>Close monitoring of behaviour points to prompt further action/intervention, if needed.</li> <li>Using a variety of teaching styles to ensure teaching strategies match the needs of the students.</li> <li>Learning walks to have a PP focus.</li> </ul>	MBY ACN	£5,374	<ul style="list-style-type: none"> <li>Through use of ClassCharts and information sharing during briefing and development sessions, awareness of all PP students became more apparent. All staff are able to identify PP students in their class but do so discreetly.</li> <li>QA of T&amp;L was fed-back with WWW and EBI across the whole school.</li> <li>Data incomplete for full analysis</li> </ul>
D)	Increase in cultural capital and life experiences that would otherwise give them a good grounding in general life skills and basic knowledge.	<ul style="list-style-type: none"> <li>High attendance - all pupils in years 7 and 8 attending half-termly project trips. These projects are subsidised by the school.</li> <li>All <u>non</u>-project trip attendance reflective of PP to Non-PP school ratio.</li> <li>Student voice reflections acknowledged, considered and acted upon (where reasonable). Lead by Student Voice Reps.</li> <li>Trip reflections/feedback (inc. WWW and EBIs considered and acted upon (where reasonable)).</li> <li>School to subsidise residential trips to Barcelona, New York and Iceland ensuring PP students are not excluded from any cultural capital opportunities.</li> </ul>	SAN RHN THS	£9000	<ul style="list-style-type: none"> <li>Attendance for all possible project trips was high.</li> <li>Student voice provided positive feedback for all project trips and as a result, 'project style trips' have been incorporated within the new connected curriculum as CC days.</li> <li>All international trips were postponed due to COVID and have been rescheduled.</li> </ul>
D)	All disadvantaged students wear correct full school uniform and not be identifiable through appearance.	<ul style="list-style-type: none"> <li>A sense of belonging, and a professional academic attitude influenced by smart dress – this will be done by family tutors and students welfare monitoring school uniform and supporting students in meeting the schools' uniform expectations.</li> <li>Plimsolls to be provided for students who are unable to buy new shoes.</li> </ul>	KMN	£500	<ul style="list-style-type: none"> <li>Uniform continued to be provided for all students who have struggled with presentation, especially to those parents who have asked for support and for new students who are only out of school as they are unable to afford new uniform.</li> </ul>

D)	<p>To raise the social and cultural capital profile of each PP student.</p> <p>To develop students' extra-curricular knowledge and skills.</p> <p>To also provide social connections and a safe space after school.</p>	<ul style="list-style-type: none"> <li>▪ PP students to attend as many as possible of the visits on offer throughout KS3. Monitored termly by TGD and Pastoral team. Evident that PP students' engagement, self-confidence, team working skills and problem-solving abilities improve through their behaviour in and out of school.</li> <li>▪ Staff feedback and reflection completed after each trip; student trip reflections; school council discussions on trips, pastoral team to discuss the behaviour of PP students and reflect on whether their social skills have improved as a result.</li> <li>▪ PP students identified and subtly supported on trips so that they feel comfortable and learn how to behave appropriately in different settings.</li> <li>▪ Use of the Koinonia awards to support this and weekly celebration in CW to raise the profile of rewards in and out of lesson. E.g. Stem/ YTA</li> <li>▪ PP students targeted for subsidised support on activities, also provided with free places if required.</li> <li>▪ All other (non-project) trips to provide a minimum participation offer requirement of at least 5 PP students in every 10.</li> </ul>	TGD ACN BFN	£9,000	<ul style="list-style-type: none"> <li>• All PP students attended all project trips.</li> <li>• International trips were postponed.</li> <li>• Both staff and student feedback over project trips was extremely positive so some form of them have been maintained within the new curriculum.</li> <li>• All year 7 students achieved the Koinonia award.</li> <li>• All educational visits always had minimum attendance of 50% for PP students.</li> </ul>
E)	To develop clear understanding of safer travel amongst the school community.	<ul style="list-style-type: none"> <li>▪ PP students encouraged to participate in student-led assemblies to improve their social skills. Mixed integration with aspirational students to help focus and create ambitions for PP and non-PP students. YTA able to design and implement a programme using the grant awarded thus helping their social and maths skills.</li> <li>▪ Stars travel award (gold)</li> <li>▪ Each session feedback from TFL support. Students give feedback to TFL</li> </ul>	BFN	£2,500	<ul style="list-style-type: none"> <li>• NA</li> </ul>
E)	To develop students' wider experiences outside the classroom and increase their cultural capital.	<ul style="list-style-type: none"> <li>▪ Offer a wide range of clubs including sports, STEM and Arts. These clubs to be led by both school staff and external agencies.</li> <li>▪ Ensure that all PP students attend at least one enrichment club.</li> <li>▪ Enrichment leads and PP Coordinator monitoring club attendance</li> <li>▪ Participation in school clubs and organisations to be equitable for pupil premium pupils.</li> </ul>	RGT LWT ACN BFN	£2,000	<ul style="list-style-type: none"> <li>• A range of extra curricular clubs were offered a throughout the first half of the year. There was a balance of PP and non PP students in attendance – particularly in the sports clubs.</li> </ul>
E)	To increase the community links of the school and increase confidence of public speaking of students	<ul style="list-style-type: none"> <li>▪ Student voice (school council input)</li> <li>▪ Prefects selected through staff voting process and support in leading collective worship and other whole school events.</li> <li>▪ Students encouraged to speak in front of the whole school and campaign for their vote.</li> <li>▪ The Greenwich young people's council: Student applications submitted to borough, elections held and external votes counted. Successful students to participate in various events organized by LA.</li> <li>▪ Year 8 students to experience work by running the students' reception and welcoming visitors on a rota basis so that the entire year 8 complete this work daily.</li> <li>▪ Faith Team outreach projects.</li> </ul>	AHS AWN	£3,120	<ul style="list-style-type: none"> <li>• Prefect applied through a challenging process and 12 students selected as the first prefects of the school. All played an important role in parents' evenings, open evenings and leading daily break and lunch duty.</li> <li>• All year 8 students completed work experience at student welfare every day. Not always enough 'jobs' to be completed and will need to be reviewed next year.</li> </ul>



E)	Increased uptake for EBacc subjects by PP and Non-PP groups, and narrowing of gap between both groups.	<ul style="list-style-type: none"> <li>▪ Subject specialists dedicating time in lessons to explain course requirements and make curriculum links to careers (and EBacc subjects)</li> <li>▪ SMT to meet each student in year 9 individually and to 'interview' them and aid them in the options process.</li> <li>▪ Vice Principal to lead on year 9 options event and explain entire options process, focusing on promoting the EBacc subjects.</li> <li>▪ More pupils opting for EBacc subjects</li> <li>▪ Entry rates for EBacc comparable with others within the school.</li> <li>▪ Narrowing of 10% gap (from last year where 24 PP and 29 Non-PP pupils accepted EBacc option subjects, at 45% and 55%, respectively).</li> </ul>	SLT Subject teachers	£3,980	<ul style="list-style-type: none"> <li>• Options Eve, SLT interviews, parents' presentation and parents' evening complete a thorough process in selecting options for GCSEs.</li> <li>• Having said all of the above, EBacc numbers remain relatively low and actually lower than the previous year. Director of CS to have a particular focus on MFL next year and identify further support in KS3.</li> </ul>
F)	Ensure attendance rates are at least in line with National and narrow the gap between PP and non-PP students attendance	<ul style="list-style-type: none"> <li>▪ Attendance to be celebrated weekly in whole school celebration assembly. End of term assembly to celebrate individual attendance by providing gift cards for selected winners.</li> <li>▪ Weekly attendance meetings in school, attendance shared with staff and students, attendance competition, meetings and support from the LA attendance officer all to increase attendance rates, work of HSLW and welfare officers.</li> </ul>	ZPT AHi	£15,505	<ul style="list-style-type: none"> <li>• Attendance was above national for the whole school.</li> <li>• There was no significant gap between PP and non PP students.</li> </ul>
F)	Increased levels of aspiration, resilience and study skills which lead to increased confidence, and higher self-esteem.	<ul style="list-style-type: none"> <li>▪ Targeted pupil group participation in initiatives which support young people who are disengaged at school, in order to help them finish school with the skills and grades needed to make a successful transition into adulthood (e.g. work experience taster days/weeks; Football Beyond Borders – FBB).</li> <li>▪ Increased uptake for all EBacc GCSE option subjects.</li> <li>▪ Student Voice Reflections (inc. WWW and EBIs which are considered and acted upon, where reasonable) Autumn, Spring and Summer.</li> <li>▪ Positive trajectory in pupil conduct points analysis (more positive behaviour points and less/reducing negative behaviour points).</li> </ul>	ACN Inclusion team	£5,700	<ul style="list-style-type: none"> <li>• FBB supported vulnerable/PP students and received a lot of positive feedback from students. Whilst it has resulted in improved attendance, behaviour progress is a further area of improvement next year.</li> <li>• SLT, Clergy and visitor worships promote key themes of aspiration, resilience and self-esteem linked to the key theme for the half term.</li> <li>• Overall exclusion numbers were below compared to the previous year. More staff and new internal exclusion systems supported this.</li> </ul>

F)	To ensure PP students arrive to school on time having a sufficient breakfast so they are ready to learn; and/or supporting with food at home	<ul style="list-style-type: none"> <li>▪ School to be open from 8am to support students to get to school on time and to allow them to get food from the school café.</li> <li>▪ Staff monitor the students attending and then their success in the day.</li> <li>▪ Certain students are targeted and attend daily.</li> <li>▪ This space also provides students with a warm space to complete any homework or to spend time with friends and adults before the school day begins.</li> <li>▪ Fare Share Food Parcels Initiative – weekly food parcels</li> </ul>	ACN AHi BMS	£9,932	<ul style="list-style-type: none"> <li>• School open every day from 8am so students are able to complete work, buy food or spend time with friends and staff.</li> <li>• Food bank vouchers given and food parcels distributed during lockdown to the most vulnerable PP families.</li> </ul>
F)	Higher levels of student wellbeing especially regarding mental health  Better engagement at school for some PP students due to improved wellbeing	<ul style="list-style-type: none"> <li>▪ Further develop pastoral provision by having a full time student reception for students to speak to either KS3 or KS4 student welfare staff.</li> <li>▪ The lunch Hub and library to provide lunch support for students who struggle with being outside for the entire lunch.</li> <li>▪ Pupil voice, review meetings with music TA, lead LSA &amp; Inclusion Leader, music TA notes, observation of sessions by lead LSA.</li> <li>▪ Targeted students are participating in Art Therapy</li> <li>▪ Student voice surveys before and after targeted support to assess impact.</li> <li>▪ Increased engagement and participation in lessons</li> <li>▪ Strengthened relationships between school and family, thereby giving every young person a chance to achieve their fullest potential.</li> <li>▪ School staff will be expected to take on new strategies to support PP pupils with MH needs. Success will be measured by increased confidence, self-esteem and resilience within their respective KS.</li> <li>▪ School counsellor to support secondary students for 3 days per week and work in 1 hour sessions with a variety of students.</li> <li>▪ School chaplain to be another non-teaching staff member who students are able to speak to. Alternatively, they are also able to spend lunch in the school Chapel.</li> <li>▪ School sourcing LA to mentor group of vulnerable girls.</li> </ul>	AHS AHi Student welfare LA Rev Dom Counsellor	£6,420	<ul style="list-style-type: none"> <li>• Two full time staff at the main reception as well as two full time staff on the student reception.</li> <li>• Lunch hub and the library at full capacity every lunch.</li> <li>• LA lead on working with a group of 'vulnerable' girls. Sessions took place weekly.</li> <li>• School counsellor able to speak to more students.</li> <li>• Three members of staff trained in Level 3 Youth Mental Health and First Aid as an extra layer of support.</li> </ul>
F)	To promote understanding of the pathways and career choices.	<ul style="list-style-type: none"> <li>▪ Workshops and in Family Time dedicated to promoting future choice and aspirations</li> <li>▪ All teachers to link curriculum learning with careers, where applicable.</li> <li>▪ Creation and distribution of SMM KS4 Options Booklet to inform/support pupil aspirations/choices - Autumn 2, 2019</li> <li>▪ Students able to reflect upon information they have had regarding careers.</li> <li>▪ Each y9 student to attend 1:1 option choices/guidance interviews with a member of SMT – Autumn 2, 2019</li> </ul>	SAN TGD SLT	£27,866	<ul style="list-style-type: none"> <li>• Full careers programme implemented in school. Workshops during family time and other lesson throughout the year.</li> <li>• SLT assembly sharing career path and personal journeys.</li> <li>• GCSE options booklet and entire options process included all SLT</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Hosting of Options Evening for parents/carers - 4th December 2019. Information provided to parents so that they can support their child.</li> <li>▪ Registering total attendance numbers for pupils and parent/carer(s) at Options evening, 16th January, and completion and review of Options Evening parental feedback forms.</li> <li>▪ Work experience week for all year 10 students and school signing up with WEX.</li> </ul>			<p>interviewing each year 9 student to discuss options and general career path.</p> <ul style="list-style-type: none"> <li>• Work experience week cancelled due to COVID.</li> </ul>
F)	Develop behaviours to ensure that PP students have the emotional resilience to succeed in their learning.	<ul style="list-style-type: none"> <li>▪ Reduced number of PP students involved in C2 detentions, and expulsions from lessons (c3s), internal and external exclusions.</li> <li>▪ Weekly competition/celebration of positive conduct points</li> <li>▪ Restorative Approach embedded into whole school strategy. All staff trained in restorative justice techniques.</li> <li>▪ PP students to buy into the stamps/reward system to help them achieve every day.</li> <li>▪ Line management, appraisals, SMT meetings, training and staff meetings, briefings from AEN and Pastoral leaders.</li> <li>▪ Input from school council and feedback from students.</li> <li>▪ Family tutors to ensure that their PP students are fully engaged in the various school reward systems and achieving well/or making the necessary intervention needed to support the students.</li> <li>▪ Weekly meetings for KS3 pastoral team which include discussions/actions about PP students of concern</li> <li>▪ Identified students supported by school counsellor</li> <li>▪ Behaviour reward trips to be termly subsidised.</li> </ul>	THS	£61,890	<ul style="list-style-type: none"> <li>• Much of the end of year behavior tracking, reward points and initiatives were unable to go ahead under school closures.</li> <li>• Regular training throughout the year via staff development sessions, weekly briefing, drop in sessions and INSET on behaviour management and supporting PP students from pastoral team and PP leader.</li> <li>• Weekly HOY and BIF meetings to discuss attendance, behaviour and progress.</li> <li>• Even distribution of positive points between non PP and PP.</li> </ul>
F)	Targeted interventions to improve performance of high ability PP students	<ul style="list-style-type: none"> <li>▪ Use of data to monitor impact and track progress of PP students</li> <li>▪ Extra activities and learning opportunities for higher ability students to improve engagement, communication and academic progress including Brilliant Club. Brilliant Club – enable families who may not have first-hand experience of university life to visit a University campus and work alongside a PHD student on a project</li> <li>▪ PP pupils to have the lessons from a university tutor and then all to graduate.</li> <li>▪ More students stating that they would consider university.</li> </ul>	Enrichment Lead	£2,188	<ul style="list-style-type: none"> <li>• Brilliant Club: Summer programme was deferred and will be completed in the Autumn term, and there will be new programmes for different selections of students in the Spring term and again in the Summer.</li> </ul>

F)	Targeted PP pupils to have a programme of guidance and mentoring to ensure equality of progress (inc. attendance monitoring), attainment, opportunity and participation in all parts of the school.	<ul style="list-style-type: none"> <li>▪ SLT to mentor ½ students each and ensure they meet them weekly. These students are also able to access SLT when further support is required</li> <li>▪ The team of HSLW and students welfare to target students who require pastoral support</li> <li>▪ Attendance team to work with HoY to work with year groups in improving attendance.</li> <li>▪ Targeted pupils to participate in Art therapy</li> <li>▪ LA to provide mentoring programme for girls.</li> </ul>	SLT Inclusion team	£74,665	<ul style="list-style-type: none"> <li>• HSLW and student welfare supported PP students and made weekly phone calls during lockdown.</li> <li>• Attendance and HOY worked closely together to monitor student attendance – weekly Friday Behaviour Intervention meetings held to discuss various strategies.</li> <li>• LA provided mentoring for girls. Sessions well attended.</li> </ul>
G)	High percentage of pupils with complicated home lives with poor mental health.	<ul style="list-style-type: none"> <li>▪ Home-School Link Worker (HSLW) working with most vulnerable pupils (and their parent/carer(s) and Greenwich Attendance Officer) to improve attendance to school, and lessons.</li> <li>▪ Student Welfare Assistants (SWAs) working closely with targeted/vulnerable pupils (inc. knowledge of <u>all</u> PP pupils).</li> <li>▪ Effective and collaborative working of Pastoral Team (HoYs, FG tutors, HSLW, SWAs, Behaviour Support Team)</li> <li>▪ LAC students have access to a key worker who is responsible for monitoring their progress and providing personalised support - supporting with/providing/ subsidising resources (e.g. replacing lost planner, pencil case equipment, revision materials/books/laptop). Personal Education Plans are reviewed 3 times a year and students are set regular revised targets.</li> </ul>	AHS Inclusion team	£17,466	<ul style="list-style-type: none"> <li>• HSLW is effectively working with parents and external agencies to ensure attendance is improving. Over the past year we have 3 success cases whose attendance has risen due to HSLW support.</li> <li>• Student welfare have a list of names for daily/weekly check-ins and are supporting students selected by HOY and SENCO.</li> <li>• Network meetings &amp; BIF meetings were successful in ensuring all pastoral team were communicating. BIF meetings no longer run and have been replaced by network meetings.</li> <li>• LAC students monitored by SENCO and have named AHi, AHS and BMS as staff they can talk to. They have interventions and additional support where required.</li> <li>• Staff trained in youth mental health and provide support where required.</li> <li>• SAFE counselling started in school which is a virtual counselling session for students at risk of self-harm/ mental health concerns.</li> <li>• Food parcels/ food vouchers given and or delivered to students who have been identified as vulnerable.</li> </ul>

G)	To support pupil progress of the disadvantaged students most 'at risk'	<ul style="list-style-type: none"> <li>▪ Rigorous data analysis of progress and attainment, including behaviour conduct points to identify most 'at risk' PP pupils</li> <li>▪ PP Coordinator to have one-to-one progress meetings with pupil premium pupils most at risk of underachievement. This will include parent/ carer(s), where necessary.</li> <li>▪ PP coordinator to develop and build relations with the parent/carers of those targeted as most vulnerable/at risk.</li> </ul>	ACN	£15,897	<ul style="list-style-type: none"> <li>• PP coordinator unable to meet all PP students throughout the year and a new strategy to be devised next year, especially following school closures over the Spring and Summer term.</li> <li>• All detentions and exclusions to be reviewed at the end of Autumn term 20.</li> </ul>
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