

## Pupil premium strategy / self- evaluation 20/21

1. Summary information					
School	The Angmering School				
Academic Year	20/21	Total PP budget	244,400	Date of most recent PP Review	Feb 20
Total number of pupils	1328	Number of pupils eligible for PP	286	Date for external support	Dec 20

2. Current attainment		
	Pupils eligible for PP (18/19) 19/20	Pupils not eligible for PP (18/19) 19/20
Progress 8 score average	( -0.6 ) -0.2	(+0.12) +0.34
Attainment 8 score average	(36) 37.02	(50.3) 51.06

3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	Literacy deficit, reading, writing	
B.	Self regulation and appropriate behaviours for learning	
C.	Learning loss resulting from school closure / behavioural and emotional issues resulting from school closure	
D.	Social / environmental conditions and levels of cultural capital	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Low attendance / persistent absence	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improved literacy - reading for comprehension	Improved reading scores for all students in receipt of Lexonic training and writing additional English groups
B.	Effective and timely intervention / support for students with deficits in learning and behaviour resulting from school closure / pandemic scenario	Adjusted behaviour plans , learning and attendance plans in place for specific

		students, progress scores recover by the end of 21
C.	Outcomes : learning deficits recovered in maths and English and continue to improve PP outcomes	18/19 P8 -0.62 ; 19/20 P8 -0.2 or less ; 20/21 -0.0
E.	Rebuild improved attendance patterns with Pupil Premium cohort ( post school closure)	Pupil premium absence rates below national figure of 7.2% Pupil premium persistent absence rates below national figure of 21.6%
F.	Develop and implement cultural capital curriculum offer. Targeted students experience cultural experience	Targeted students in years 7, 8 and 9 participate in enrichment project with cultural capital focus

## 5. Planned expenditure

Academic year

20/21

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

### i. Quality of teaching for all

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?
Teaching plan focus : "knowing your students"	QFT which address the needs of all students through wave 1 intervention	Outcomes for specific groups of students (in particular L and M prior attaining disadvantaged students ) are below national averages. This is particularly the case where students are both PP and SEN K	Learning walks, Performance Development reviews, calendared work scrutiny, Disadvantaged student data reviews.	AAN  AAN	2nd half Spring term when assessment data may reflect any gains experienced during lock down

<p>Inset and Performance Development framed by school priority “knowing your students”</p>	<p>Teachers scaffold, model and use questioning so PP students make more progress</p>	<p>Qualitative and quantitative data on learning loss and emotional behavioural deficits incurred by school closure highlight the need for teachers to know the backgrounds and learning points of students to plan appropriately</p>	<p>Half termly CPD planning and review meetings</p>	<p>PJO/CL's</p>	<p>Half termly inset plan and review</p>
<p>Inset focused: on use of Edukey and SEN GC for lesson planning; sharing teacher and LSA expertise relating to a range SEN needs.</p>		<p>Ongoing drive to improve QFT through evidence informed practice</p>	<p>Sequential inset programme which builds staff skill and expectations incrementally.</p>	<p>PJO</p>	<p>As above</p>
<p>Develop the use of CCT research base to inform lesson planning .</p>		<p>Framing objectives around the specifics of teaching groups, and student groups for example will drive interventions to lesson planning level</p>	<p>Inset design for spring and summer term to incorporate evidence informed approaches and CCT material</p>	<p>PJO</p>	
<p>SMART performance development objectives focused on “knowing your students”. Staff given Inset day for performance development review. Quality assurance</p>			<p>Quality assurance checks of objectives through line management</p>	<p>PJO / CL's</p>	<p>Objectives reviewed Nov 3rd - 20th  Mid year reviews mid February 2021</p>

<p>via line management during 2nd half autumn term</p> <p>Implementation of system of target takeaways and coaching support</p>		<p>Target takeaways focused on performance development objectives will support teachers to embed and develop the changes they are aiming for.</p>	<p>BLT meetings to review progress</p> <p>Learning walks, calendared work scrutiny, Disadvantaged student data reviews.</p>	<p>AAN</p>	<p>HST meetings</p> <p>Monthly BLT meetings</p>
<p>Targeted support for teaching teams or individuals</p>	<p>Improve outcomes for all students inc PP in MFL, Improve outcomes for SEN K / PP students in maths</p>	<p>MFL outcomes significantly below national averages. Recruitment to subject low</p> <p>Outcomes for students who are PP and SEN show the most significant gaps</p>	<p>Targeted support for subject departments to improve teaching and learning. -- VLY in maths; LKE in MFL. On going review half termly in subject line management meetings.</p> <p>Behaviour and Learning team focus</p>	<p>AAN</p> <p>AAN</p>	<p>WS task group termly reviews</p> <p>On going review in line management</p> <p>Monthly reviews in BLT</p>
<p style="text-align: right;"><b>Budget cost:</b></p>					

					Total
ii. Targeted support					
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?
Additional English groups in KS3 intervention	Delivery of English intervention in line with literacy strategy and departmental accountabilities  Students reading and writing in line with expectations.	Students on entry to year 7 with scaled scores at or below 90  Students in year 8 with reading scores 2 years below their chronological age	SENCO and CL for English co-ordinate to with Intervention teacher assess for progress at key milestones	JBU/LGA/ JBO	At data capture points through the year
Targeted use of Lexonik	Target groups:  PP students in year 10 and 11 have improved exam outcomes	Achievement of specific groups such as PP, and PP SEN overlap, middle ability boys - below national average and linked to literacy deficit.	Lexonic programme has an in built assessment framework which will show progress. Review of assessment outcomes in Dec 20	JBU/ MAN	Termly reports
Additional teaching groups science	To create additional small groups which provide an accessible science curriculum for targeted student	Student progress data identifies need to entry level science provisions	Oversight by CL science. Outcomes monitored using school quality assurance processes	SHA/CSA	
Attendance strategy: nudge approaches	Improving attendance in order to positively improve progress outcomes	SSIF and DofE project from 2018-19 - nudge theory re. letters and text communication with home	I will oversee the admin staff who will implement this with regular meetings. We will track on a weekly basis but review every 2 weeks	JNE SGR LJY	Every 2 weeks and every half term

Attendance strategy: individual support plans	Creating clear individual plans for key students written with home, student and school which are more regularly reviewed. This could include the use of EBSA tools.	Consistent approaches towards attendance plans have improved attendance outcomes for individuals in 2018-19. The EBSA tools have been developed by EP service and have proven evidence based practice.	Through half termly conversations with YTLs. HST to review in their LMM with YTLs.	JNE All YTLs HST links to Year Groups	Every half term but more often with key individuals
Edukey SEMH education and attendance plans	See above				
Development and implementation of specialist behaviour intervention.  Appointment of Restorative Justice coordinator and Attachment /Trauma and family support coordinator	To provide expert social, emotional and behavioural intervention to allow students to remain engaged or re engage with the curriculum and maintain progress	Range of mental health and trauma related issues within student cohorts that result in challenging behaviours or disengagement from the curriculum  Recurring student behaviours which require restorative approach to affect positive embedded change in individuals	Evaluation of impact each term Direction and supervision from DHT, YTL line management . Targeted action informed by Student and safeguarding board	MWH	Weekly behaviour reports used in YT line management cycle  SSRB fortnightly reviews of at risk students  YTLs ongoing reviews using school systems
S2L (Support to Learn)	To provide mentoring and curriculum modifications to students on behaviour stages 4 and 5 with the aim of	Identified students on behaviour stages 4 and 5 have well documented clear emotional and behavioural needs which are a	Ongoing evaluation of progress through monitoring of Class Charts / SIMS, review of pastoral support plans, multi	MWH / TCO	As above

	preventing exclusion and re establishing positive engagement with learning	block to successful engagement with the curriculum and furthermore put them at risk of exclusion	agency review meetings and academic review reports. Half termly review of exclusion and reintegration statistics.		
Additional tutoring 1:1 support	Utilizing the National Tutoring programme to recover the deficit of learning in maths and English incurred by school closure	Autumn term data capture which shows students not in line with expected progress	YTL's / CL's maths and English identify cohort and monitor progress over time	PJO YTL's	TBC in liaison with providers
Alternative provisions : ( Fresh Start, Technical Skills days, The Farm Smallholding, Lodge Hill....)	To engage students at behaviour stage 5 and AROE - thereby preventing exclusion and providing a progression route to post 16 and avoidance of NEET status	Small numbers of students who are unable to comply with school behaviour policies and expectations and do not respond to intervention packages are at risk of PEX.	Termly review of college reports, attendance at review meetings, weekly checks on attendance. Annual analysis of destination data.	MWH/PJO	On going
Blended learning pilot	To provide an appropriate curriculums and educational settings for a minority of students with complex needs who are unable to cope with the school environment	Support for this group of students from local authority provision is unavailable due to levels of demand resulting in prolonged absence from education or modified provision in school which is problematic	Currently at planning stage but reviews to be built into pilot project	MWH	TBD
				<b>Budget costs:</b>	
				<b>Lexonic teaching</b>	£18,000
				<b>Additional English groups</b>	£52,000
				<b>Additional science groups</b>	£24,300
				<b>Student support ; attendance / welfare</b>	£57,000
				<b>Student support ; S2L</b>	£27,000

<b>Alternative provision</b>					£5,000
<b>Additional tutoring - unknown yet</b>					£5,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Aspiration /careers activity</p> <p>Development and implementation of transition projects in year 9 and Y10 :</p> <p>The Scholars Project in conjunction with Uni of Bath - Y10</p> <p>Future choices in conjunction with Love local jobs - Y9</p>	<p>To create a Moving On plan for all Pupil Premium students in year 10 (24's) and achieve sustained choices at post 16 for this cohort</p> <p>To ensure successful choices of accredited courses at KS4 and maximise sustained engagement in years 10 and 11</p>	<p>Below national average sustained destinations for disadvantaged students</p>	<p>Evaluation integral to each project.</p> <p>Progress of students monitored by YTL's</p>	<p>PJO / GBO</p>	<p>At the end of each project and annual release of destination data</p>
<p>Targeted careers interviews</p>	<p>To advise Y10,11 and 13 PP students to achieve sustained destination outcomes</p>	<p>See above</p>	<p>Annual analysis of destination data and use Risk Of NEET Indicator</p>	<p>PJO / GBO</p>	<p>Jan 2020</p>
<p>Curriculum projects to build cultural capital in KS3</p>	<p>To enrich student cultural experiences to inspire and motivate them in school</p>	<p>National data on "cultural" deficits of PP students. Theatre workshop programme intended to develop</p>	<p>Planned evaluation of attendance and behaviour statistics of target group</p>	<p>SHO</p> <p>YTL's</p>	<p>Mar 2020</p>



<p>Development and implementation of cultural arts experience for disadvantaged students in years 7, 8 and 9</p>	<p>Range of activities targeted at PP students  Year 7 Chichester Theatre collaboration. To allow access to high quality theatre practice and performance to inspire, motivate and engage students creatively and boost confidence.  Year 8 Screen printing project  Year 9 Community sculpture programme  Angmering Summer Arts festival</p>	<p>oracy and give theatre experience to students.   To widen student experience and support and inspire engagement Outreach programme by CFT  “Schools Fest” workshops and performances - specific programme created to motivate, inspire and engage students in theatre. Student selection made on basis of those who were likely to have not seen live theatre or be able to access high quality extra curricular performing arts workshops.</p>	<p>Staff evaluation and student attendance</p>	<p>VSC/SSM/VMA</p>	<p>Dec 2020</p>
<p><b>Budget costs:</b>  <b>Future choices / Scholars programmes</b> £1500  <b>Curriculum projects</b> £6000  <b>40% GBO salary cost</b> £13000</p>					
<p><b>iv Leadership</b></p>					
<p>Evaluation and planning  Developing the role of Associate Assistant head to support lead and develop evaluative processes</p>	<p>Evaluation cycle and processes developed to ensure greater impact of activity and funding</p>	<p>PP review Feb 20 highlighted the need to develop approaches to evaluate impact the further removal of barriers</p>	<p>Currently planning remit and scope of work</p>	<p>MWH/PJO/HKN</p>	

Parental engagement pilot	To explore and evaluate models of parental engagement which result in more improved evaluation and more effective support for disadvantaged families by removing barriers .	As above. Lack of engagement of some parents in the school life of their children.	AHT developing approaches for masters dissertation	CRA/PJO	
				<b>Budget cost</b>	
				<b>Additional salary cost HKN ( 1 additional leadership point)</b>	£2500
				<b>Total structural /committed spend</b>	£211,000
				<b>Contingency spending</b>	£33,000

## 6. Review of expenditure

**Previous Academic Year**

**19/20**

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Teaching plan focus : knowing your students	Teachers scaffold learning for students so they make more progress	<p>KS4 outcomes continue to show a improvement for both PP and non PP students for third year running :</p> <p>P8 PP 17/18 -1.06 18/19 -0.62 ; 19/20 -0.2</p> <p>19/20 EM 4+ 46% EM 5+ 29%</p> <p>19/20 EM 4+ 40 % EM 5+ 14 %</p> <p>All staff noted PP students on Class Charts, seating plans. All observations showed that staff knew who these students were and had thought about where to seat them for optimal performance, particularly in Y11. Additional</p>	<p>A small number (3) of clear teaching priorities should be maintained to focus improvement activities</p> <p>Additional leadership and provision for SENDK students remains a priority. While outcomes improving the gap for these students ( and those who are also PP) remains significant in key subject areas</p>	<p>Time for monitoring and support activities : inset, walkthrough schedule etc</p> <p>Edu key provision mapping £4000</p>

		<p>support through DEAR masterclasses targeted these students and gaps in their learning</p> <p>Books of PP students marked first to support progress and attainment. Expectations high. Evidenced in work scrutiny at KS4 - more variability at KS3 between subjects where expectations were not as high.</p> <p>PP first in terms of targeted questioning - this strategy was observed in learning walks and supported progress</p> <p>The outcomes for boys were better than girls in 7 subjects in 2020 compared with 1 in 2019. The gap between disadvantaged students' progress and their peers narrowed als</p>	To refocus on the priority knowing our students in the light of the effects of the pandemic	Coaching £2500 (£6,500)
Teaching plan focus : challenge	Teachers expectations of all students is high and work stretches students of all abilities		See above	See above
Teaching plan focus : questioning	Teachers use questioning strategies which		See above	See above

	include, challenge and support disadvantaged students			
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Additional teaching capacity in core subjects	To provide capacity for smaller teaching groups and create accessibility to the curriculum	Outcomes for PP students in KS4 in core subjects - continued trajectory of improvement		£65, 500
Small group literacy intervention	PP students at risk of falling below grade 3 in maths, English and science targeted with support during DEAR time. Additional teachers - support for classes or additional groups	Progress was made by some pupils in terms of spelling, reading and basic grammar and punctuation ability. It certainly helped some pupils with their confidence and self esteem. The opportunity was also taken to assess for exam arrangements. All but one pupil was entitled to these. Year 10 pupils who had additional literacy as back up (step up to English) benefitted from additional support around language features and slower paced lessons.	Literacy interventions need to be coordinated within a literacy strategy and action plan with clearer priorities and accountabilities led by CL for english and overseen by members of HST  Staff delivering literacy as far as possible working within the English team and not outside of it as stand alone SEN activity	Lexonik teaching :£18,000 Lexonik prog £11,000 Small group literacy £13,000 Alternative provision £5,000
Lexonik roll out	Improve reading ages by improving students ability to decode Tier 2 and 3 vocabulary	Lexonik is successful in raising reading ages in most pupils who attend all sessions. More progress was seen with year 10.	Some students need to revisit the training to embed the learning. That PP students remain the focus	

Attendance strategy: nudge approaches with nudge language included in communication with the home and child.	Improving attendance in order to positively improve progress outcomes	<p>As a consequence of the pandemic and school closure it is difficult to assess the impact of the attendance strategy for obvious reasons. In terms of qualitative / anecdotal impact the support for structures for students and their attendance determined that:</p> <ul style="list-style-type: none"> <li>• Support for learning during the period of school closure was effective in helping many disadvantaged students to remain engaged in remote learning.</li> <li>• The reopening of school in June for Y10, 12 and 13 was possible and secured the attendance of 60% of Year 10.</li> <li>• That since September school attendance has been significantly higher than the rate for West Sussex. In week 7 West Sussex reported 92%, national was 86% and The Angmering School was at 94.28%. In week 9 our PP gap was -4.23%, last year in week 9 it was at 5.25%. Only 2 year groups had a PP gap higher than 3% that week.</li> <li>• Pattern at the moment is attendance % is being impacted by increased illness not COVID related. Our focus is on communication with parents/carers to build trust and transparency regarding any anxiety around COVID related concerns.</li> </ul>		Pastoral staffing £90,000
Attendance strategy: individual support plans	Creating clear individual plans for key students written with home, student and school which are more regularly reviewed. This could include the use of EBSA tools. Reduced timetables in place using support spaces in the school to build towards full integration into school.			
Edukey SEMH education and attendance plans	See above			
Zones of regulations teaching and tool kit	To improve engagement of learning of specific students with	10 students in the receipt of programme. Progress was made by some students who attended the sessions in terms of them being able to recognise their emotional state and	The triaging process is  Greater capacity for specialist behaviour intervention was required to support increasing	

	behavioural difficulties by developing their capacity for emotional regulation	being able to respond to this state in an appropriate way. It helped in providing students with strategies - breathing techniques, using 'fiddles', using a safe space to contain explosive emotional outbursts.	numbers of students with complex needs to remain engaged in education. Consequently appointment of RJ coordinator and Family and trauma specialist	
S2L	To provide mentoring and emotional support and curriculum modifications to students on behaviour stages 4 and 5 with the aim of preventing exclusion and re establishing positive engagement with learning	Specific case studies of key students being supported in this manner are logged in Edukey on an individual case basis.	Capacity for modified curriculum, a safe space and daily mentoring support for students with SEMH needs remains high and another tier of provision in the form of blended learning is necessary for those who cannot access LA provision.	See pastoral staff costs above
Alternative provisions	To engage students at behaviour stage 5 and AROE - thereby preventing exclusion and providing a progression route to post 16 and avoidance of NEET status	6 students at East Clayton farm 4 successful placements 10 Technical Skills Days students 100% progression - Year 2 or post 16 4 Fresh Start - 100% completion  <a href="https://docs.google.com/spreadsheets/d/1SiXvHSnLrMZbOOIXstX0QV-TUR7IUVFhcxl4ShqNnoM/edit?ts=5fb64366#gid=0">https://docs.google.com/spreadsheets/d/1SiXvHSnLrMZbOOIXstX0QV-TUR7IUVFhcxl4ShqNnoM/edit?ts=5fb64366#gid=0</a>	Availability of full time off site provision is low and that there is a need to create bespoke school brokered provision. Consequently, the use of the farm, potential development of an on site small holding and in house blended learning either continue in use of are being developed	See above

iii Other				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Aspiration /careers activity	To create a Moving On plan for all Pupil Premium students in year 10 (23's)	The programme introduced students to different learning pathways through school alumni, It also introduced the students to different providers. Evaluation of impact was not completed due to school closure	Weekly model of delivery is difficult to sustain so this has been rethought and is now a programme developed in conjunction with University of Bath - Scholars Programme	45% GBO salary £13,000
	To generate aspiration and build knowledge in Y9 students to make confident informed subject choices	IGD Global Food and Growth Experts 40 Students in year 9 met with employers from the food industry to understand careers within this industry and to establish qualities and skills needed to access interviews in the future.All students complete the programme  All PP students make subject choices. Some subsequent modification needed as school closure stopped IAG support beyond February	Successful but Covid has stopped the on site programmes	
	Year 7 STEM star student project to introduce pathways in STEM careers Chichester University	25 PP students completed the programme. Students in Year 7 received advice and guidance from ambassadors representing Chichester University explaining the advantages of a degree and all of the opportunities which go with it.	As above - need to innovate and look for partners who can work remotely	

Targeted careers interviews	To advise Y10,11 and 13 PP students to achieve sustained destination outcomes	<p>Difficult to assess impact as programme of interviews largely incomplete due to school closure Yet to receive sustained destination data from West Sussex</p> <p>All year 9 PP students interviewed by SFO to support subject choices</p>		
Curriculum developments : Chichester Theatre project	Cultural enrichment for year 7 students - inspire, motivate and engage in performing arts.	<p>Students involved in this project very much enjoyed the experience and gained confidence as a result. Additionally, workshops and theatre visits inspired lesson planning for performing arts staff. The students selected had little to no experience of drama/ dance in education and had not visited a theatre previously, this experience and enrichment has seen students develop communication and creativity skills, a new interest in theatre and confidence in the classroom.</p>	<p>Organisation and coordination of the programme was strong and</p> <p>Staff evaluation (including those from CFT) highlights the enrichment of this programme is highly beneficial to the wellbeing, development and cultural capital for students and the school. The programme is being planned for year 7 students for 2021. With limited time for dance and drama in year 7, this project was a welcome injection of time and high quality learning. Workshops and performances have equally inspired PA lesson delivery and content. A more significant focus on organisation of workshops and attending performances is needed next time due to some confusion on occasion. The 2020 Y8 attendance PP gap in week 10 is currently only -1.65%</p>	£1000
Solihull Parenting course	To develop resilience and skills of parents to support their children's education more effectively	<p>The programme introduced a therapeutic parenting strategy and understanding the teenage brain. This was attended by 8 parents who engaged actively with the programme. Parents felt that having an insight into the restorative justice process</p>	<p>The programme was run over 8 weeks and parent's felt that they required longer support and follow sessions throughout future years should be offered. Planned sessions have had to cease due to COVID.</p>	£500



		that is used in school and an insight in how to use this gave time for reflection from both parents and child. Parents from this group have continued to seek support when they have experienced further issues.		
Restorative Justice: Staff training	Equip the staff with the skills and knowledge to practice RJ. Develop skills of empathy of students and capacity to deal with negative emotion and feelings	Staff trained over 3 twilights in the culture and practice of restorative justice. KPI's relating to behaviour continued positive trend	That to further embed the culture and practice of RJ key pastoral systems such as the reintegration room require this as standard practice  Restorative Justice and Student and Family Support Coordinators appointed in April 2020	£1000