



Presdales School

Achievement for all



Pupil Premium
Review 2019 - 2020
Action Plan 2020 - 2021

Achievement for all

Presdales School aims to provide an outstanding education that enables all students, regardless of their background and starting point, to achieve and surpass their academic potential.

We are committed to the development of independent minded young women who have active and creative minds. We expect our students to acquire a sense of understanding and compassion for one another and to have courage to act on their beliefs.

We will equip our students with the skills and attributes to empower them to lead happy and successful lives, enabling them to make a meaningful contribution to our global society.

Presdales School vision and values statement

Pupil Premium Strategy

Context

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the achievement gap between this group of students and their peers.

Schools receive a funding allocation from the government based on the number of students who are:

- Looked-after children (CLA)
- Previously looked-after children
- Children currently eligible to receive Free School Meals (FSM)
- Children eligible to receive Free School Meals in the last six years (Ever6)
- Children of personnel serving in the armed forces

At Presdales we recognise that there are circumstances in life that present some students with additional challenges. We are committed to ensuring no student is disadvantaged by circumstances and to using the Pupil Premium Grant to diminish differences. In this field we use the work of research bodies such as the Education Endowment Foundation, and guidance from the Department for Education and the National College for Teaching & Leadership to direct spending the grant for the best value, and we work with students, teachers and parents to find the best means of supporting the individual. Last year the Head teacher and Assistant Head teacher, Ms Jennings were among leaders from twenty-three Hertfordshire schools taking part in the Great Expectations programme, led by Herts for Learning, to share good practice and promote high aspirations and achievement for disadvantaged students, with a book published of case studies of good practice.

We pride ourselves on knowing our students very well and identifying barriers to learning so that we can tackle and overcome them together. Since September 2018 we have scheduled mentor meetings with each of our students to understand the different barriers individual students are tackling, and develop bespoke supportive measures, to share with class teachers where appropriate, for maximum benefit to our students.

We are committed to quality teaching in the classroom, an appropriate curriculum for all, focused and supportive interventions, enjoyable educational experiences shared by all and aspirations for the future.

What are the main barriers to educational achievement for our cohort of eligible students?

- 9% of the current Presdales school population is defined as disadvantaged. This is a relatively small number and the barriers to achievement vary at an individual level.
- When students arrive in Year 7 there is an achievement gap to close, showing in KS2 outcomes. Some students have access to extra tuition outside school to boost KS2 outcomes which has not been available to disadvantaged students.
- Some students have been in the disadvantaged group for a significant length of time. In other cases circumstances have changed and then changed again quickly. Where a student has experienced challenges for a longer period of time and has had low attendance or low levels of engagement in their primary school phase there are significant gaps in learning which need to be addressed or they will continue to have an impact on ongoing learning.
- Integration is vital and barriers to this need to be countered. There are social advantages to affluence and we need to ensure all students enjoy their part in the school community, including developing in confidence, good friendships and enrichment experiences.
- Our disadvantaged students may not be able to access all the necessary school equipment to support their learning, such as stationery, ICT equipment, uniform.
- Off-site visits and residential trips are important activities organised to develop students' learning, put the learning that takes place in the classroom into practice, widen their horizons and develop aspirations as well as making happy memories of school life with their school friends. If disadvantaged students do not engage in these opportunities, the gap between them and their peers can widen further.
- The stability of education and an individual's home environment as well as additional worries about circumstances outside school can present a significant challenge to students at school.

In 2019-2020 11% of the 7-11 student population was eligible for the additional funding at Presdales. The school received a Pupil Premium Grant allocation of: £96,555, based on the January 2020 census.

The spending breakdown is detailed overleaf.

Academic Progress and Achievement	£
Increased number of groups in Core subjects, KS3 & 4	86,000
Core intervention Yr 11	7000
Additional supervised study	7000
Curriculum review	
Year 11	6750
Year 9	4500
Year 8	4500
Yr 11 MFL	4,993
Peer 1:1 tuition	No cost
Additional 1:1 tuition	2,057
Easter Revision Course	-
Appropriate curriculum:	
Implementation BTEC Health & Social Care	7,500
Homework club (Yr 13)	-
Attendance	
Breakfast club	775
Transport	60
Integration and pastoral support	
PSHE programme	350
Extracurricular enrichment	5,108
Music fees	1,314
Counselling	4,500
Nurture group	760
Prom	-
Resources & Equipment	
Revision & study materials	1175
Departmental resources and equipment	170
ICT access	7121
Stationery/ Uniform	102
Leadership & Management	
SLT/DT for CLA	12,000
Pastoral HoYs	13,307
4Matrix licence (For 3 years)	paid in 2018
Staff development and training in issues facing CLA and wider group of disadvantaged students	No cost
Aspiration input	1,500
Great Expectations programme	2170
Total	180,712

Impact

We are very pleased and proud of the hard work and commitment of our students for their GCSE exams.

2020 results

	Disadvantaged students	Non-disadvantaged students
Number of students in cohort	19	149
Attainment 8	49.16	64.01
Progress 8	+0.28	+0.9
English and Maths 4+	74%	97%
English and Maths 5+	53%	79%
Entered for Ebacc	63%	83%
Achieved Ebacc with standard pass	63%	79%
Achieved Ebacc with strong pass	32%	64%

*Progress 8 scores are from 4Matrix.

The school tracks the progress of all students, including students eligible for support from the Pupil Premium Grant. Student performance at assessment tracking points is analysed, and discussed with students. Careful action-planning, taking account of the individual student's voice has ensured the disadvantaged group of students has progressed and achieved in line with national expectations for all students.

Pupil Premium spending for 2020-2021

We are estimated to receive £90,000 for the next financial year. We will also receive additional funding (the Coronavirus catch-up premium) to support students to catch up ground lost due to the Covid-19 lockdown in 2020, using the National Tutoring Programme.

We will continue to review student needs after each tracking point, and the strategy as a whole throughout the year and in light of the COVID crisis and its impact on vulnerable families. We intend to spend the Pupil Premium Grant and whole school funding to benefit our students eligible for the Pupil Premium in the following ways over the next academic year:

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Academic Progress and Achievement			
Core intervention Yr 11	9,000	Small group additional tuition (English, Maths and Science) with specialist teachers to work on practice questions and strategies for success in GCSE exams.	Teachers address student areas of weakness and gaps. Students improve performance in English, Maths and Science and sustain good levels of motivation for the GCSE course
Additional supervised study	7,000	Guided supervised exam study	Students develop study skills and improve performance in English Maths and across all subjects and sustain good levels of motivation for the GCSE course
1:1/ small group tuition (KS3 & 4) PP and PP & SEND	8,500	Targeted support in area demonstrating current underperformance (with a focus on literacy and numeracy) *National fund and National Tutoring Programme will supplement in-house offer and funding	Accelerated progress to get back on track to achieve expectations and GCSE target.
Appropriate curriculum Continuation of BTEC Health & Social Care	12,000	BTEC in Health and Social Care gives increased support compared to linear exam GCSEs and relevance to development of life skills and career options.	Students are motivated by an appropriate curriculum and develop career aspirations and are equipped for their next steps
Curriculum review Years 11-8	15,750	Additional teaching time to support students with core skills and reduce curriculum load by one subject.	Students achieve or exceed threshold in Maths & English.
Bespoke (external) support	2,300	External specialised counsellor and tutors to support students with complex needs	Students receive academic and pastoral support and avoid impact on timetabled lessons.
Reduced class size in English/ Maths KS3 & 4	86,000	Teacher: student ratio decreased and expert staffing of the groups Continued development of strategies to address barriers to learning, support student achievement, including raising aspirations.	Improved progress towards target grades/ achievement of target grade.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Easter Revision Course	2,000	Targeted course during Easter holiday period to support Yr 11 PPG students with revision habits and provide guided revision on each of the core subjects and across the curriculum as required.	Students meet/exceed expected Target Grade
Achievement points, rewards and celebrations	200	HoYs and SLT (Disadvantaged) track achievements and rewards	Students are motivated, have good self-esteem and build momentum through recognition for achievements.
Exam support	1,800	Students with SEND have access arrangements in place for internal exams as well as public exams, including Read/Write software.	Students feel calm and familiar with the exam environment and software and are able to perform to their best.
Promoting literacy and building vocabulary	500	Provision of books and magazines for wider reading; Tailoring activities for the disadvantaged group, as recommended by literacy coordinator	Diminish the vocabulary gap (shown by research to have fundamental impact on progress of disadvantaged students)
Attendance			
Transport	200	Transport (taxi/ bus cards) to ensure students can get to school	Full attendance. Students have reasonable journey-time and arrive at school on time.
Attendance: Lesson Monitor	1,995	Rigorous and consistent follow-up with appropriate stages of action for low attendance levels in conjunction with.	Student attendance increases and students are in school with in excess of 95% attendance.
Integration and pastoral support			
Music fees	3,400	To give disadvantaged students access to musical development, including as a satisfying outlet for expression, emotion and creativity	To raise student self-esteem, opportunity to explore and nurture talent and expression; achievement of music awards.
Counselling	4,500	Support for students facing significant emotional needs	Specialist pastoral care for vulnerable students in distress. Increased security and engagement with school. Support personal development. Able to attend and focus in lessons.
Nurture group	900	Students meet weekly for creative social activity. Opportunities for entrepreneurial development.	Vulnerable students more secure. Improved self-esteem from engagement in school activity and achievement in producing and selling attractive items.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
Resources & Equipment			
Departmental resources and equipment	2,000	To allow departments to buy materials that students are unable to provide, including revision materials.	Students are fully equipped for lessons and able to engage and make increased progress
Yr 11 Extra-curricular clinics and club, when these can resume	1,000	Contribution to lunchtime and after-school support groups targeting disadvantaged students (funding required to support Art, D&T)	Students receive the subject specific support they require with their peers.
ICT access	4,000	To ensure students have use of a computer for homework and access to the internet, including Edulink, Google Classroom and other learning technologies for guided and independent learning and development	Students derive benefit from research, consolidation and productive tasks, keep up to date with homework and organisation.
Uniform	300	All students are wearing the correct uniform.	Anxiety and integration barriers are removed, all students integrate well.
Leadership & Management			
SLT/DT for CLA	12,000	Meet with parents/ carers and students and produce Student Passports to share with teaching team; Raise awareness of PPG students amongst all staff: Ensure register and SIMS are up to date and communicate changes to staff; relevant CPD to communicate challenges for disadvantaged students; Track student performance and implement interventions to address issues; Meet regularly with PPG students including CLA (PP+) for day-to-day, student voice and PEP meetings, and previously CLA, including liaison with carers and parents.	Student Profiles for each student shared with staff. Barriers to learning identified and measures in place to address these. Parent/ carer partnership is working to support students. Gap closure across all cohorts.
Pastoral HoYs	13,300	To support the most vulnerable students in the year group. Ensure each has an adult they can talk to. Support with peer friendships, issues causing anxieties, parental engagement and progress with learning.	Students feel calm and supported in school. Students develop personally. Barriers to learning identified and measures in place to address these. Parent/ carer partnership is working to support students. Gap closure across all cohorts.
Admin support	500	To support tracking of student achievement.	Clear and current picture of performance. Issues arising addressed with interventions as appropriate.

Intervention	Cost £ (all figures rounded)	Activities	Success criteria
4Matrix licence (For 1 year of 3-year contract)	Paid 2018	Software to support tracking of student achievement.	Clear and current picture of performance. Issues arising addressed with interventions as appropriate.
Staff development and training in issues facing CLA and wider group of disadvantaged students (Attachment Toolkit)	-	Staff are up to date with policy, research and means of support for students. Virtual School support is shared.	Students receive the requisite teaching, care and support for them to achieve.
Aspirations			
Cultural capital and futures	2,000	Visits/ visitors and resources to support student aspirations for the future. Including developmental experiences and summer schools. Some participation may be virtual.	Students have a positive sense of hopefulness about their future, experiences to broaden horizons, direction for their choices and goals to motivate their learning. Staff supporting them can help investigate specific courses and job requirements.
YC Herts	1,500	Careers guidance for students. Students meet 1:1 with a professional to discuss and develop plan for their options pathway, continuing education and future career.	Students have a good understanding of the pathways open to them, enjoy their courses and have aspirations for the future.
Total	192,645		

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