

Yateley School - Pupil Premium Strategy Statement – 2020/21

Link to Education Endowment Foundation Toolkit – Teaching & Learning toolkit to show most impact of various interventions and strategies
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>.

1. Summary information					
School	Yateley School				
Academic Year	2020-21	Total PP budget (projected)	£104,610	Date of most recent PP Review	Nov-20
Total number of pupils	905	Number of pupils eligible for PP	114	Date for next internal review of this strategy	Nov-21
	Year 7	Year 8	Year 9	Year 10	Year 11
Total number of PP pupils	26	29	18	16	25

2. PP Pupil Prior attainment (2019-20 Year 11 Cohort)			
1 student had 'N' for prior attainment and 2 had 'X'	Low	Middle	Upper
Cohort	3	15	4
Progress 8	0.16	-0.47	-1.06

3. Current attainment (2019-20 GCSE Results Year 11 Cohort)		
	Yateley School pupils eligible for PP (PP GAP to Non-PP)	Yateley School pupils not eligible for PP
% PP students with English and Maths strong pass (Grade 5+)	20.8%	55.7%
% PP students with English and Maths standard pass (Grade 4+)	37.5%	80.8%
% PP students with English Bacculaureate strong pass (Grade 5+)	0% (none entered)	10.3%
% PP students with English Bacculaureate standard pass (Grade 4+)	0% (none entered)	14.3%
Progress 8 score average	-0.49	+0.22
Progress 8 score - English	Unavailable due to COVID	Unavailable due to COVID
Progress 8 score - Maths	Unavailable due to COVID	Unavailable due to COVID
Progress 8 score - Science	Unavailable due to COVID	Unavailable due to COVID

Progress 8 score - EBacc	Unavailable due to COVID	Unavailable due to COVID
Progress 8 score – Open Slots	Unavailable due to COVID	Unavailable due to COVID
Attainment 8 score average	3.71	5.41

4. Barriers to future attainment (for pupils eligible for PP)

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

A.	Low levels of involvement in school life, low levels of engagement, low aspirations and experiences/cultural capital.
B.	School focus on HPA attainment and success could detract from PP (staff not focused on PP students and therefore not ensuring their teaching is having a positive impact on their progress.)
C.	Resources to improve literacy skills (using time like tutor programme reading from English direction and PiXL Unlock resources)
D.	Increasing the work and support of transition from KS2 to KS3

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

A.	For 2019-20 (Sep to end of Match due to lockdown); PP attendance was 90.03% compared to non-PP which was 96.12% FSM was 87.14% compared to non-FSM which was 95.92%; PA for PP was 29.66% compared to non-PP which was 7.89%, FSM was 41.67% compared to non-FSM which was 8.52%.
B.	Need to develop the local cultural capital of PP students in the local community, their aspirations, and resilience and life/career expectations.

5. Desired outcomes (desired outcomes and how they will be measured)

Success criteria

A.	Reduction PP persistent absence and improved overall attendance.	Students will reduce the gap (session's missed and persistent absence for PP) and will at least match that of national or even better it.
B.	Continuing to narrow the Progress 8 gap in 2020 GCSE results.	Disadvantaged students will narrow the gap to their non PP peers and will perform above the national average
C.	Career aspirations, experiences and destination of PP students are increased.	Greater number of PP students going to post-16 education and local community having greater support.

6. Planned expenditure

Academic year

2020-21

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?
1.Students to reach target grades in their GCSEs	Additional targeted sessions after school (P7) across GCSE subjects in y11	More time allowed to complete controlled assessments where attendance has been poor and consolidate knowledge.	Led by the DH for Currency	Department Heads, DH Currency	September 2021
2.Students meeting English target grades across KS3 and KS4 within 10% tolerance of non-PP	Given feedback first, marked first and where possible sat at the front or for easy access of the teacher to give verbal feedback first and frequently. Working on the feed-forward approach.	Students are clear on what they need to improve and how to do it. Sutton Trust.	Led by the Head of English	Head of English	September 2021
3.Students to reach target grades in their Science GCSEs	Small study groups in y10 & 11 (removing some students from lessons) for those that are below target	Starting small group interventions earlier, i.e. in y10 summer term.	Led by Head of Science	Head of Science	September 2021

4.Improve reading ability of students	1 to 1 and small group Literacy/spelling interventions. Reading pens	One to one and small group interventions target this in the most appropriate way as we can assess what they need to learn and tailor the intervention to the students. Reading pens take the pressure away from a child's working memory when they are trying to read, however it still allows them to visually recognise words and spellings and therefore means they are able to progress with their reading in a more stress-free environment.	Led by SENCo	SENCo	September 2021
5.Access the KS3 curriculum and reach target grades (year 7)	Small group with additional support. Additional literacy and numeracy support provided as well. (access group)	With many students coming into main stream schools with academic gaps, additional needs and PP allocation, increasing their confidence in English, Maths and Science often leads to increased confidence and success in other areas. This is supported by the Sutton Trust evidence. 2020-2021 the Access group in Year 7 has 11 students. This means with the support of a specialist teacher and also a specialist LSA, the children are much more likely to get the focus and support they require to enable them to bridge their learning gaps.	Led by SENCo	SENCo	September 2021
6.Improved numeracy	PP students mentored by sixth formers	Using students who have previously overcome difficulties to support and inspire younger students. COVID restrictions mean that we cannot mix the two year group bubbles at present. Plan to start when possible.	Led by Heads of Maths	Led by Head of Maths	September 2021

7.Consistent teaching and assessment processes for all from years 7-11 in Mathematics	Standardised Learning objectives, reflection, marking and SoW from year 7-11 improves student confidence and eases transition from one year/teacher to the next. New revision resources created to further enhance the scheme of work and teach students how to revise.	Consistency and routines in place across department/year groups to ensure high standards in Maths classrooms.	Checks on all aspects of what is expected by learning walks, visiting classrooms on a regular basis, book checks and feedback from students. HoD Maths	Head of Key Stages, Head of Maths	September 2021
8.Regular analysis of progress and intervention put in place	Every term students are assessed and results analysed. Intervention put in place where identified throughout the year.	Data sheets used to highlight the PP students who are falling below expected progress. Discussions between HoD and teachers take place frequently about necessary strategies to improve student progress, considering the most effective seating, ways to maximise the motivation of the students and how to reward them for improvement	Led by the DH for Currency	Department Heads, DH Currency	September 2021
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?

1.Improve engagement of students and help with GCSE resources	Each student across all year groups in KS3 and KS4 has £100 personalised spend per academic year which they can choose how they spend it, e.g. trips, uniform etc.	To encourage engagement in school activities (mainly in KS3). To help with GCSE resources such as cooking ingredient costs, materials costs, revision materials reducing the stress of purchasing these items. Personalised spend came as a result of parental feedback.	Monitored by the Pupil Premium team. HODs reminded that this money can be used for revision materials.	Pupil Premium Champion	September 2021 (£12000.00)
2.Students to have devices on a par with their peers for their academic work as per the schools BYOD policy.	Devices purchased for Pupil Premium students in y7 and for those joining the school in other years.	All students required in years 7-10 to have a BYOD to use in lessons. Ensuring that PP students have the same access to technology that their peers have.	Monitored by the Pupil Premium Champion and the BYOD member of staff.	Pupil Premium Champion	July 2021 (£12000)
3.Students in y11 to reach target GCSE grades	Small group exam skills/technique sessions with specialist teacher (6 week programme) for PP and SEN in Maths, English and Science	Small group interventions with specialist teachers will continue as this has been found to improve results. Sutton Trust backs this. Reading pen technology will be used where appropriate as this is also allowed in all exams. Students will benefit from using these throughout the year, particularly in their English classes.	Led by SENCo liaising with appropriate HOD	SENCo	September 2021
4.Students will make more than 2 levels of progress in Maths (Y7)	Specialist Maths interventions on a one to one or small group basis.	More small group interventions will be able to run and therefore more students will benefit. Long term this will see them be able to manage much better when they reach KS4.	Led by SENCo liaising with Head of Maths	SENCo	September 2021
5.Students to improve Maths progress in years 9-11	Small study groups in y10 & 11 with PP priority (removing some year 11 students from other lessons)	More targeted interventions (Sutton Trust toolkit)	Using specific intervention resources and PiXL information (year 11 only) to identify key topics for the group. Led by Head of Mathematics	Head of Key Stage 4 Maths	September 2021

6.Science students to reach their target grades	Provision of study aids, revision guides and past paper packs to KS3 and KS4	Students require easy to use revision materials. Y7 & Y8 will get revision guides. Y9-10 will get revision guides and study aids. Y11 will get revision guides, study aids and example paper packs.	Led by Head of Science	Head of Science	September 2021
7.Students to improve Maths progress in years 7&8	Small group interventions for PP students in years 7 & 8	Sutton Trust evidence for small group intervention (small groups)	Led by Maths Head of Pathway and Pupil Premium champion.	Maths Head of Pathway, Pupil Premium Champion	September 2021
8.Increased awareness of every PP student in Mathematics	Year 11 PP progress board in Maths Office to raise visibility of key students. Progress spreadsheets identify all PP students from year 7-11 and teachers review progress on a regular basis with Head of Key Stages. Teachers to speak to PP students in lesson to encourage progress,	Keep PP high on the Maths agenda. Head of Key Stages focus on these groups when analysing progress throughout the year and prioritise these students for every intervention opportunity. As well as continuing a focus at a department level, make a change of strategy at the teacher level to positively discriminate with PP students. For example, in lessons ensure each PP student is spoken to/encouraged every lesson at the start. To be trialed instead this year.	Led by Head of Key Stages in Mathematics	Head of Key Stages in Mathematics	September 2021

9.Ensure smooth transition from Y6 to Y7	We will be re-introducing the two additional days this year which we could not do due to COVID. We will also be visiting the primary schools more often and observing lessons (to gather early details about the Year 6 PP and SEND students)	In previous years before COVID students were more confident when transitioning from Year 6 to Year 7 and there were minimal issues regarding attendance and behaviour. Because we could not run this during Summer 2020 due to lockdown the transition process was not as supportive. Students are aware of the support available to them throughout the school day and those who need more focused support have been identified quickly.	Led by SENCo and transition manager	SENCo & Transition Manager	October 2021
10.Brilliant Tutoring Programme (plan for all PP students) for COVID lockdown catch-up	It costs the school around £390 for 6 PP students to focus on Eng, Math, Sci. 15 hours for each student in total. Delivered online between tutors and students. Takes place in Spring and Summer 2021	The Brilliant Club is an approved National Tutoring Programme provider through new Brilliant Club Tutoring Programme. They are taking part in the national catch-up effort so pupils can access a future they deserve. The Programme aims to re-engage and rebuild pupils' confidence in core subjects by working with a subject expert.	Lead by PP Champion, DH for Currency	PP Champion DH for Currency	September 2021
11.PP attendance concern meetings with Year 6 students and parents	DH for Culture to meet with all Year 6 students and parents in Summer 2021 that have a poor attendance (90% or less) at primary school to instil and stress the importance of attendance at secondary school.	Want to ensure that students start at secondary with the full to attend all the time and the minimum of 96% which is school target.	Lead by DH for Culture	DH for Culture	July 2021

Please see end of report for most up-to-date budget figures.

Total budgeted cost					TBC
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?
1.Stretch and challenge for PP students in years 7 & 8	The Brilliant Club programme	Encourage students to aspire to attend Russell group universities. Develop student ambitions for further and higher education.	Run by the Brilliant Club, supported by the Pupil Premium Champion	Pupil Premium Champion	July 2021
2.Team building and confidence boosting	Military Mentors Activity Day for challenging y9 Pupil Premium students + friends	Provide an opportunity for challenging students to work in teams and to build their confidence. Improved engagement and enjoyment that should hopefully lead to improved attendance in later years.	Run by the Military Mentors organisation (external provider) supported by the Pupil Premium team	Pupil Premium Champion	July 2021
3.Improvement in PP student attendance figures and reduction in persistent absence for PP	Incentive scheme for those PP students that improve in attendance, and warnings to those that don't	Half termly letters to be sent home to congratulate or warn parents depending on the PP student's attendance. This is also to focus on those that improve on a half term basis.	Monitoring the weekly and half termly attendance threshold report for improvement. Note an issue with COVID and lack of tutor time in 2020/21 would mean more responsibility for HOH and tutors not easily able to tackle early issues.	DH for Culture	July 2021
4.SLT learning walks and subject Deep Dives with a focus on PP students (behind in progress)	DH Culture & DH Currency to focus learning walks on PP students that are most behind in progress	Learning walks will focus on the PP students (behind in progress reviewed each term). Focus will be on their books, learning, lessons, etc. They will also be a group of focus in all Deep Dives.	Discussion at weekly SLT meeting and line management with Headteacher. Feedback to individual teachers. Must be aware that currently during COVID we are not able to conduct these reviews.	DH Culture, DH Currency, AHT Teaching and Learning	July 2021

5.Improvement in PP student attendance figures and reduction in persistent absence for PP, improvement in progress	Possible staff or sixth form student mentoring for PP students (lowest for attendance and progress)	Regular staff/Sixth Form mentoring of PP students that have poor attendance and progress. AHOH playing a greater role in chasing poor attending students to support HOH.	Monitor half termly and via weekly attendance reports and termly data drops. Concerns currently with no tutor time due to COVID and plans going forward.	DHT Culture, HOH	July 2021
6.Improved transition from KS2 to KS3	Further development and working closely with local primaries on improved transition (curriculum and pastoral)	Using the PiXL resources and work of other schools to build transition working relationship with local primaries.	Improvement in transition and knowledge of the PP students for when they start in Sep 2021	Lynne Goldwater (Transition Manager), DH Culture, Michael Scanlon (Yr 5 Transition)	July 2021
7.Improve the cultural capital for PP students	Work to be undertaken within the local community to increase aspirations and cultural capital of PP families	Building aspirations, experiences and skillsets for PP families will have a positive impact on PP students.	Stakeholder surveys, parent sessions in school, targeted PP student for certain trips and experiences. We might need to wait until COVID is reduce to run any parent sessions.	DH for Culture, HoH, Mike Tidd (Careers)	July 2021
8.Improve the career aspirations for PP students	Careers interviews offered to y10 & y11 as priority. Careers & Futures Fair offering a wide variety of organisations. UniFrog to develop future progression.	Building aspirations and skillsets will have a positive impact on PP students.	Information provided in tutor time, PSHE and easy access to students	Mike Tidd (Careers)	July 2021
9.Improvement in student progress, wellbeing and attendance	Sharing best practise and use of PP budget from other local secondary schools	Using the termly MM panel and CIG pastoral networking group for SLT from all local secondaries to share ideas and what works to improve PP attendance and progress	Improvement in PP attendance and progress, minutes from the MM panel and pastoral meetings.	DH Culture	July 2021

10.Improvement in student progress, wellbeing and attendance	Staff to have a performance management target focus on PP and/or HPA students (attendance and progress)	All staff to have a performance target and measure which in some way will focus on a sub-group of disadvantaged students as well as the new focus of HPA	Monitor the PM objectives of all staff at Dec 2020 by Headteacher and then normal PM cycle in the year of 2020-21	AHT Teaching and Learning	July 2021
11.Improved progress for PP	Review of the allocation of PP budget	We will continue to ensure that the PP budget is split effectively amongst all areas to ensure maximum impact on PP students.	Via the yearly PP report review	DH for Culture, DH for Currency, PP Champion, Bursar	July 2021
12.Improvement in PP student attendance figures and reduction in persistent absence for PP	Breakfast club run every morning (targeting poorly attending PP students to begin with)	Encourage students to attend school on time and provide them with food for the morning.	Run my Karen Moffett and overseen by PP Champion and HoH team. Lynne Goldwater (attendance support) will also support. This can't begin while we are in the COVID situation.	Karen Moffett	July 2021
13.Improvement in PP student attendance figures and reduction in persistent absence for PP	SLT assigned PP students below 90% while HOH have PP students between 90 and 96% attendance.	SLT and HOH to make daily phone calls to those PP students not in school each morning to get them in. List is reviewed every half term based on attendance data. Aim is to raise awareness of attendance and improve for PP and all.	Discussion at SLT and HOH meetings to review the weekly attendance threshold report.	DH for Culture	July 2021
14.Improve in literacy skills	Increase of reading in tutor time programme	It is shown to have an improvement in enhancing student subject vocabulary.	Launch the tutor time reading programme after COVID and once tutor time is back as normal. Tutor observations via Deep Dives and HOH line management of reading.	DH for Currency, HoD English, HOH, DH for Culture	July 2021
15.Increase study skills for all students using Elevate Education resources	Increase student contact with Elevate Education for various different study skills.	We now have planned Elevate sessions with Year 9 (Time Management), Year 10 (Student Elevation & Study Sensei), Year 11 (Ace Your Exams) and also Year 11	Observations of the elevate seminars and also via deep dive of tutor times and HOH line management with tutors. We will	DH for Currency, HOH, DH for Culture	July 2021

		parents. This has had hugely positive feedback from students in the past.	also survey the views of the students. Currently while no tutor time due to COVID this will be via online videos and resources sent to students via e-mail.		
16. Improved transition from KS2 to KS3 Year 5 Day	Year 5 days programme will be developed to be more inclusive for PP students. This will be achieved by liaising with local primaries to be able to adopt strategies that will facilitate the inclusiveness of the programme. Students will be placed into more diverse groupings so they get used to integrating with different students as well as different teachers	(EPPSE 3-14) By getting year 5 students to integrate pre secondary, will allow for favourable expectations on transition. Evidence suggests (EEF guide) that quality teaching helps every child so we will develop a more cohesive learning experience for all students.	Working with Relative school leads will enable us to keep track on PP students to ensure they have first priority. These can be looked at by providing sessions in the Easter Holidays to smaller groups. Students can access all of the chosen sessions	Michael Scanlon (Yr 5 Transition)	February 2021
<i>Please see end of report for most up-to-date budget figures.</i>					
Total budgeted cost					TBC

7. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	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
1.Students to reach target grades in their GCSEs	Additional targeted sessions after school (P7) across GCSE subjects in y11	<p>Progress 8 score for disadvantaged pupils – English - 0.59 (2018: -0.78) Progress 8 score for disadvantaged pupils – Maths - 0.28 (2018: -0.43) Progress 8 score for disadvantaged pupils – Science - 0.06 (2018: -0.32) Progress 8 score for disadvantaged pupils - English Baccalaureate slots -0.63 (2018: -0.82) Progress 8 score for disadvantaged pupils - Open slots - 0.76 (2018: -0.60)</p> <p>We were pleased with the progress made by our disadvantaged students in 2019 as the gaps continued to close in all major areas with the exception of our Open Bucket. As a school all departments and teachers had the progress of disadvantaged students as a major focus on their personal performance management and the improvements in these respective areas are clear. When removing the five disadvantaged students with persistent absence – all of whom were under 50% attendance over the academic year, English, Maths and Science all have positive P8 scores whilst ebacc is -0.03 and open is -0.22. As such, the consistent attendance of disadvantaged students remains a whole school focus for 2019-20.</p>	Continue to run P7 sessions targeting students based on y10 exam results and testing in y11.	

2.Students meeting English target grades across KS3 and KS4 within 10% tolerance of non-PP	Clearer feedback in English which students act on	This was not met due to grades being calculated as a combination of mocks and predicted grades. Feedback is always a focus and the Department is working on the feed-forward approach to improve.	This will be continued and the HOD will closely monitor and disseminate best practice.	
3.Students to reach target grades in their Science GCSEs	Small study groups in y11 (removing some students from lessons)	These only partially ran for Y11 because of lockdown and did not run for Y10. Progress 8 score for disadvantaged pupils in Science improved from the previous year.	Excellent student voice on small group interventions, decided to introduce them to y10 in the summer term. This will be continued. It works well because run through lesson time when they would have a Science lesson.	
4.Improve reading ability of students	1 to 1 and small group Literacy/spelling interventions. Reading pens	One to one and small group interventions target this in the most appropriate way as we can assess what they need to learn and tailor the intervention to the students. Reading pens are relatively new technology, which takes the pressure away from a child's working memory when they are trying to read, however it still allows them to visually recognise words and spellings and therefore means they are able to progress with their reading in a more stress-free environment.	This input is really important for our weaker students. Literacy interventions are a key part of the SEND strategy. The use of reading pens is totally valuable to this.	

5. Access the KS3 curriculum and reach target grades (year 7)	Small group with additional support. Additional literacy and numeracy support provided as well. (access group)	With many students coming into main stream schools with academic gaps, additional needs and PP allocation, increasing their confidence in English, Maths and Science often leads to increased confidence and success in other areas. This is supported by the Sutton Trust evidence. In 2019-2020 the Access group in Year 7 has 12 students. This means with the support of a specialist teacher and also a specialist LSA, the children are much more likely to get the focus and support they require to enable them to bridge their learning gaps.	The ability to teach English Maths and Science in a small access group allows us to teach in smaller groups and also give the students a higher adult to student ratio with the use of LSA's	
6. Improved numeracy	PP students mentored by sixth formers	Numeracy Ninjas went ahead throughout the year. 34 students were paired with sixth formers. No clear data this year as assessments at the end of the lockdown are unreliable. All 5 PP students who had a low KS2 score were intervened with.	Good feedback verbally from students and sixth formers. This will be continued.	
7. Consistent teaching and assessment for all from years 7-11 in Mathematics	Standardised Learning objectives, reflection, marking and SoW from year 7-11 improves student confidence and eases transition from one year/teacher to the next.	Evidence via testing not available but new revision resources have been created to further enhance the scheme of work and teach students how to revise (this is particularly key for students who don't get support at home for revision)	This approach is going to continue.	
8. Regular analysis of progress and intervention put in place	Every term students are assessed and results analysed. Intervention put in place where identified throughout the year.	Data sheets were used to highlight the PP students who were falling below expected progress. Discussions between HoD and teachers took place frequently about necessary strategies to improve student progress, considering the most effective seating, ways to maximise the motivation of the students and how to reward them for improvement	To be continued.	

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ii. Targeted support

Desired outcome	Chosen action / approach	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
1.Improve engagement of students and help with Maths GCSE resources	Each student across all year groups in KS3 and KS4 has £100 personalised spend per academic year. Maths equipment will be provided to all PP students who require it.	This was implemented. All Year 11 students got revision guides and past papers. Equipment bought and kept by Maths teachers for use in lessons/tests. In Graphics all PP students hit or exceeded their target grades. The progress of PP students was monitored throughout the course and interventions put into place, such as additional p7 support sessions. Equipment packs, with folders and drawing equipment, and textbooks were also provided to for PP students which enabled them to produce project work to a good standard and achieve their target grades.	To be continued. Revision guides well received by students and parents. Also provided to students in intervention groups to consolidate the extra support given.	
2.Students to have devices on a par with their peers for their academic work as per the schools BYOD policy.	Devices purchased for Pupil Premium students in y7 and for those joining the school in other years.	Devices were purchased for y7 PP students and any students joining the school in other years.	This ensures PP students are the same as their peers, this will be continued.	£9671
3.Students in y11 to reach target GCSE grades	Small group exam skills/technique sessions with specialist teacher (6 week programme) for PP and SEN.	Small group interventions with specialist teachers will continue as this has been found to improve results. Sutton Trust backs this. Reading pen technology will be used where appropriate as this is also allowed in all exams. Students will benefit from using these throughout the year, particularly in their English classes.	Small group intervention on exam skills are key for year 11. Putting key strategies in place makes significant difference to them.	

4.Students will make more than 2 levels of progress in Maths (Y7)	Specialist Maths interventions on a one to one or small group basis.	More small group interventions will be able to run and therefore more students will benefit. Long term this will see them be able to manage much better when they reach KS4.	This is an opportunity to work with students either on a 1:1 or 1;2. This is key to encouraging questions and to scaffold the learning of the students.	
5.Students to improve Maths progress in years 9-11	Small study groups in y10 & 11 with PP priority (removing some year 11 students from other lessons)	7 PP students had small group intervention with STN in Year 10 at the start of the year. STN also continued some small group support for 4 PP students during lockdown to help those struggling at home. Feedback was positive, although test results in lockdown were unreliable.	Carry on as before – more groups being intervened with to help with students who struggled with lockdown. Small group funded tutor wasn't able to take place last year and may not be possible this year.	
6.Science students to reach their target grades	Provision of study aids, revision guides and past paper packs to KS3 and KS4	Y11 resources were provided. Year 7 Practical Lab books were provided but will not be used going forward. KS3 revision guides were not given out due to lockdown.	Revision materials will be provided to KS3 as well as KS4 in the next year. Y7 & Y8 will get revision guides. Y9-10 will get revision guides and study aids. Y11 will get revision guides, study aids and example paper packs.	
7.Students to improve Maths progress in years 7&8	Small group interventions for PP students in years 7 & 8	Year 7 students are traditionally allowed time to settle so some students were supported by Learning Support for a short time before lockdown. Normal evidence not available. No Year 8 PP students required intervention during the first term.	Carry on this process	
8.Increased awareness of every PP student in Mathematics	Year 11 PP progress board in Maths Office to raise visibility of key students. Progress spreadsheets identify all PP students from year 7-11 and teachers review progress on a regular basis with Head of Key Stages.	This has been more difficult to achieve this year as we've been working from home for part of the year and found that many PP students were not engaging at that time. We don't have data for Year 10 in order to do this, this year.	As well as continuing a focus at a department level, make a change of strategy at the teacher level to positively discriminate with PP students. For example, in lessons ensure each PP student is spoken to/encouraged every lesson at the start. To be trialled instead this year.	

9.Ensure smooth transition from Y6 to Y7	Two extra days of visits for identified PP and SEN students. More visits to primary schools observing lessons.	Due to COVID, we were not able to run the normal transition process. Instead we held video calls and smaller site visits for SEND students but we were unable to do this for the identified PP students.	We plan to try and re-introduce the extra transition support for PP and SEND students in Summer 2021 as long as COVID allows face to face visits.	
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Please see end of report for most up-to-date budget figures.

iii. Other approaches

Desired outcome	Chosen action / approach	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
1.Stretch and challenge for PP students in years 7 & 8	The Brilliant Club programme	This programme was due to take place in the summer term so was postponed to the Autumn term 2020	This will be continued.	£3000
2.Team building and confidence boosting	Military Mentors Activity Day for challenging y9 Pupil Premium students + friends	This programme was unable to take place as it was planned for the summer term.	This will be continued.	£0

3.Improvement in PP attendance and reduction in persistent absence	Incentive scheme for students that show an increase of attendance on a week-by-week basis (incentives possibly given half termly).	<p>Due to COVID, our attendance was measured from Sep 2019 to end of March 2020. The data for PP and FSM students was:</p> <p>Attendance</p> <ul style="list-style-type: none"> • Whole School (929 students) = 95.35% • PP (118 students) = 90.03% <ul style="list-style-type: none"> ○ Gap to Non-PP = -6.09% • FSM (60 students) = 87.14% <ul style="list-style-type: none"> ○ Gap to Non-FSM = -8.78% <p>Persistent Absence (90% or below)</p> <ul style="list-style-type: none"> • Whole School (99 students) = 10.66% • PP (35 students) = 29.66% • FSM (25 students) = 41.67% 	We will continue with a focus on PP and FSM attendance (as well as all other students), but using scheme around positive public praise and letter home for good attendance and improvements in attendance. This will also be difficult with a lack of tutor time in 2020/21 due to COVID and therefore more responsibility on HOH if tutors not able to engage early on.	
4.SLT learning walks and subject Deep Dives with a focus on PP students (behind in progress)	DHT Culture & DHT Currency to focus weekly learning walks on PP students that are most behind in progress	Learning walks were conducted with a focus on key PP students who were struggling within school to identify the strategies that worked with them and to share the excellent knowledge the LSAs within the school have of PP and SEND students.	We will be taking this forward into the new year once we are more able to conduct learning walks following COVID.	
5.Improvement in PP student progress, wellbeing and attendance	Mentoring for the most low in attendance & progress disadvantaged students by staff (teacher, senior or admin)	We used HoH and some SLT to mentor those that were poor attending school (SLT and HoH made daily phone calls to PP not in school). We need to focus more on the mentoring subject side now.	The plan for tutors to work with students around progress concerns was not possible, and therefore we won't be doing this as part of the tutor role next year and will be down to departments and the HOH for oversight.	
6.Improved transition from Y6 to Y7	House team and transition lead to work more closely with primaries around PP students looking at their progress and attendance	We could not delivery our normal transition this year due to lockdown and COVID. This meant that most things were done via post, e-mail and videos. This was meant with positive feedback, but we will look to go back to normal ways next year.	<p>We will continue to develop the transition work around pastoral and curriculum as lead by Lynne Goldwater. DH will continue with the Year 6 PP attendance meetings in the Summer term.</p> <p>Plan to develop transition more following visit to Bushy Meads school and the work they have done.</p>	

7.Improve the cultural capital for PP students	Work to be undertaken within the local community to increase aspirations and cultural capital of PP families	Building aspirations, experiences and skillsets for PP families will have a positive impact on PP students. We were not able to do this due to COVID and lockdown but plan to this year.	We plan to undertake this this year and begin by launching surveys to all stakeholders about their views, and then focus on PP students and how to build their aspirations.	
8.Improve the career aspirations for PP students	Careers interviews offered to y10 & y11 as priority. Careers & Futures Fair offering a wide variety of organisations. UniFrog to develop future progression.	Will continue to provide careers interviews - will be extended into sixth form with time. All y10 and y11 PP students had careers meetings. Unifrog has been a great success with all year groups and students. WEX to return in 2022.	Careers interviews will be continued and extended in to Sixth Form. Unifrog will continue and WEX to return in 2022	
9.Improvement in student progress, wellbeing and attendance	Visiting and working with other successful schools in relation to their improvement of disadvantaged attendance and progress (use of the funding to best impact)	Through visits to Court Moor and also via the CIG Pastoral Networking meeting, we have been able to implement new ideas to support PP students.	We are going to continue to monitor and look at what other schools do using PP funding to support attendance and progress. This will also be a regular item on CIG Pastoral agendas, MM Panel agendas, and in the school all department and house agendas.	
10.Improvement in student progress, wellbeing and attendance	Tutor and teacher performance management targets related to disadvantaged or HPA attendance & progress	All staff had a PM focus on PP or HPA and improving attendance or progress. This was great to highlight areas of concern.	This PM focus target will continue and connected with HPA so all staff are focused on PP and HPA students in everything they do.	
11.Improved progress for PP	Review of the allocation of PP budget	This was reviewed at SLT level and we decide to split via percentages going forward (please see the budget breakdown at the end of the report).	We will continue to effectiveness of the budget at SLT and how middle managers and HoD use it. With impact.	

12. Improvement in PP student attendance figures and reduction in persistent absence for PP	Breakfast club run every morning (targeting poorly attending PP students to begin with)	This started off well at the start of the year with good attendance but then COVID and lockdown stopped this. We did however target certain PP students to attend the daily key worker provision in school during lockdown.	We would like to continue this next year however COVID and mixing of year groups means this is not possible currently.	
13.Improvement in PP student attendance figures and reduction in persistent absence for PP	SLT assigned PP students below 90% while HOH have PP students between 90 and 96% attendance.	This was very effective and had a positive impact on getting some students back in, but then COVID stopped this.	We are looking to bring this back into next year especially with COVID and then negative effect it could have on attendance.	
14.Improve in literacy skills	PiXL Unlock and increase of reading in tutor time programme	PiXL Unlock was used in tutor time to great effect however it was cut short due to COVID.	We are not going forward with PiXL, however we are looking at a whole school tutor time literacy reading programme, but this can't be launched until tutor time is back as normal following COVID	
15.Increase study skills for all students using Elevate Education resources	Increase student contact with Elevate Education for various different study skills.	We only were able to run our Elevate Education sessions to Year 10 and 11 last year due to COVID and lockdown and therefore could not run with as planned for Year 9 as well.	We will look to run elevate as planned from 9 to 11 but will need to review the safest way to do this due to COVID.	

Please see end of report for most up-to-date budget figures.

2019-20 Year 11 Pupil Premium (PP) Spend Comments/Impact

Progress

Key Stage 4 Summary:

Due to COVID the final set of progress data for Year 10 came in the Spring-20 data drop. Meanwhile, the Y11 data below comes from the CAG process.

Year 11

Measure	Disadvantaged	Total
Average Attainment 8 Grade	All	5.23
	N	5.38
	Y	3.67
	GAP	1.71
Average KS2 Prior Attainment	All	4.89
	N	4.92
	Y	4.53
Average Estimated A8	All	49.32
	N	50.08
	Y	40.82
	GAP	9.26
Average Total Progress 8	All	0.31
	N	0.39
	Y	-0.6
	GAP	0.99

Year 10

Measure	Disadvantaged	Total
Average Total Attainment 8	All	48.71
	N	50.45
	Y	38.69
	GAP	11.76
Average KS2 Prior Attainment	All	4.91
	N	4.96
	Y	4.63
Average Estimated A8	All	49.04
	N	50.09
	Y	43.26
	GAP	6.83
Average Total Progress 8	All	0.01
	N	0.08
	Y	-0.4
	GAP	0.48

Key Stage 3 Summary:

Due to COVID the final set of progress data for Year 7-9 came in the Spring-20 data drop.

Category	Year 7	Year 8	Year 9
Boys behind targets	9% (117)	10% (71)	18% (81)
Girls behind targets	4% (90)	11% (75)	12% (79)
PP behind targets	12% (27)	19% (19)	19% (15)
Non-PP behind targets	6% (180)	9% (127)	15% (145)
SEN behind targets	14% (31)	14% (26)	18% (25)

Non-SEN behind targets	5% (174)	10% (120)	15% (134)
EAL behind targets	7% (11)	4% (8)	16% (7)
Non-EAL behind targets	7% (196)	11% (138)	14% (153)
Summary	82% (207 students)	13% (146 students)	18% (160 students)

Pupil Premium and disadvantaged focus continue to feature at the heart of our department development plans and, concordantly, our whole-school performance management process in 20-21 (as it did in 19-20). We held Year 11 specific PP catch-up sessions via P7 and small group tuition to support in core. 40% of our PP students achieved a positive P8 score (compared to 52% of non-PP students) but the P8 of the overall group is -0.60 because four persistent absence PP students scored below -2.0 (two of whom were not taught at Yateley through Y10-Y11). With these four students removed the PP score sits at -0.07, once again evidencing the need to tackle persistent absence in our disadvantaged cohort in order to achieve a positive P8 score.

Attendance is still an area of focus for PP students in not just Year 11 but all years. It was positive to note that during the COVID lockdown period in Summer 2020 we were able to get large numbers of PP students (especially FSM) into school via the key worker scheme and those that were not able to attend were contacted regularly by the HOH team. We have also been able to access the Hampshire and DfE device scheme to ensure the most vulnerable FSM and PP students have access to devices. We will continue to ensure that attendance and its improvement (and reduction of gaps) is a large focus going into the next year.

Alongside the PP budget we will also have access to the extra COVID funding. We will be looking into the various mentoring schemes that are going to be on offer and to begin with we would like all PP students to access some form of extra tutoring using their funding to help reduce the COVID gap.

Due to COVID we have currently no access to a normal tutor time programme due to the structure and safe running of the curriculum subjects and times of the day. As soon as we are safely able to do so tutor time will return to allow tutors to have the one-to-one frequent contact with students, and especially ensure all PP students are making the expected progress academically as well as having good attendance, attitudes and behaviour.

We will continue to use the EFF toolkit alongside various other research led materials and resources to ensure we are having the greatest impact as well as sharing ideas and methods with other local schools via out networking groups.

We clearly outline how the PP budget is assigned to support the progress of PP and other student's in the school as well as developing their experience, aspirations and their cultural capital. It is important that as well as the PP champion having control and overview of the PP spend, the core departments are also fully in contact of their PP budget and making positive impact. We do want to develop further work with the community around PP and how to raise aspirations and career knowledge. It is worth noting that a lot of the plans for actions and intervention in this PP document are going to depend on how the schools are able to work during COVID and how the rules around year group bubbles and mixing evolve over the year.

2019-20 Year 11 Pupil Premium (PP) Destination Data

Please be advised that this data is taken from Intended Destination Survey carried out in May 2020 for Y11

Further Education Establishment	Number of All Year 11 (229)	% of All Year 11	Number of PP Year 11 (24)	% of PP Year 11
Arts Educational School Sixth Form	1	0.44%		
BRIT School	1	0.44%		
British Racing School	1	0.44%		
Brooklands College	2	0.87%		
Eastleigh football academy	1	0.44%		
Farnborough Sixth Form	32	13.97%	2	8.33%
Farnborough Tech	29	12.66%	8	33.33%
Godalming College	1	0.44%		
Guildford College	1	0.44%		
Harrogate Training Centre British Army	1	0.44%	1	4.17%
Merris wood College	2	0.87%	1	4.17%
Pulse academy - Tomlinscote	1	0.44%	1	4.17%
Southampton Football Academy	1	0.44%		
Sparsholt College	1	0.44%		
The London Nautical School in association with Volenti Academy	1	0.44%		
Woking FC Academy	1	0.44%		
Yateley Sixth Form	152	66.38%	11	45.83%
Grand Total	229		24	

PP Budget Figures & Allocation

Allocation Year	Num Student	Funding
2016-17	155.00	£ 147,068.00
2017-18	163.50	£ 140,028.00
2018-19	138.00	£ 137,780.00
2019-20	122.00	£ 118,375.00
2020-21 (<i>projected</i>)	114.00	£ 104,610.00

Area	Allocation Detail	2019-20			2020-21		
		Percentage	Cost	Notes	Percentage	Cost	Notes
PP Champion	Hardship Fund (£100.00 per pupil personalised spend)	10.3%	£ 12,200.00	122 x £100 (£12,200)	10.9%	£ 11,400.00	114 x £100
	BYOD Devices	10.1%	£ 12,000.00	26 x Year 6 PP + 4 (30), £400 per BYOD = £12000 cost	9.9%	£ 10,400.00	26 x Year 7 PP students, £400 per BYOD
	Brilliant Club	2.5%	£ 3,000.00	£3000 cost	2.9%	£ 3,000.00	£3000 cost
	Military Mentors	0.8%	£ 1,000.00	£1000 cost	1.0%	£ 1,000.00	£1000 cost
	PP Champion extra available spend	15.0%	£ 17,756.25	For the PP champion to have as additional spend for individual PP needs and group interventions. This would also include off site provision like Rowhill and Outreach work	15.0%	£ 15,691.50	For the PP champion to have as additional spend for individual PP needs and group interventions. This would also include off site provision like Rowhill and Outreach work

Staffing	Pupil Premium Champion (x 2 TLR)	40.0%	£ 47,350.00	General staffing. This would include time for SLT monitoring PP PA attendance students and HoH for the 90 to 96%. Advanced skills no longer applicable at Yateley School	30.0%	£ 31,383.00	General staffing. This would include time for SLT monitoring PP PA attendance students and HoH for the 90 to 96%.
	School Counsellor x 2 (50%)						
	Science Additional Targeted Support (Mrs Harris)						
	English Additional Targeted Support (Mrs Park)						
	DHT Currency (10%) PP progress tracking, staff training						
	Heads of House x 4 (5%) PP tracking progress, attendance, behaviour, rewards						
	SENCO (10%)						

	Period 7						
	All staff training on PP						
	DHT Culture (10%) PP attendance tracking, behaviour, PP champion line management, strategy plan, working with other schools around disadvantaged attendance						
	Attendance Officer (10%) PP tracking						
	Staff mentoring of PP for low attendance and progress						
SEND	Access Group (based on Maths, Eng, Sci extra LSA and smaller class, not SEN teacher as previous year).	1.2%	£ 1,393.75		5.0%	£ 5,230.50	<i>Lexia, Text Help Read & Write are not undertaken in 2020/21</i>
	Catch-up Numeracy Training (LS) - 3 staff members						
	Lexia Reading Programme						
	Princes Trust						
	Text Help Read & Write						
	Literacy & Numeracy Catchup						
	Text Help Read & Write Site license						
	ELSA Support (50%)						
	ELKLAN training for staff (2020/21)						
	Transition support						
Department Resources/Budget & Interventions	Literacy Plus	20.0%	£ 23,675.00	<i>This is money which has been cut up and given to departments to spend, which they must evidence in supporting the progress of PP students. For 2019-20 we have now included the costs of Elevate Education resources GCSEPod was not renewed</i>	25.3%	£ 26,505.00	<i>This is money which has been cut up and given to departments to spend, which they must evidence in supporting the progress of PP students. PiXL Unlock has been cancelled for 2020-21</i>
	Elevate Education Seminars & Work Programme (50%)						
	Brilliant Tutoring Programme (2020-21)						
	Attendance PP incentive scheme						

PiXI Unlock - Support for Literacy (2019-20)						<i>Brilliant Tutoring Programme is new for 2020-21 and is £390 school contribution for 6 students (114/6 = 19 x £390 = £7,410)</i>
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TOTAL ALLOCATION	100.0%	£ 118,375.00	TOTAL ALLOCATION	100.0%	£ 104,610.00
REMAINING PP BUDGET	0.0%	£ -	REMAINING PP BUDGET	0.0%	£ -