



"TO BE GREATER AND TO ASPIRE FURTHER"

GFM intent and strategic principles regarding pupil premium

Intent

To ensure equity of opportunity and outcomes for all pupils - we recognise that learners achieving age related expectations is the greatest impact we can have on our disadvantaged and service community. Our approach builds upon relevant research (EEF, Sir John Dunford, Marc Rowland and Government documentation on Service Pupil, Premium: examples of best practice) using it alongside our robust and thorough understanding of our learners to make informed decisions about the effective use of funding.

Implementation

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

- High quality for teaching and learning;
- Targeted support through specific interventions linked to overcoming barriers to learning and
- Wider strategies to support pupils that experience socio-economic disadvantage



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Impact

As well as a GFM strategy, each phase within our organisation (primary, secondary and special) have personalised strategic plans that align to the GFM strategy and meet the needs of their community ensuring positive impact on learner outcomes.

Pupil Premium allocation in 2020-2021 financial year

Secondary FSM	£720,070
Secondary Service Children	£124,620
Secondary LAC/ Post LAC	* £57,164
Total	**£901,854

* Actuals to date Jan 21- further funding to be paid retrospectively

** Awaiting FSM supplementary grant



Secondary phase profile 2020-2021
Brune Park

Current Profile						
Year	2020-2021	FSM	£432,615	Breakdown of PP Pupils		
NoR	1301	LAC/Post LAC	£6,782	FSM/Ever/Post	Service	LAC
Date of Statement	22/09/2020	SPP	£50,220	446	150	3
		Review Date(s)	September 2021			

Bay House

Current Profile						
Year	2020 - 21	FSM	£287,455	Breakdown of PP Pupils		
NoR	1728	LAC/Post LAC	£50,382	FSM/Ever	Service	LAC
Date of Statement	22/09/2020	SPP	£74,400	321	224	30
		Review Date(s)	September 2021			



GFM Secondary phase Cross Mat Pupil Premium Strategy

Key Challenges for Pupil Premium Pupils (Linked to school rationale, internal and external barriers for learning)

Tier 1 (teaching)

- Pupils at KS3 do not make enough progress by the end of the year from their on entry starting points
- The quality of teaching across all departments is inconsistent
- Whilst there are small pockets of disadvantaged students outperforming non disadvantaged students the gaps still remain with English and Maths and against national data
- Teachers need a deeper understanding of the impact of Covid-19 on pupils and the wider community and the effect it may have upon learning and the curriculum that is delivered.

Tier 2 (targeted academic support)

- Some students who have SEND and also identified as disadvantaged do not make enough progress at the end of both KS3 & KS4
- Learning needs in reading impacts upon achievement across the curriculum
- Attainment groups - identification of groups with the largest gaps and appropriate intervention planned

Tier 3 (wider strategies)

- Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase
- Students access to cultural capital within the curriculum is at times limited and inconsistent across school
- Poor attendance adversely affects the progress and attainment of some pupils
- Covid-19 will have had a negative impact on some pupils mental health and well-being, that may have a detrimental effect on their attitudes towards school (attendance, behaviours, attitudes towards learning)

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School strategy to overcome these barriers (<i>links to School Improvement Plan priorities for disadvantaged pupils (Extracts from SIP)</i>)				
Area of Focus	Expected Impact	Actions	Evidence / rationale for chosen action.	Monitoring
Tier 1: Teaching				
<p>Improve the quality of teaching and learning across all departments with a specific focus upon English and Maths</p>	<p>Improvement in the number of students achieving Maths and English</p> <p>Improvement in the quality of teaching in all classrooms - teaching is good or better, in line with specific observation focus</p> <p>Gaps in learning are identified early, ensuring early intervention</p> <p>Assessments are planned and built into the curriculum ensuring that pupils are both supported and challenged</p> <p>To develop pedagogical knowledge for all staff</p>	<p>Training for all Maths teachers to ensure good subject knowledge in the classroom</p> <p>Line managers to identify gaps in staff knowledge and identify optional PL sessions to be attended</p> <p>Meetings with AHT links (Triads) and SL's in English and Maths</p> <p>Models of good practise within English intervention strategy to be shared with the Maths department initially and then with other subjects areas</p> <p>Where identified sharing good practice within the</p>	<p>Student outcomes are NOT good enough (see 2018 data)</p> <p>The EEF guide to PP recommends school take a tiered approach to Pupil Premium spending and that teaching should be the top priority</p> <p>It also states that in order to close the gaps the best tool in which to do so consistently excellent teaching</p> <p>The EEF PP also identifies professional development</p>	<p>PP Lead</p> <p>SLT across the secondary phase</p> <p>Headship teams</p> <p>HOD's & SL's</p>



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	<p>delivering in English and Maths</p> <p>Ongoing PL with staff - Know your students; where they are; where they need to be; what are the gaps; how do we plug the gaps</p>	<p>classroom to be delivered by shadowing, team teaching to support individual staff needs</p> <p>Regulation book looks, learning walks and assessment of data by SLT within linked teams to monitor the progress of students</p> <p>Line managers to support staff in identification of optional PL menu to support individual staff needs</p> <p>Lesson observations/drop ins by AHT linked to departments and SLT across MAT</p> <p>To share good practice across the phase with Maths and English teams across secondary phase working closely - work within the Triads</p>	<p>as a key strategy to support the outcomes of disadvantaged learners, this includes training and support for early career teachers</p>	
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<p>Improve progress at the end of year 7 in line with on entry starting points with a specific focus on English and Maths</p>	<p>Year 7 curriculum to come inline with Year 6 curriculum within English and Maths to ensure progression for all; based on their on entry point - using robust baseline assessments for 2020-2021 following partial school closures</p> <p>Smoother transition process to minimise the impact of transition, especially for transition process - support from the primary classroom (PCM)</p> <p>Progress from Y6 to 7 is maintained throughout year 8 by continuing to build a strong curriculum for Year 8</p> <p>Use of diagnostic tool to identify pupils readiness to learn in the classroom</p>	<p>Specific training for the English and Maths teams on how to use end of Key Stage 2 assessment papers - work with Inclusion AHT in primary phase.</p> <p>Subject curriculum training for teams working Year 6 teaching team across the primary phase.</p> <p>Observations of Year 6 students in English and Maths lessons in primary schools</p> <p>Working along transition forum</p> <p>Making contact with feeder schools in the summer term to analyse students work and data</p> <p>Lesson drop ins - AHT linked to Maths/ SL/ SLT Book Looks</p>	<p>Data shows that the learners are not making the progress in English and Maths based on their flight paths and fall behind national outcomes</p> <p>Monitoring suggests that differentiation is not being used to scaffold and support learners within the classroom</p> <p>Impact Ed diagnostic tool - linked to EEF research suggests that the barriers to</p>	<p>SLT across all phases</p> <p>AHT link to English and Maths</p> <p>Primary classroom and transition lead</p> <p>PALS Leaders</p>
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		<p>Primary phase staff to visit and observe students in lessons, book look and data check</p> <p>All pupils across the Secondary phase to complete the Impact Ed assessment tool</p> <p>PALS Needs Team leader to identify need and then deploy staff effectively to support both within the classroom and withdrawal</p> <p>Year 7 are a key focus groups for support from the PALS team</p> <p>Covid catch up strategy to support identified pupils across the secondary phase</p>	<p>potential learning in the classroom may be well being and anxiety along with metacognition - Impact Ed study through Covid</p> <p>Rowland (Learning without labels) states that when managed effectively, additional adults can have a positive effect when overseen and work closely with qualified staff.</p>	
<p>Improve standards and outcomes in Maths and English</p>	<p>To improve progress and attainment in Maths and English</p> <p>Maths and English outcomes to improve therefore closing the national gap</p>	<p>English and Maths to model the PP intervention strategy with a focus to it being rolled out into other subjects - Year 7 & 11 to be core focus groups</p>	<p>Previous data suggests that pupils are not making progress in English and Maths based on their on entry points and are behind national outcomes</p>	<p>SLT across the secondary phase</p> <p>AHT linked to Maths & English</p> <p>PP Lead</p>

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	<p>Reading ages to improve with supported intervention</p> <p>Improve use of diagnostic assessment in both subjects to better inform next learning steps</p>	<p>Students receiving tier 2 intervention within English and or Maths will be removed from other lessons to complete intervention sessions - covid catch up strategy</p> <p>Maths AHT to work closely with Maths SL to support the team with teaching, planning and using assessments to identify gaps and inform planning</p> <p>Regular triangulation of books, learning walks and data by SLT to monitor progress of pupils</p> <p>Use of Bedrock programme to support the vocabulary needs of the pupils and to identify need</p>	<p>Learning needs in reading impacts upon achievement across the curriculum</p> <p>The EEF guide to pupil premium, states that the key ingredient to a successful school is effective teaching and should therefore be a priority when spending PPG funding.</p> <p>Year 6 data, Year 7 baseline data</p>	<p>Inclusion Phase Leader</p>
<p>The reconceptualization of teaching and learning following the Covid-19 outbreak and the academic and emotional impact this</p>	<p>Any negative impact of partial school closure will be addressed rapidly to ensure that children do not have gaps in their learning and</p>	<p>To use diagnostic assessment information effectively to re-shape and English and maths curriculum to meet the needs and address gaps in</p>	<p>NFER building block 1 (whole-school ethos of attainment for all) , 3 (high quality teaching for all and 4 (Meeting individual needs) form part of the</p>	<p>SLT's across all phases</p> <p>Pupil Premium Lead and Assistant Heads across both schools</p>



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<p>has had on those who are in receipt of Pupil Premium.</p>	<p>can make rapid progress from their starting point.</p> <p>Children will make at least good progress</p> <p>A rich curriculum offer will ensure that children are prepared for their next steps in learning.</p> <p>The effective use of technology will be used to personalise learning and provide a blended offer where appropriate.</p> <p>Year 7 chromebook scheme will allow pupils to access personalised learning when not on school site</p>	<p>learning.</p> <p>To use diagnostic assessment information effectively to identify and support targeted pupils with emotional needs.</p> <p>To use the RESTORE curriculum to structure approach to learning enabling all children to thrive</p> <p>To further implement strategies that support in removing barriers to learning.</p>	<p>building blocks in successful raising attainment for disadvantaged pupils.</p> <p>The emotional and academic impact on all pupils, but especially those in receipt of PP, is unprecedented and research is continually coming out on potential barriers and ways in which these can be addressed..</p> <p>EEF (Impact of school closures on closing the disadvantaged gaps - June 2020) found that ensuring the elements of effective teaching are still present are more important than how or when online learning (the use of technology) is used.</p>	<p>Curriculum leads across both school</p>
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Remote Learning strategy	To reduce the impact of pupils not have access to remote learning	<p>To provide loan devices to any pupils who are unable to access learning devices at home throughout periods of lockdown and remote learning</p> <p>To support the provision of wifi access to identified families</p> <p>To refer identified families to the Government increasing 3g data scheme</p>	<p>Success of the Year 7 chromebook strategy to support disadvantaged pupils with the affordability of a chromebook - all pupils in Year 7 having access to a chromebook when on site for all lessons</p> <p>Remote learning strategy document as documented on the Brune Park and Bay House website</p>	<p>SLT across the secondary phase</p> <p>PP Lead</p> <p>IT AHT for MAT</p>
FOR EVALUATIONS OF IMPACT PLEASE SEE APPENDIX 3				
Tier 2: Targeted intervention support				
To support and improve outcomes for students who are SEND/SENS and disadvantaged as they do not make enough progress at the end of both KS3 & KS4	Effective deployment of PALS staff to work with identified pupils	<p>PALS to be assigned students within this group to support socially and emotionally as well as academically</p> <p>PALS to create a passport to learning to share with teachers to support reducing barriers to learning</p>	<p>The data indicates that students on the SEND register who are in receipt of the PPG do not make enough progress or attainment</p> <p>Impact Ed data</p>	<p>SLT across the secondary phase</p> <p>PP Lead</p> <p>SENCO/Inclusion lead</p> <p>PALS Team leaders</p>

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		<p>SEN strategies to be shared with classroom teachers</p> <p>Specific intervention for students identified with specific needs, eg reading support</p> <p>Lesson drop ins - SLT, SENCO</p> <p>Book Looks</p>	<p>Historical outcome data across the Secondary phase</p>	
<p>To identify disadvantaged groups making least progress and put in place intervention</p>	<p>Students who are high on entry and disadvantaged will make better progress</p>	<p>PALS intervention strategy English and Maths (to be trialed and rolled out across other departments)</p> <p>Focus upon Year 7 & 11 following covid and catch up requirements</p> <p>PALS role - allocated training slots working closely with the Attendance and pastoral teams (raising the profile) to identify the impact of attendance on progress</p> <p>PP Lead working with the PP ambassadors, pastoral</p>	<p>NFER building block 1 (whole-school ethos of attainment for all), 3 (high quality teaching for all) , 4 (meeting individual needs for all pupils) and 5 (deploying staff effectively) all form part of the building blocks in successful raising attainment for disadvantaged pupils.</p>	<p>SLT across the secondary phase</p> <p>PP Lead</p> <p>Inclusion leadership team</p> <p>PALS Team leaders</p>



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		teams, PALS and attendance teams to closely monitor this group of students and identify where intervention is required PP ambassador revised role (to be led by SL), PALS new role - identifying, tracking and monitoring PROGRESS of PP students within subject areas with this specific group as a priority		
FOR EVALUATIONS OF IMPACT PLEASE SEE APPENDIX 3				
Tier 3: Wider Strategies				
Careers and Aspirational Pathways Provision for Service children to be clearly supported and mapped using Unifrog and wide participation and engagement in specific events throughout the year.	Wider careers and raising aspirations support/ intervention to be offered to all students choosing options during year 9 to include a Business in Education Seminar and Online mentoring for Service children. In addition to all Service students engaging actively with	Setting high aspirations for all Service children by further developing links to Post 16 and 18 providers, employers and business. To further embed employer and further education encounters on the timetable for all students to support future and higher destination choices and ensure 0 NEETS.	Current lack of aspiration amongst Service Children in pockets across the GFM Parents unable to track destinations and careers pathways information for their children To minimise the impact on children at times of pre/post deployment,	SLTs across the GFM Careers and Raising Aspirations Leaders GFM Careers Lead Enterprise Adviser GFM Business & Education Forum GFM Careers Adviser Unifrog tracking data across GFM



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	employers and Unifrog to support destination choices.		<p>deployment/separation on both their emotional well-being as well as on academic progress.</p> <p>To minimise the emotional impact on families at times of pre/post deployment, deployment/separation</p> <p>Service Pupil Premium, examples of best practice published by the MOD identifies that best practice for schools is to have dedicated members of staff to support pupils and parents during times of deployment and specific strategies for managing feelings and emotions.</p> <p>NFER seven point plan indicates raising attainment for all as it's number one building block to success, by raising aspiration this will</p>	
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			enable pupils to aim higher for their learning.	
Students access to post 16 pathways to be closer supported and mapped to ensure equity and consistency at each transition phase	Wider careers and raising aspirations support/ intervention to be offered to all students choosing options during year 9 for all children.	Setting high aspirations for all children, especially disadvantaged groups by further developing links to Post 16 and 18 providers, employers and business. To further embed employer and further education encounters on the timetable for all students to support future and higher destination choices and ensure 0 NEETS.	Dr. Elnaz Kashefpakdel, Jordan Rehill (Education and Employers) and Dr. Deirdre Hughes OBE (DMH Associates) state in their paper, 'What works? Career related learning in primary schools' that evidence highlights that career-related learning activities undertaken as part of a development process, supplemented by volunteers can have positive impacts on academic or educational outcomes for the children that take part. They also go on to say that Childhood proficiency in the skills of resilience, conscientiousness, self-awareness and motivation have also been found to be closely associated with educational attainment.	<p>SLTs across the GFM</p> <p>Careers and Raising Aspirations Leaders</p> <p>GFM Careers Lead</p> <p>Enterprise Adviser</p> <p>GFM Business & Education Forum</p> <p>GFM Careers Adviser</p> <p>Unifrog tracking data across GFM</p>

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<p>Cultural capital - delivered throughout extended school (being trialed at BP)</p>	<p>Increase engagement with students, parents, staff and other stakeholders and clarity of provision for all disadvantaged Children across the GFM Secondary phase - extended day being trialed at BP 2019-2020</p>	<p>Launch of Gosport Futures to all staff across the secondary phase</p> <p>Virtual Clubs & Societies to run during covid</p>	<p>Enabling the Personal Development curriculum to further grow across the Secondary phase curriculum to generate wider engagement and participation whilst generating aspiration to drive progress and outcomes.</p>	<p>SLT PP lead</p>
<p>Reduced the number of absences for all students but with a particular focus on students in receipt of the PPG</p>	<p>Higher rates of attendance for all pupils, but in particular those in receipt of PP.</p> <p>At the end of year, school attendance figures will be 95% or higher.</p>	<p>PP Champions revised roe - October 2020 - focus to be working alongside the attendance team to support students and families with students with attendance between 80-90%</p> <p>PP Lead to be checking attendance data fortnightly and acting with attendance team to communicate expectations to parents</p> <p>PP lead to have half termly meetings with the attendance teams to identify students of concern</p>	<p>Poor attendance adversely affects the progress and attainment of some pupils</p> <p>Disadvantaged pupils disproportionately have higher rates of low attendance</p> <p>NFER building block 2 (addressing behaviour and attendance) form part of the building blocks in successful raising attainment for disadvantaged pupils, especially where responses are quick to deal with</p>	<p>PP Lead</p> <p>Attendance Lead/AHT linked to attendance</p> <p>HOY's/ Inclusion team</p>



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		Referrals to Spring Garden Lane through the attendance team for pupils with attendance lower than 80%	attendance, as well as working with families DfE data indicates that as absences increase, the proportion of pupils achieving expected outcomes at KS2 and KS4 decreases.	
FOR EVALUATIONS OF IMPACT PLEASE SEE APPENDIX 3				



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Planned PPG allocation for 2020-21

Financial year	Planned PPG allocation
Teachers to support focused intervention	£370,354
Support staff to support focused intervention including pastoral	£450,000
Resources to support intervention	£55,000.00
Professional learning	£26,500
Total	**£901,854

Appendix:

Appendix 2 - 2020-2021 Termly evaluation and data

<https://docs.google.com/document/d/1jf0OUjIK7d2gA5kPbuLjlHlBxzg1sZQO3Rve4qvtKA4/edit>