

Cotham School Pupil Premium and Y7 Catch-up strategy - 2019-20 impact review

1. Vision

At Cotham School we believe very strongly that all our students, particularly our most disadvantaged students, deserve the best possible education and we strive to have high expectations for every child. We understand that our students are individuals and have a vast range of needs both in terms of learning but also socially and emotionally. We aim to harness the opportunities given to us through the pupil premium grant to ensure teaching is excellent and that additional support and interventions are of high quality and high impact. We strive to eliminate inequalities and have a 'can do' approach towards all we do with our students and families. The senior leadership team are supporting staff to believe in the potential and abilities of all our students and are dedicated to giving our learners every opportunity to do their best. Teachers and Higher Level Teaching Assistants (HLTAs) are fully aware of the students eligible for pupil premium and ensure that this knowledge is used in the planning and delivery of lessons and interventions. How we will address these barriers and spend the Pupil Premium grant:

Teaching and Learning

We target a high percentage of our spending on ensuring that our teaching is high quality and teachers are equipped with the skills to personalise their teaching. This means that lessons are adapted effectively to make sure all students make good or better progress. The school understands the importance of high-quality feedback and marking, and sees this as essential to students making excellent progress. Many of our PP students also have a SEND need, with our highest category of specific learning need being dyslexia difficulties, and non-specific learning need being low literacy. Therefore, we regularly train teachers in using dyslexia-friendly strategies in class and how to support our weakest readers, and our HLTAs are deployed strategically to deliver interventions to ensure maximum impact. There is an emphasis on the value of oracy and accurate verbal language use in the classroom, as well as developing the general Tier 2 vocabulary of our PP students through reading a wide range of texts. Our students eligible for PP are given greater focus, time and support if needed in multiple ways around talk, feedback, vocabulary and language.

Emotional and Social Well Being

We place real emphasis on delivering a high quality PSHE curriculum which permeates all aspects of school life. We promote a strong ethos of inclusivity and respect of difference which influences the way in which staff, children and families relate to each other. We use a number of strategies and external organisations to support our preventative work in achieving positive mental health and wellbeing for all of our students. In addition, we provide targeted support for students with specific emotional, social or behavioural issues. These interventions include: the provision of a 'Safe Space' sensory room, a nurture group alternative curriculum for Year 7 students who are not secondary-ready, art therapy, 1:1 emotional support from a trained mentor or a qualified ELSA-trained HLTA; school counselling and school nurse services, and small group focussed support in such areas as life skills, resilience-building, anger management, organisation.

Interventions

We plan for a small number of researched informed interventions across the school. This is in addition to quality first teaching. Interventions are delivered by teachers or well-trained HLTAs and the impact of this work is measured by intervention through entry and exit criteria and baseline assessment, as well as across the board twice a year through a review of this strategy. Interventions include: Nessy for Spelling, Bedrock Vocabulary for Y7, Lexia, Y8 English booster classes, Y9 Skillsbuilder and Preparation for English GCSE classes, a range of EAL interventions. The biggest intervention is the creation of the Y7 nurture group - an alternative curriculum of intensive Literacy, Numeracy and Social Skills sessions for students who have arrived not secondary-ready e.g. with a reading age below 6.

Curriculum and Enrichment

Our curriculum provides experiential learning opportunities throughout the academic year and we are fundamentally committed to redressing the imbalance of social and cultural capital between some of our PP students and non-PP students. We aim to do this through ensuring that the academic curriculum prepares our students adequately for the social and cultural capital required in our society whilst still embracing and celebrating the diverse cultural and historical experiences of the communities that our students represent, so we are committed to starting our work on the Bristol One Curriculum and linking with the Bristol Education Partnership in 2019-20 to achieve this. We recognise, though, that developing social and cultural capital through the academic curriculum alone is not enough, so we invite visitors into school e.g. theatre groups, as well as organise trips to visit places that will allow our students the opportunity to develop social and cultural capital in experiences outside of school. These opportunities mean that whatever a student's own life experiences have been, there will be a shared context for learning for the class. In addition, we provide a wide range of enrichment clubs and organise a Y7 camp. PP students can be supported financially to enjoy these rich experiences. We are a school for outdoor learning and recognise the power of physical activity in raising children's self-esteem. We are continually increasing our music tuition and reaching out to our students eligible for pupil premium to engage in these opportunities.

Family and Community

We prioritise the opportunity for the parents/carers of our PP students to meet with their child's teachers at parents' evening. We invite parents/carers in regularly for information sessions about their child's learning, including regular parent forums for specific community groups where translation services are available. We communicate weekly with parents through a newsletter and also encourage parents/carers to make contact with their child's tutor, Learning Coordinator (Head of Year) or teacher via email or phone. The recruiting of our Somali Family Support Worker and our Safer Schools Officer have supported us in fostering stronger relationships with our parent community and also the local residential and business community. We are committed to using our links with the local community to provide in-school projects for our students, particularly in supporting them with their sense of identity and place in our world. For example, we have engaged the services of an organisation called TALO who work with our male and female students separately on BAME empowerment projects.

Use of Research and Evidence

Our school uses national and school-based evidence to inform much of the work we do. We make sure that we employ approaches with a track record of making a difference. We strive to monitor all we do in a systematic and robust manner and only continue with approaches and interventions that have a positive impact on our students. Key sources of research used by the school include the Sutton Trust and EEF (Education Endowment Foundation) as well as current highly respected researchers in this field, such as Marc Rowland, author of 'A Guide to the Pupil Premium' and 'Learning Without Labels.' Since January 2019 we have been involved in a project with an educational consultancy, Inclusion Expert, called the Gap Project. This is ongoing through 2019-20.

2. Summary information

School	Cotham School				
Academic Year	2019-20	Total PP budget	£373,829	Date of most recent PP Review	Oct 2019
Total number of pupils	1,510	Number of pupils eligible for PP	402	Date for next internal review of this strategy	April 2020

3. PP attainment over the last three years

	2016/17	2017/18	2018/19

Attainment 8 per pupil (All students)	49.03 (C++)	51.02 (C++)	45.30 (C+)
Attainment 8 per pupil (Pupil Premium only)	39.37	39.85	34.91
Att 8 Gap	- 9.66	- 11.17	- 10.39
Progress 8 (All students)	-0.10	0.032	-0.099
Progress 8 (Pupil Premium only)	-0.351	-0.371	-0.310
Progress 8 Gap	- 0.251	- 0.403	- 0.211
Basic 4+ % (All students)	71.4	74.2	59.3%
Basics 4+ % (Pupil Premium only)	50.8	51.4	32.4%
Basics 4+ % Gap	- 20.6	- 22.8	- 26.9
Basic 5+ % (All students)	58.2	54.0	40.3%
Basics 5+ % (Pupil Premium only)	33.3	30.0	19.1%
Basics 5+ % Gap	- 24.9	- 24.0	- 21.2

4. Barriers to future attainment (for pupils eligible for PP and/or Y7 Catch-Up funding)

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

- A. Substantially more students with low reading ages (RA below 9) and poor general literacy skills
- B. Significantly higher levels and number of students with SEMH needs
- C. Sharp increase in PP students with SEND issues, especially moderate learning difficulties

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

- E. Low attendance rates including increased persistent absence or students unable to access school at all
- F. Lack of access to adequate food, clean uniform supply, specialist equipment and support with homework
- G. A significant gap in social and cultural capital compared to their non-PP peers

5. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

A.	To improve reading ages and progress in English, particularly for boys. To be measured through: repeat NFER testing; entry and exit criteria for Literacy-based and EAL interventions; progress seen between data drops by English teachers; analysis of data arising from the additional Y7 Literacy lessons e.g. Bedrock Vocabulary; evaluation of the school's Literacy Action Plan held by the Literacy Coordinator and supported by the EAL Coordinator and SENDCo.	Students reading ages meet age-related expectations. There is a sustained narrowing of the gap between PP and All students in attainment and progress in English.
B.	To increase the provision of support for students with SEMH needs, encompassing a wide range of strategies. To be measured through: baseline entry and exit criteria for all pastoral provision; regular review of mentoring and counselling provision; evaluation of the specific work of the ELSA-qualified HLTA and Designated Mental Health Lead, in particular; external review of overall SEND and Inclusion provision; evaluation of the mental health actions embedded within the school's overall Safeguarding Action Plan.	All students are regularly taught preventative strategies to achieve positive mental health, developing resilience in the face of adversity and are able to articulate coping strategies that they can use. Students with high-level SEMH needs are able to access and enjoy a broad and balanced education.
C.	To provide increased specialist intensive support to students with moderate learning difficulties who are not 'secondary-ready' by creating a short-term alternative curriculum at KS3 (with greater emphasis in Y7) to allow them to catch-up to their peers. To be measured through: baseline entry and exit criteria for all academic interventions; regular quality assurance of the delivery of all academic interventions; evaluation of the holistic experience of the Y7 nurture group students; progress seen between data drops in English and Maths in particular; evaluation of the specific work of the ELSA-qualified HLTA.	Students who are not quite 'secondary-ready' are able to transition back into full-time mainstream lessons with success and make progress similar to that of their peers i.e. to meet age-related expectations.
D.	To improve the overall attendance of all students but particularly PP and SEND students. To be measured through the school's attendance data.	All students who are unable to access school at all are able to transition back into full-time education in the most appropriate setting for them. Persistent absence is reduced.
E.	To provide a basic level of food, uniform, access to key equipment and resources where students and their families are financially or otherwise unable to do so. To be measured through: case studies of the impact of providing these resources to some students.	All students have their basic needs met so that they are able to make the best of their learning opportunities
F.	To provide increased enrichment and enhancement opportunities for students from disadvantaged backgrounds to develop wider social and cultural capital. To be measured by: regular review of PP students' access to enrichment opportunities; evaluation of the school's work in achieving the Gatsby Benchmarks; regular student feedback on the enhancement and enrichment opportunities provided to them.	Students from disadvantaged backgrounds have the tools, skills and wider experiences that adequately prepares them for access to higher education and their working life as an adult.

6. Planned expenditure

Academic

i. Quality first teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?	Mid-strategy review (May 2020)
Revise the school's overall Teaching, Learning and Assessment (TLA) strategy	All students are provided with consistently good teaching.	The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years. Educational research proves that disadvantaged students make significantly more progress than their peers when provided with consistently good teaching.	Robust quality assurance: learning walks every 3 weeks; work checks; regular student voice.	DL	£0	Mid-strategy: May 2020 End of strategy: Sept 2020	Learning walks and work checks demonstrated steady marginal gains in the quality of teaching across the school in the first half of the year. A more detailed mid-year review of TLA is about to be conducted by faculty leaders and SLT.
Review the quality of the KS3 curriculum	Disadvantaged students are provided with a broad curriculum that adequately prepares them for external qualifications at KS4 and KS5 but also, crucially, gives them the social and cultural capital, as well as confidence in their own identities, to succeed in the world.	The gap in student outcomes over time between PP students and all students. The analysis of quality assurance from the last two years.	An audit of the current KS3 curriculum. Standardising the principles of curriculum design across subjects. Quality assurance of revised KS3 curriculum plans.	DL	£0	Mid-strategy: May 2020 End of strategy: Sept 2020	Completed: <ul style="list-style-type: none"> - a detailed audit of the KS3 curriculum across the school - Cotham Principles of the KS3 Curriculum defined - training, model documents and templates provided to staff - subjects mapped out their visual learning journeys and progress maps of the age-related expectations - design of Y7 schemes of work started - QA meetings scheduled

Increase subject-specialist examiners in all faculties	All students are taught by teachers who know exactly how to prepare them to succeed in their qualifications.	The gap in student outcomes over time between PP students and all students.	Providing in-school time for teachers to train and mark as examiners; quality assurance of TLA	JBU DL	£0 £0	End of strategy: Sept 2020	Examiners registered for Eng, Ma, Sc, Enterprise, Comp., BTEC Drama, Food, Geog, Hist., Fr., Ger., Psych., Socio., REP. All training suspended now.
Lead the whole-school strategy on improving literacy and oracy	Ensure that there is the capacity and skill to strategically diagnose, implement and evaluate actions that will drive improvement in literacy across the school.	A significant increase in students with low or very low reading ages, and low literacy in general. Research evidence of the impact of improving oracy on overall literacy and outcomes in all subjects.	Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions	JOX	£12,319	End of strategy: Sept 2020	New Beginnings (Y7 nurture) has seen good progress for most students. Lit. Coordinator has been undertaking training with the Oracy Pioneers Programme to lead on oracy drive. Review of Literacy and EAL Coordinator roles currently underway for September.
Resource and provide an additional Year 7 Literacy lesson for all students	Using diagnostic analysis of KS2, CATs and other baseline testing, Year 7 students receive double-staffed lessons that extend their Tier 2 vocabulary,	A significant increase in the number of Y7 students arriving with low or very low reading ages	Evaluation of the school's Literacy Action Plan. Analysis of data and quality assurance of English and Literacy interventions	JOX	£12,319	Mid-strategy: May 2020 End of strategy: Sept 2020	Extra Y7 Literacy lessons saw progress in vocab. acquisition of some groups. Review of provision for next year is underway, especially as Y7 will have two additional literacy lessons. Increased joint working of SEND and English teams is planned.
Manage the Separated Learning space / Restorative room	To allow teachers to be able to provide quality first teaching, and for students to learn, free from persistent low-level disruption. To support	Students repeatedly sent out of lessons will be provided with interventions by an expert team in a dedicated space to support them to succeed in their mainstream lessons	Analysis of behaviour data, in particular, high level sanctions data.	\$KG \$EE	£22,759 £7,736	End of strategy: Sept 2020	SL provision has enabled most teachers to continue providing quality first teaching; however, this provision is completely under review for Sept. as part of proposed changes to behaviour procedures to reduce disproportionate referrals of PP, SEND and BAME students.

	recidivists to be successful in mainstream lessons.						
Subsidise compulsory curriculum trips, revision materials, equipment, and resources for PP students who are in most financial hardship.	To remove these simple barriers for the most disadvantaged students to experience a broad and balanced curriculum.	Students should not be culturally or academically disadvantaged as a result of poorer financial circumstances at home.	Uptake of PP students for curriculum trips. Analysis of outcomes data for PP students.	DL CR	£6000	End of strategy: Sept 2020	We have used PP funding to buy or subsidise Art, Maths, English, Science, Geography and History revision materials for Y10 and Y11, a Y10 and Y11 Art trip, a Technology pack for one student, and some Computing materials for one student.
Total budgeted cost							
ii. Targeted support							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?	Mid-strategy review (May 2020)
Create the provisions for the KS3 alternative curriculum	Students who are not secondary-ready are able to make as much progress as their peers.	A significant increase in students arriving at secondary school who are working well below expected levels e.g. at Year 3 levels or below.	Quality assurance of provision delivery. Analysis of progress data in interventions, English and Maths.	JMC \$MM JOX	£0 £7,460 £12,319	Mid-strategy: May 2020 End of strategy: Sept 2020	We have set up the New Beginnings (Y7 Nurture) provision, Y8 English Booster provision and Y9 Skillsbuilder + Entry Level English provision (for students not taking MFL).
Develop an ELSA-qualified HLTA	Students with high levels of social, emotional and mental health (SEMH) needs are supported to develop their	The ELSA programme is an evidence-based intervention considered very successful by the DfE and other agencies. There is a significant increase in students with high level	Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students.	\$MPI	£12,823	Mid-strategy: May 2020 End of strategy: Sept 2020	We have an ELSA-qualified HLTA who works individually with a caseload of students for 10 sessions. This caseload is continually reviewed in conjunction with the Inclusion team to ensure that we are

	emotional literacy to help them build resilience and improve their social interactions.	SEMH needs arriving in Year 7.					supporting those with the highest SEMH needs.
Provide mentoring to students most in need	Students with medium-high levels of social, emotional and mental health (SEMH) needs are supported to improve their wellbeing, build resilience and improve their social interactions.	Safeguarding data indicates a rise in medium-high level mental health and wellbeing concerns of students.	Entry and exit assessment. Student voice feedback Analysis of attendance, behaviour and Safeguarding data for these students.	\$ES \$HW M \$MK	£34,416 £34,416 £31,372	End of strategy: Sept 2020	Mentoring provision is now more consistent in ensuring that there is an entry and exit assessment, and that student voice feedback is regularly obtained. Analysis of attendance, behaviour and safeguarding data still needs to occur.
Provide counselling to students most in need	Students with high levels of social, emotional and mental health (SEMH) needs are supported to improve their mental health and wellbeing.	Safeguarding data indicates a rise in high-level mental health concerns of students.	Entry and exit assessment. Analysis of attendance, behaviour and Safeguarding data for these students.	\$AC	£26,688	End of strategy: Sept 2020	Counselling provision has marginally increased with the creation of a lunchtime drop-in service; however, there is still a need for more based on the length of the waiting list where students have met the entry criteria.
Resource and provide a range of SEND interventions inc. identifying and supporting students requiring exam	Students with specific learning difficulties, such as dyslexia, dyscalculia and others, are supported to develop strategies to overcome these	Prior KS2 attainment data Progress data for each year group Baseline NGRT, CATs, English and Maths testing upon entry to the school, Prodigy Learning, CRICK	Analysis of interventions data and progress in English and Maths; quality assurance of intervention delivery; appraisal of individual staff.	JMC \$MM \$KBK JOX Licen -ces	£0 £14,921 £12,995 £12,319 £16,108	Mid-strategy: May 2020 End of strategy: Sept 2020	Entry and exit assessments for each SEND intervention is now consistent to measure the impact of these. DocsPlus software has been purchased to support exam access arrangements. After some initial hiccups, there are now better communication systems in place between the exams office and the SEND

access arrangements	difficulties.						team regarding exams access arrangements.
Resource and provide a range of Literacy interventions	Students who are working below age related expectations in English, so are struggling with reading, writing and/or spelling and grammar, are supported to catch up to their peers.	Prior KS2 attainment data. Progress data for each year group. Data from intervention programmes. Baseline NGRT, CATs and English testing upon entry to the school	Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff.	JOX \$K BK \$MPI \$EK	£12,319 £12,995 £12,823 £9,372	Mid-strategy: May 2020 End of strategy: Sept 2020	Entry and exit assessments for each Literacy intervention is now consistent to measure the impact of these. Data within the interventions e.g. Bedrock vocabulary, Y7 New Beginnings programme, are demonstrating good progress; however, this is not transferring adequately to mainstream lessons. A review of all interventions is underway. Increased joint working of SEND and English teams is planned.
Resource and provide a range of Numeracy interventions	Students who are working below age related expectations in Maths are supported to catch up with their peers	Prior KS2 attainment data Progress data for each year group. CATs testing in Y7 Baseline Maths testing upon entry to the school.	Analysis of interventions data and progress in Maths; quality assurance of intervention delivery; appraisal of individual staff.	\$KC \$PM	£17,969 £22,759	Mid-strategy: May 2020 End of strategy: Sept 2020	Entry and exit assessments for each Numeracy intervention is now consistent to measure the impact of these. Transferability of knowledge and skills between intervention and Maths lessons is evident.
Resource and provide a range of EAL interventions, inc. identifying students able to gain a qualification in their home language	Students at all EAL levels make as much progress as their peers.	Prior KS2 attainment data and progress data for each year group. Baseline NGRT, CATs and English testing upon entry to the school. Arrival of students new to the country.	Analysis of interventions data and progress in English; quality assurance of intervention delivery; appraisal of individual staff.	LDP \$EK \$LG	£32,719 £9,372 £23,726	Mid-strategy: May 2020 End of strategy: Sept 2020	Entry and exit assessments for each EAL intervention is now consistent to measure the impact of these. EAL grades are now clearly communicated to teachers. EAL plans are accessible to all teachers and aligned with SEND learning plans. More work is needed in training teachers to make use of general strategies appropriate to each EAL grade.

Implement attendance-specific mentoring	Students with poor attendance are supported to improve their attendance to school	Attendance data demonstrates a need for targeted intervention for individuals and small groups of students	Analysis of overall attendance data including persistent absence rates and broken weeks	\$TR	£4,135	Mid-strategy: May 2020 End of strategy: Sept 2020	Team Around the Child (TAC) meetings specifically focusing on a student's attendance have taken off this year; however, specific attendance mentoring of groups or individuals has been intermittent depending on yr grp.
Provide 1:1 support for a Year 7 student with severe SEMH needs	This student is able to access mainstream education and the school is able to apply for an EHCP	Information from primary school, behaviour and safeguarding records, reports from other professional agencies, all indicate this need.	Analysis of attendance, behaviour and safeguarding records for this student	1:1 LSA	£16,184	End of strategy: Sept 2020	Two year 7 students have required this level of support and received Top-up funding which has allowed us to provide one LSA to support them 1:1 for half of their timetable each. We plan to make use of further top-up funding more creatively to increase capacity to support these two students.
Enable access to off-site Alternative Provision (ALP) for targeted PP students and tutoring for Children in Care (CiC)	Students who are at severe risk of permanent exclusion and/or are no longer able to manage full-time mainstream education are supported with part or full access to Alternative Educational Provision. CiC receive 1:1 tutoring	To ensure that students who are unable to access full-time mainstream education are provided with an appropriate alternative education provision. CiC are able to make as much progress as their peers	Quality assurance of the provision at the ALP placement. Improved attendance, behaviour, safeguarding and engagement of some of the most vulnerable students.	AFR \$MM	£3000	End of strategy: Sept 2020	So far this year, we have paid for Learning Partnership West provision for a Y8 student at risk of PEX; 1:1 tutoring in English and Maths for our CiC students; online tutoring for a Y11 student at risk of PEX; full-time Education 1st provision for a Y7 student on roll but who has never attended Cotham as directed by BCC.
iii. Other approaches							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	Cost	When will we review?	Mid-strategy review (May 2020)

<p>Create the role of a Designated Mental Health Lead</p>	<p>Increase preventative work with all students in developing their positive mental health and wellbeing, as well as supporting the most vulnerable students with mental health issues</p>	<p>Increasing numbers of students presenting with a wide range of mental health issues.</p>	<p>Quality assurance of the mental health provision across the school. Achieving the Bristol Mental Health and Wellbeing Award. Analysis of attendance, behaviour and safeguarding data.</p>	<p>\$EE</p>	<p>£15,472</p>	<p>Mid-strategy: May 2020 End of strategy: Sept 2020</p>	<p>\$EE started with us in October and has already proven herself to be an invaluable asset to the team. During school closure she has trained to the level of DSL and has stepped in as DSL more than once. She has delivered Covid-19 staff safeguarding training; provides regular resources for students, parents, carers and staff to support with mental health and wellbeing; and has worked very effectively to streamline and standardise the work of the Inclusion team. She is working extensively with other agencies to ensure the safeguarding of our most vulnerable students, doggedly pushing back when she is not satisfied with their response.</p>
<p>Provide the skills and capacity of the Inclusion managers</p>	<p>Act as the frontline team for Safeguarding and Child Protection concerns</p>	<p>A dedicated Core Safeguarding team is needed to ensure that there is always coverage to respond rapidly to Safeguarding concerns that arise</p>	<p>Annual statutory Safeguarding audit and the school's Safeguarding Action Plan. Analysis of safeguarding, attendance and behaviour data. Ongoing, up-to-date training.</p>	<p>\$AD</p>	<p>£30,219</p>	<p>End of strategy: Sept 2020</p>	<p>The work of the Inclusion Managers has been better streamlined and increased in effectiveness since the appointment of the Senior Inclusion Manager, allowing for more proportionate and appropriate escalation of support for our students' needs. They continue to work tirelessly through the school closure to support our most vulnerable students, checking in on them and their families regularly and working with other agencies,</p>

							pushing back when they are not satisfied with their response.
Provide a Somali Family Support Worker	Improve parental and community engagement with our Somali and Somaliland students	The second largest demographic by ethnicity in the school is our Somali and Somaliland students. Language and a lack of understanding of the British education system can be a significant barrier.	Parent feedback on the range of activities and support provided by the school and the Somali Family Support Worker.	\$3AA	£20,000	End of strategy: Sept 2020	\$3AA has been an invaluable member of the Inclusion team. He has had much success already this year in re-engaging our Somali parents through Somali parent sessions for each year group and a targeted Support Your Child's Literacy event which were all really well attended and received excellent feedback. He has supported SLT, teachers and pastoral staff in endless parent meetings, translated key documents and letters for the school, produced videos for parents regarding the current remote learning system and delivered staff training on Somali culture. He has a positive presence around the school conducting duties and mentors some key students as well.
Provide a Safer Schools Officer	Working with the Inclusion team to support the general safeguarding and wellbeing of the school. Improve in-school and wider community relations.	There is much evidence from schools around the country that have a Safer Schools Officer of improved community relations and improved relationships between young people and the police.	The work of the Safer Schools Officer in the school will be continually quality assured by the senior leaders and the Core Safeguarding team.	PC Lucy	£4,200	End of strategy: Sept 2020	Our Safer Schools Officer has supported SLT and pastoral staff extensively this year, providing a strong link that enables us to work well with the police and other agencies such as Empire Fighting Chance. She works very closely with the Core Safeguarding Team and also supports on duty so that she has a positive presence around the school, resulting in some

							students choosing to be mentored by her.
Implement the 'Safe Space' provision	Provide a sensory and therapeutic space for students with high levels of SEMH to access when needed	As a school with highly inclusive values, we wish to do our very best to enable all students to access a mainstream education.	Quality assurance of the therapeutic interventions provided in the Safe Space. Analysis of safeguarding, behaviour and attendance data	JMC \$MM \$EE	£0 £14,921 £15,472	Mid-strategy: May 2020 End of strategy: Sept 2020	The creation of the Safe Space provision has been a key factor in being able to maintain our inclusive values as a school and enable some of our highest need SEND students to access school. The provision is still trialling and reviewing the best use of the space for therapeutic interventions who have such a wide range of needs.
Lead whole-school strategy to raise the aspirations and engagement of BAME PP students through a BAME working group.	Improved attainment for BAME PP students. Improved uptake of extra-curricular activities by BAME students.	Student voice suggests the need to deepen the sense of belonging for BAME students who live beyond the local community. BAME PP students underperform compared to their peers.	Accountability in measuring the impact of the BAME working group's action plan. Student voice showing a positive recognition by students of the work being done in this area.	\$MK	£7,843	End of strategy: Sept 2020	The BAME strategy group have met twice so far and achieved: <ul style="list-style-type: none"> - an application to be part of the One Bristol Curriculum - a focus on planning for the teaching of diverse cultural history and achievements through the KS3 curriculum review - launch of the Bristol Achieve project with targeted Y7 PP HAP students, mostly BAME - BAME girls empowerment project with TALO organisation - staff engagement with the ongoing discussion on unconscious bias - Y7 workshop with Bristol Old Vic on transatlantic slave trade - delivery of staff training on Somali culture - Somali parent sessions for each year group

							- participation in University of Wolverhampton research study regarding high Somali boys achievement in GCSE Maths - PP Y10 students prioritised for repeated careers support
Implement the tutor reading programme	Close the gap between students with low and very low reading ages and their peers. Improve the cultural capital of disadvantaged students in particular.	KS2 data shows an increase in Y7 students arriving with reading ages well below age related levels. National evidence shows that PP students are more likely to have many gaps in cultural capital.	Quality assurance of the tutor reading programme. An improvement in reading ages for students with low reading ages. Improved progress seen in English and other highly literacy-based subjects.	AT	£0	End of strategy: Sept 2020	After some initial inconsistencies, the tutor reading programme was fully embedded into Y7 and Y8 before school closure. More work needs to be done on picking up the speed of reading texts - retraining of tutors to understand that the programme is about acquisition of vocabulary and cultural capital, so not to approach the reading as they might to teach a text in an English lesson.
TALO self-empowerment programme	Develop the confidence, self-esteem and career aspirations of BAME PP students by providing strong role models.	Student voice demonstrates that some BAME PP students are lacking in self-esteem and/or struggling to envision their future career aspirations	Quality assurance of the delivery of the programme. Student and parent voice.	AFR	£5000	End of strategy: Sept 2020	The 6-week group programme has now cycled through a significant number of BAME PP students at KS3 and has received positive feedback from students and parents. Individual girls have also received 1:1 mentoring from TALO. The intention is to now expand the group programme to BAME PP boys and also to continue 1:1 mentoring of key girls in need of it following Covid-19 lockdown.
Provide basic resources for students who are	Provide breakfast club, other food, uniform, travel money as required	Incidents of students requiring their basic needs to be met by the school have risen.	Analysis of safeguarding logs to ensure that this is being put to use for the	DL CR	£9500	End of strategy: Sept 2020	We provide a daily breakfast of toast and cereal for any PP students at 8.15am each morning. We have used some PP money this year to buy items

most in need when required	for PP students facing severe financial hardship.		students who are most in need.				of uniform, underwear, basic school materials, bus fare or taxi transport for students in severe financial hardship or neglect.
IT access for the most disadvantaged Y10 students who receive Free School Meals	The DfE will be providing us with 28 laptops for the most disadvantaged Year 10 students	Our most disadvantaged Y10 students are able to complete the remote learning school work that is being set during school closure	Analysis of completion rates of school work by the most disadvantaged Y10 students who received the laptops	\$PP	£0	End of strategy: Sept 2020	The school is still awaiting the delivery of the laptops from the DfE and is currently identifying which of our 43 Y10 FSM students are the most in need of one using a set of defined criteria assessed during welfare calls home.
IT access for the most vulnerable students in all year groups	The school has sourced nearly 50 desktop PCs, 8 broadband dongles and are purchasing 50 refurbished monitors	Our vulnerable and disadvantaged students are able to undertake remote learning successfully	An increase in the completion rates of remote learning school work	DL \$EC	£549	End of strategy: Sept 2020	\$EC has ordered 50 refurbished monitors and the IT team are making them student-ready. The Inclusion team is establishing a list of students in each year group who require IT and/or internet access. These families should receive the provision before the end of Term 5.
N. B. The payroll cost of the Pupil Premium (PP) strategy is higher than the funding received; however; non-PP students also benefit as not all staff work exclusively with PP students.							
					Total cost	£655,512	

7. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
- Revise the teaching and learning strategy	- consistently good teaching	Marginal gains seen in the quality of teaching based on quality assurance processes until the	Covid-19 school closures have required staff to become extremely adaptable

<ul style="list-style-type: none"> - Revise the KS3 curriculum - subsidise curriculum trips - Increase subject examiners - Whole-school literacy and oracy strategy - Additional Y7 literacy lesson - Manage SL/Restorative room 	<ul style="list-style-type: none"> - broad curriculum prepares students for qualifications but also social and cultural capital - taught by highly specialised teachers - capacity and skill to diagnose, implement and evaluate actions driving literacy improvement - Y7 students improve Tier 2 vocabulary, reading and spelling - Allow teachers to teach free from persistent low-level disruption 	<p>first Covid-19 lockdown, particularly in relation to using the Cotham Principles of Teaching, and differentiation. The KS3 curriculum was reviewed against the new Cotham's Principles of Curriculum and lockdown provided time for faculties to thoroughly rewrite their Y7 curriculum to align with these principles.</p> <p>Subject examiner training was put on hold due to Covid-19 but at least one person signed up from every faculty.</p> <p>The additional Y7 literacy lesson has demonstrated positive impact. Data collected from Bedrock vocabulary showed that students' vocabulary and reading was steadily improving prior to school closures.</p> <p>Most curriculum trips were cancelled due to Covid-19.</p>	<p>very quickly retraining in remote teaching practices. With the foundations laid for this, teaching staff are now refining their online teaching in relation to Cotham's Principles of Teaching and Assessment. Parent feedback on the quality of teaching from the latest lockdown has been extremely positive. The curriculum review process and quality assurance of it has been successful and will continue this academic year with a rewrite of the Y8 curriculum.</p> <p>The use of Separated Learning has ended in favour of more restorative approaches and a 'link classroom' system was planned but then Covid-19 placed tight restrictions on this.</p>
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ii. Targeted support

Action	Intended outcome	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
<ul style="list-style-type: none"> - create a KS3 alternative provision - ELSA-qualified HLTA - mentoring - counselling - SEND interventions inc. exams access - Literacy interventions - Numeracy interventions - EAL interventions 	<ul style="list-style-type: none"> - students not secondary-ready can catch up to their peers - support for students with high levels of SEMH needs inc. building emotional literacy, resilience and positive mental health - support for students with specific learning difficulties, low literacy, EAL or poor numeracy inc. identifying exam 	<ul style="list-style-type: none"> - New Beginnings Y7 nurture group established and working well - Y8 English Booster and Y9 Skillsbuilder provisions working less well - ELSA-qualified HLTA who started working 1:1 with students needing to develop their emotional literacy - Mentoring provisions more consistent, time-limited and with clear entry/exit criteria and wellbeing assessments 	<ul style="list-style-type: none"> - Shorter, tighter academic interventions required with clearer targets and entry/exit criteria (except for Y7 nurture group) - How to utilise ELSA strategies more widely through other pastoral interventions - Lunch-time drop-in counselling did not take off very well.

<ul style="list-style-type: none"> - Attendance mentoring - 1:1 support - Alternative Provision 	<p>access arrangements needed for some students</p> <ul style="list-style-type: none"> - improved attendance for some students - student needing 1:1 support can access mainstream education and apply for EHCP - students at severe risk of PEX or no longer able to access full-time mainstream education are provided for - CiC receive 1:1 tutoring in English & Maths 	<ul style="list-style-type: none"> - DocsPlus software purchased to support with exam access arrangements and allows students to practice from home - TAC meetings specifically around attendance did not really take off - Y7 student with 1:1 support has been successful in attending mainstream school and engaging with their learning - ALP utilised this year - LPW, 1:1 tutoring, Education 1st, BHES. 	<ul style="list-style-type: none"> - Online Kooth counselling has not been very popular either - Better communication needed between the exams office and SEND team, which is now in place - Attendance team capacity issue was a major problem but has now been resolved - We now require 8 students to have 1:1 support
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iii. Other approaches

Action	Intended outcome	Impact: Did we meet the success criteria? (Including impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether we will continue with this approach)
<ul style="list-style-type: none"> - create role of DHML - capacity and skills of Inclusion managers - Somali family support worker - Safer Schools officer (SSO) - Safe Space provision - BAME Strategy - Tutor reading programme - TALO project - Provide basic resources 	<ul style="list-style-type: none"> - increase preventative work around mental health and wellbeing; provide additional capacity to the safeguarding team - frontline team for Safeguarding and CP - increased parental and community engagement - work with Inclusion team to support wellbeing and preventative safeguarding work; improve relations with wider community - provide a sensory and therapeutic space for students with high levels of SEMH needs - improved attainment of BAME PP students 	<ul style="list-style-type: none"> - DHML is hugely successful in role, continually leading, streamlining and evaluating the effectiveness of the safeguarding team's way of working and significantly increasing the preventative work around mental health and wellbeing - dedicated safeguarding team means that there is constant coverage and peers to conduct checks and balances - Somali Family Support Worker has significantly increased the engagement and access from our Somali parents in a number of ways - the SSO has made significant impact with preventative safeguarding work, enabling better communication between safeguarding agencies, as well as seeking out and facilitating great, fun 	<ul style="list-style-type: none"> - the role of the DHML and DDSL has been invaluable in providing capacity for the DSL to focus on strategic safeguarding priorities - the use of the Somali Family Support Worker has never been more valuable than during the Covid-19 school closures - focus the SSO's work even more on preventative safeguarding work e.g. delivering more assemblies, facilitating further opportunities with other organisations, mentoring for students requesting it with parents' consent. - The BAME Strategy group needs to be more persistent in sharing the work that

- close the gaps between students with low reading ages and their peers
- TALO - empowerment work to develop self-esteem of BAME PP girls
- provide breakfast, other food, uniform, travel etc. to some students most in need

opportunities for students at risk of disengaging with school and providing some mentoring
- most students with a Time Out card are able to use the Safe Space provision for a few minutes and then be supported to return to lessons, thereby, keeping them in mainstream classes
- The BAME Strategy group has grown and evolved as a result of the Black Lives Matter protests
- Feedback from the TALO empowerment project was very positive

is being done by the school with students and parents
- Develop an empowerment project, with TALO or another organisation, for our BAME PP boys.