



# Pupil premium strategy statement 2021-22: Sandringham School

## School overview

Metric	Data
School name	Sandringham School
Pupils in school	1674
Proportion (%) of pupil premium eligible pupils	8%
Academic year or years covered by statement	2020/21 – 2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Alan Gray, Headteacher
Pupil premium lead	Mark Allday, Assistant Headteacher
Governor/Trustee lead	Eilleen Kincaid, Link Governor

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£144,904
Recovery Premium funding allocation this academic year	£18,560
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£163,464</b>

## Part A: Pupil premium strategy plan

### Challenges

<b>In-school barriers</b>
Organisation, preparedness and behaviour for learning – a number of disadvantaged students have a lack of organisational and self-management skills.
Prior attainment including numeracy and literacy – a significant number of students enter with lower numeracy and literacy skills than their peers
Aspirations and motivation – for some disadvantaged students there are issues surrounding long-term aspirations
Wellbeing - for some disadvantages students there are issues surrounding mental health and wellbeing that can cause them to fall behind their peers
Resources for learning – a significant minority lack access at home to the resources which facilitate outstanding progress
<b>External barriers</b>
Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.
In some cases, the parents of students eligible for Pupil Premium do not attend key events at school such as information events and PTCs which can have a detrimental effect
School closures due to COVID-19 are likely to widen the attainment gap between disadvantaged students and their non disadvantaged peers.

## Intended outcomes

Strategic Aims and Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of <b>organisation</b> and exemplary <b>behaviour</b> for learning	<p>Students eligible for PP have no/minimal consequences for lack of organisation, lack of equipment or lack of home learning completion.</p> <p>Rewards and sanctions data shows no disparity between disadvantaged student and their peers.</p> <p><i>To be monitored weekly by R&amp;C administrator, Tutors and PDs, PP Champions and PP coordinator.</i></p>
<b>B.</b>	Improved rates of <b>progress</b> across all key stages for students eligible for PP	<p>Students eligible for PP to make as much progress as 'other' students.</p> <p>Students eligible for PP identified with low KS22/CATS scores to make as much progress as 'other' students with low KS22/CATS.</p> <p><i>To be monitored by PP coordinator, PDs, DoLS and PP Champions after each reporting cycle.</i></p>
<b>C.</b>	High levels of motivation and <b>aspirations</b> for all PP students	<p>Proportion of PP students with 'effort letters' after each reporting cycle</p> <p>Improved attainment in internal tracking and monitoring through the use of the school MIS and ePraise</p> <p>Progression rates to the Sandringham Sixth Form or other FE provider</p> <p>High levels of engagements from PP students in extra curricular activities and opportunities.</p> <p><i>To be monitored by PP coordinator, PP Champions, PDs, DoLS after each reporting cycle. Progressing rates to post 16 provisions to be analysed by LG.</i></p>
<b>D.</b>	Support in place for students with mental health or <b>wellbeing</b> concerns	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place.</p> <p>Improved attendance and wellbeing of students with concerns.</p> <p><i>To be monitored by PP coordinator, PP Champions, Tutors, PDs, SLA and LG.</i></p>

<b>E.</b>	All students eligible for PP have <b>resources</b> necessary for school, including a tablet device	Students eligible for PP have no/minimal consequences for lack of equipment PP coordinator to monitor and liaise with DoLs to review how best to target resources PP spending carefully tracked and monitored with the effectiveness of each provision evaluated <i>To be monitored by Tutors and PDs, PP Champions and PP coordinator.</i>
<b>F.</b>	<b>Attendance</b> improvement for all students eligible for PP	Students eligible for PP to have reached the school's attendance target. <i>To be monitored weekly by attendance administrator, PP Champions, PP coordinator Tutors, PDs and AAT AIO.</i>
<b>G.</b>	Improved attendance by <b>families</b> eligible for PP at all school events, particularly PTCs and information evenings in KS4	100% attendance at all key parents and families events. <i>To be monitored by PP coordinator, PDs and LG.</i>
<b>H.</b>	Any attainment gaps are swiftly <b>identified</b> with appropriate <b>interventions</b> implemented to support rapid progress	Increased one-to-one and small group tuition in place to support catch up efforts. Students eligible for PP to make as much progress as 'other' students. <i>To be monitored by PP coordinator, PDs, DoLS and PP Champions regularly</i>

## Activity in this academic year

<b>1. Planned expenditure</b>	
<b>Academic year</b>	<b>2021-22</b>
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.	
<b>i. Quality of teaching for all</b>	

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?
<b>B. Progress</b>	Teaching and Learning: Whole school for on the Great Teaching and Learning Framework	<p>The school's teaching and learning framework has been refreshed from 'The Sandringham Six' to the 'Great Teaching and Learning' framework. This has been refreshed to account for developments in education research and to ensure that the framework we use at Sandringham, and thus the expectation of what comprises Quality First Teaching is more effective.</p> <p>This framework draws heavily on EBE's Great Teaching Toolkit evidence review <a href="#">here</a>. This model is underpinned by a range of evidence (correlational, interventionist and theoretical) which gives us confidence in the security of its recommendations. Furthermore, the model has been reviewed in light of our own school context with a range of middle and senior leaders to ensure it fits the learning needs of our students.</p> <p>Our <a href="#">framework</a> is divided into four sections: curriculum, relationships, opportunities and long term learning. Within these four areas, there is explicit reference to the most promising aspects of the <a href="#">EEF's Teaching and Learning toolkit</a> including metacognition (+7 months), feedback (+6 months), and reading strategies (+6 months).</p>	<p>Whole school CPD aligned to the teaching and learning framework led by experienced staff (including the PLT and the Research School team and external experts (e.g. Professor Rob Coe, February 2022).</p> <p>Training for Directors of Learning in relation to effective faculty leadership in which curriculum and teaching and learning are effectively prioritised.</p> <p>Self-evaluation - Adjustments to our lesson observation and learning walk form so that we can collect qualitative data about the quality of teaching in the four strands of the framework.</p> <p>Use of the EEF's implementation guidance <a href="#">here</a> to shape this strategy.</p>	<p>CCR, PLT and Research School (plus AAT conference planning team)</p> <p>CCR/DoLS</p> <p>CCR, CLO, DFI</p> <p>CCR</p>	<p>Ongoing and July / August 2022</p> <p>Sept 2021 and onwards</p> <p>October 2021 and onwards</p> <p>Ongoing</p>
<b>B. Progress</b> <b>H. School Closure Catch Up</b>	Literacy and numeracy support through small group interventions and 'top up' which is personalised to students needs and will cover maths, vocabulary	<p>The EEF T&amp;L Toolkit states that small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months). Students will be assessed and complete programmes of intervention based on their needs.</p> <p>The reading fluency programme has an effect size of 0.38 for comprehension and 0.64 for reading</p>	<p>Monitoring progress in the intervention groups through regular scrutiny of data and student progress.</p> <p>Self-evaluation processes including work scrutiny, lesson observations and learning walks.</p>	<p>ATP</p> <p>KEB</p> <p>DCH</p> <p>MAL</p>	<p>Once per term using reported data to measure progress.</p> <p>July/August 2022</p>

	acquisition, writing support and reading fluency.  Use of peripheral TAs and small group work including guided reading	accuracy ( <a href="https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/">https://the-iee.org.uk/what-we-do/innovation-evaluation-grants/reading-fluency/</a> )  Despite the current report of only 1 month's additional progress on the EEF's toolkit, the research from MITA and the TA Guidance from the EEF identifies effective deployment of TAs can improve outcomes.	Assistant SENCO to work closely with Intervention leads to plan and implement appropriate interventions and whole staff training opportunities.	CHB CID DFI	
<b>B. Progress</b>  <b>H. School Closure Catch Up</b>	Literacy and numeracy support through small group interventions and 'top up' support beyond the classroom.  Use of peripheral TAs and small group work including guided reading	According to the EEF's T&L Toolkit, small group tuition can have 4 months impact on progress with promising literacy interventions including reading (6 months progress), oracy (5 months) and phonics (4 months).  Despite the current report of only 1 month's additional progress on the EEF's toolkit, the research from MITA and the TA Guidance from the EEF identifies effective deployment of TAs can improve outcomes.	Monitoring progress in the intervention groups through regular scrutiny of data and student progress.  Self-evaluation processes including work scrutiny, lesson observations and learning walks.  Assistant SENCO to work closely with Intervention leads to plan and implement appropriate interventions and whole staff training opportunities.	ATP KEB DCH MAL CHB CID DFI	Once per term using reported data to measure progress.  July/August 2022
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p><b>A. Organisation and behaviour</b></p> <p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p> <p><b>F. Attendance</b></p> <p><b>H. School Closure Catch Up</b></p>	<p>Monitoring data of PPS in relation to Non PPS within the school</p> <ul style="list-style-type: none"> <li>● attainment</li> <li>● effort</li> <li>● rewards</li> <li>● consequence</li> <li>● attendance</li> <li>● suspensions</li> </ul>	<p>Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attainment, effort, R&amp;C and attendance.</p> <p>This has been led by all pastoral and data teams and overseen by LG.</p> <p>Previous years exclusion date shows some over representation of PP students. This is something we are fully committed to addressing.</p>	<p>Progress and attainment reviews with PDs and DoLS including effort analysis after reporting.</p> <p>Weekly consequence and attendance reporting to PDs and LG.</p> <p>LM of PP Coordinator by LG.</p> <p>Specific discussion at EBAC DoLS Meetings.</p> <p>Improve reintegration process and monitor for students who have been suspended.</p>	<p>MAL</p> <p>MNI</p> <p>LTU</p> <p>SHN</p> <p>STK</p> <p>LG</p> <p>PDs</p>	<p>July / August 2022</p>
<p><b>B. Progress</b></p> <p><b>E. Resourcing</b></p>	<p>Provision mapping of all PPS to ensure that funding is applied appropriately and fairly</p>	<p>Our own prior experience and evidence has seen PP students increase the rates of their progress with dedicated PP mapping and a dedicated PP Coordinator.</p> <p>Individual provisions and PP spending will be recorded and evaluated.</p>	<p>PP Coordinator review.</p> <p>LM of PP Coordinator by LG.</p> <p>PP review.</p>	<p>LTU</p> <p>MAL</p>	<p>July / August 2022</p>
<p><b>B. Progress</b></p> <p><b>H. School Closure Catch Up</b></p>	<p>1-2-1 academic tutoring from adults and sixth formers as tutors</p>	<p>One to one tuition can be effective, on average accelerating learning by 5 additional months' progress (EEF Toolkit) with a very secure evidence base.</p>	<p>Expansion of the number of adult tutors in core subjects. Additional resourcing also from DfE tutoring offering.</p> <p>Liaison with teachers/DoLS and PP Coordinator through a newly appoint Interventions Coordinator.</p> <p>Monitoring student report data and tracking progress.</p>	<p>ATP</p> <p>MAL</p> <p>LTU</p>	<p>July / August 2022</p>

<p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p>	<p>Alternative provision - college</p>	<p>Our own prior experience and evidence has seen students make excellent progress in college courses which has helped levels of motivation and attendance when in school.</p>	<p>Careers coordinator to work closely with Oaklands college and parents.</p> <p>Monitoring student report data.</p>	<p>BTA</p> <p>CHB</p> <p>MAL</p> <p>CCR</p>	<p>July / August 2022</p>
<p><b>A. Organisation and behaviour</b></p> <p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p> <p><b>D. Well being</b></p>	<p>Social and academic mentoring from the pupil premium coordinator and pupil premium champions</p>	<p>According to the EEF's T&amp;L Toolkit, mentoring can lead to 1 additional months additional progress.</p> <p>Academic mentoring can also support students to build self-regulation/ metacognition skills, established in EEF toolkit as having highest gain in learning progress with a strong supporting evidence base (+8 months) .</p>	<p>Monitoring feedback from LTU, pupil premium champions, students and families.</p> <p>Monitoring student report data and holding review meetings after each reporting cycle.</p> <p>Barriers to learning shared by PP coordinator and PP Champions with teaching staff.</p> <p>Other key indicators including attendance, R&amp;C and exclusions data.</p>	<p>LTU</p> <p>PP Champions</p>	<p>July / August 2022</p>
<p><b>C. Aspiration</b></p> <p><b>E. Resourcing</b></p>	<p>Extended learning days and E-Week activities with opportunities such as visiting universities, colleges, museums, the theatre and other places.</p>	<p>Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative impacts on cultural capital and feeling part of the family of the school.</p>	<p>Work closely with VIB, BTA and CLO to identify any potential resourcing or funding requirements in order to facilitate full participation in activities and residential experiences.</p>	<p>LTU</p> <p>MAL</p> <p>CLO</p>	<p>July / August 2022</p>
<p><b>D. Well being</b></p>	<p>Priority for school counselling service and behaviour support from LINKS outreach.</p> <p>Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership.</p>	<p>Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months.</p>	<p>Build good communication and relationships with school counsellors and St Albans Plus Partnership..</p> <p>Manage students and families in the case of waiting lists.</p> <p>Where needs have been identified, support referrals to the St Albans Plus Partnership to provide families access to a family support worker.</p>	<p>LTU</p> <p>MNI</p> <p>EMC</p> <p>TRB</p> <p>STK</p> <p>MAL</p>	<p>July / August 2022</p>

<b>A. Organisation and behaviour</b>	Social and resource needs funding (incl. BYOD).	Experience demonstrates that students require all resources necessary for learning to feel secure, part of the community and able to access learning at Sandringham.	Work closely with DoLS and PDs to identify any resourcing requirements.  Raise awareness among parents of the BYOD school loan scheme for PP students.	LTU	July / August 2022
<b>D. Well being</b>					
<b>E. Resourcing</b>					

### 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?
<b>F. Attendance</b>	Attendance for all students and key groups monitored regularly and relevant intervention put in place	Our own prior experience and evidence has seen PP students' progress increase with dedicated PP reporting at all levels incl. attendance.  This has been led by an attendance officer, supported by a dedicated attendance improvement officer (AIO).	Weekly attendance reporting to PDs and LG. Engagement from tutors, PDs and LG on a three-weekly basis to address attendance concerns.  Attendance improvement officer (AIO) working with students and families regularly; PP students are prioritised.	MAL CCH SHN LTU STK PDs	July / August 2022
<b>D. Well being</b>	Sanctuary Club at lunchtime.  Homework Club.  SLA support.	Interventions which target social and emotional learning are reported by the EEF to improve progress by 4 additional months	Well planned and resourced within the TA team. Monitor attendance at Homework Club.  Ensure appropriate capacity is available within the SLA team.  Dedicated Wellbeing Manager to work with student and signpost to dedicated support	CHB EMC	July / August 2022

			and services available to young people and their parents/carers.		
<b>C. Aspiration</b>	All students have access to relevant careers information, advice and guidance. By the end of KS4 all students have visited a university.	Our own prior experience and evidence confirms that with appropriate IAG, students select appropriate subjects, courses, opportunities and experience which is motivating and helps them in their future apprenticeship or university pathway.  Hattie reports that students' self-expectations and self-reported grades are strongly related to outcomes (Hattie, 2012).	Monitoring participation in university visits, workplace experiences and employer engagements.  Brilliant Club Scholars Programme offer  Monitoring uptake of YC interviews.  Monitoring outcomes of Kirkland Rowell QA surveys (staff, students and families).  Observation and feedback from governor link visits.	Nicky Honeywill  LTU  BTA	July / August 2022
<b>G. Parental engagement</b>	Family evenings – all years including KS4 'success' information evenings	The association between parental involvement and a child's academic success is well established and according to the EEF toolkit can increase progress by 3 additional months.  Our own prior experience demonstrates that good school-family relationships is invaluable in order to support student wellbeing and progress.  Engage with parents/carers as soon as their child joins the school in year 7 through specific information events where parents are invited into school (e.g. welcome coffee morning).	Monitor attendance from PP families at all key events. Contact parents in advance of key evenings such as PTCs and Information Evening.  Ensure strong relationships and follow up with PP families.  Provide a central point of contact for hard to reach families.  Raise awareness of PP coordinator position and the purpose of the role.  Host information events for PP families about the support and funding offered in school and available externally.	LTU  PDs  PP Champions  LG	July / August 2022
<b>C. Aspiration</b> <b>D. Well being</b>	Access and participation in extra curricular and enrichment opportunities	Arts and sports involvement lead to positive impact (+2 months) in EEF toolkit and broader qualitative	Make use of SOCs to regularly track and monitor attendance of disadvantaged students at extra curricular provisions.	ANC	July / August 2022

		impacts on cultural capital and personal development.	<p>Support the promotion of clubs and activities across the school.</p> <p>Encourage teaching staff to actively promote extra curricular opportunities to disadvantaged students.</p> <p>Work with parents to help plan for individuals to attend extra curricular opportunities, working around other commitments families may have.</p>	<p>LTU</p> <p>MAL</p>	
<b>Total budgeted cost</b>					<b>£163,464</b>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Disadvantaged pupil performance overview for last academic year

Progress 8	+0.16
Ebacc entry	22%
Attainment 8	53.31
% Grade 5+ in English and maths	51.9%
% Grade 4+ in English and maths	85.2%

***Please note that all attainment data within this statement is based upon the Teacher Assessed Grades (TAGs) students received. There is no national school performance data due to be published.***

#### Disadvantaged pupil targets for 2021-22

Progress 8	+0.86
Ebacc entry	29%
Attainment 8	60.90
% Grade 5+ in English and maths	91.2%
% Grade 4+ in English and maths	97.1%

## Review of expenditure

Previous Academic Year		2020-21		
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
<b>B. Progress</b>	Whole school Learning and Teaching focus of 'High Quality Talk'	<p>Good PP outcomes, which have increased from previous years incl. P8=+0.16 and %4+EM Basics =85.2%.</p> <p>For students, High Quality Talk comprised of talking confidently, talking with others and talking like an expert. Talking confidently included strategies from having the confidence to talk in the first place, through to doing this considering tone and body language. Talking with others enabled students to be productive and collaborative when they talk with their peers. Talking like an expert gave students opportunities to rehearse using academic and technical language when they speak. It was felt that the impact this had whilst students were taught in-school was positive. For PP students, overall effort and attitude to learning grades improves when compared to previous years. During periods of restricted school attendance this picture was not so true where PP students were more likely to be passively engaged rather than actively engaged in online learning.</p> <p><b>HIGH</b></p>	<p>Maintain learning focuses each year. Continue to examine the impact of the high expectations in the classroom and in teaching practices.</p> <p>Ensure that pupil premium students are a key focus of learning walks, book scrutinises and line management sessions with DoLs and PDs.</p>	School Budget

<p><b>B. Progress</b></p>	<p>Literacy and numeracy support in dedicated Key Skills classes led by subject specialist.</p> <p>Use of peripheral TAs and small group work including guided reading.</p>	<p>Outstanding outcomes English and Maths outcomes for PP students incl. %4+Eng=93% and %4+Maths=89% (TAGs).</p> <p><b>HIGH</b></p>	<p>Key Stills intervention to solely be delivered by subject specialists and managed by the English and Maths DoLs</p> <p>Further investment and development of an effective numeracy provision to improve Maths outcome further</p> <p>Deployment of one-to-one tutors in English and Maths at an early stage in the school (KS3)</p> <p>Expansion of tutoring provision to support catch up interventions needed due to school closure during COVID-19</p> <p>SEND interventions to continue.</p>	<p>£10,000 (KS)</p> <p>£10,000 (TA)</p>
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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
<p><b>A. Organisation and behaviour</b></p> <p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p> <p><b>F. Attendance</b></p>	<p>Monitoring data of PPS in relation to Non PPS within the school</p> <ul style="list-style-type: none"> <li>● attainment</li> <li>● effort</li> <li>● consequence</li> <li>● attendance</li> </ul>	<p>PP students performed well during what was a difficult year due to the global pandemic. Whilst the attainment gap has narrowed when compared to the previous year (P8 gap = 0.73 and 4+EM gap = 11.5%), this is still something we will continue to work tirelessly to narrow further.</p> <p>PP vs Non PP attendance gap has narrowed slightly. Number of persistent absentees (&lt;90% attendance) has reduced considerably.</p> <p><b>MEDIUM</b></p>	<p>Effective regular monitoring of student groups enables a maintained focus on their performance. However, a greater focus needs to be placed upon understanding students knowledge gaps owing to restricted school attendance and how this will be overcome.</p> <p>Core and EBAC DoLs meetings to be used as a regular platform for discussing the academic progress of key group students after each reporting cycle.</p> <p>Attendance tracking and intervention system has been effective at lowering the number of persistent absentees. Interventions lead by the Attendance Improvement Officer prioritised for PP students.</p>	<p>School budget and included in PP Coord cost below.</p> <p>£4,000 (Attendance Improvement Officer)</p>

			Empowering DoLs to analyse data using SISRA provides ownership of progress to departments enabling them to close the gap further.	
<b>B. Progress</b> <b>E. Resourcing</b>	Provision mapping of all PPS to ensure that funding is applied appropriately and fairly	<p>Bespoke intervention ensuring fair application of funding and support.</p> <p>Enabled, maintained and productive links with families.</p> <p>EduKey software used to more successfully track, allocate and regularly review the effectiveness of PP funding.</p> <p><b>HIGH</b></p>	<p>Continue with effective strategy of PP Coordinator post, refinements to the key responsibilities of the role with a greater focus on raising academic achievements of PP students in order to narrow the gap.</p> <p>Expansion of pastoral support provisions (behaviour, mental health and wellbeing) to help support students and allow for the PP Coordinator post to focus on academic interventions.</p> <p>EduKey software has become less powerful as new internal tracking through the use of shared Google Sheets have been well established and maintained. We will not renew the EduKey subscription as of September.</p>	<p>£10,000 (PP Coord)</p> <p>£20,000 (LG LM)</p> <p>£950 (EduKey provision mapping and round robin subscription)</p> <p>£8,000 (Additional Pastoral Support)</p>
<b>B. Progress</b>	1-2-1 academic tutoring from adults and sixth formers as tutors	<p>Students targeted for intervention performed well and progress measurable.</p> <p>A great number of students received tutoring than previous years. The intervention was more targeted and with student identification led by DoLs.</p> <p><b>MEDIUM</b></p>	<p>Increased level of targeting would support wider students. Progress of the support to be measured more widely by teaching staff and DoLs.</p> <p>Further increase the one-to-one adult tuition provision in core subjects to reduce the risk of a widening attainment gap resulting from school closures due to COVID-19.</p> <p>Our experience this year has found that online tuition was less impactful for disadvantaged students when compared to face to face tuition/interventions.</p> <p>Introduce a dedicate member of staff to coordinate tuition and wider interventions to allow for greater clarity and manage the effective monitoring upon the impact said provisions are having upon students.</p>	£20,000

<p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p>	<p>Alternative provision – college</p>	<p>Three students (year 11) accessed this provision. In comparison to previous years, the outcomes of these students attending this provision have been more pleasing.</p> <p><b>MEDIUM</b></p>	<p>This provision has helped students engage, but needs to be applied appropriately to ensure productivity and efficacy of the provision. Can be high cost if students do not engage fully. Suitability for college provision needs to be considered carefully on an individual basis. More rigorous tracking of progress and outcomes to form part of a regular dialogue with Oaklands College.</p>	<p>£3,000</p>
<p><b>A. Organisation and behaviour</b></p> <p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p> <p><b>D. Well being</b></p>	<p>Social and academic mentoring from the pupil premium coordinator and pupil premium champions</p>	<p>Immense impact on individual students who accessed the support most. Students progressed academically and socially.</p> <p><b>HIGH</b></p>	<p>Maintained for priority students</p> <p>PP Champions have had a high impact in a short space of time. Feedback from the Champions and staff is that their role needs further definition and scope.</p> <p>Foster close liaison between PD: Y11 with a focus on academic progress of PP students.</p>	<p>Included in PP Coord cost above</p> <p>£4,000 (PP Champions)</p>
<p><b>C. Aspiration</b></p> <p><b>E. Resourcing</b></p>	<p>Extended learning days with opportunities such as visiting universities, colleges, museums, the theatre and other places. Music lessons and other.</p>	<p>Wide student body accessed opportunities that engaged them with programmes of study and provided chances for them to develop passions.</p> <p><b>HIGH</b></p>	<p>Develop breadth in curriculum offer and is aspiration for all students – continue to ask PP students about their interests to provide them with further bespoke opportunities.</p>	<p>£4,000</p>
<p><b>D. Well being</b></p>	<p>Priority for school counselling service and behaviour support from LINKS outreach.</p> <p>Where needs are identified, provide families access to a family support worker through the St Albans Plus Partnership.</p>	<p>PP students and families in receipt of this intervention are supported emotionally and behaviourally.</p> <p>During the global pandemic some of this support with delivered virtually and more sporadically. As such, the impact is not as high as in previous years (where it was rated as HIGH).</p> <p><b>HIGH</b></p>	<p>As school grows in size, need amongst the student body is growing. We should respond by increasing provision.</p> <p>Ensure that support moves back to a face to face mode of delivery as soon as safe to do so. Make use of meeting room space at school to provide an avenue of ensuring this can be achieved as soon as possible.</p>	<p>£8,000</p>

<p><b>A. Organisation and behaviour</b></p> <p><b>D. Well being</b></p> <p><b>E. Resourcing</b></p>	<p>Social and resource needs funding incl. BYOD</p>	<p>Students have access to learning and social resources and are fully prepared for making progress, not impeded.</p> <p><b>HIGH</b></p>	<p>Some students can neglect the device given – increase a sense of ownership amongst these students and change the payment plan structure for parents.</p> <p>A clearer approach to the part funding of schools trips which enable students to access the curriculum to be shared with parents.</p>	<p>£24,068</p>
<p><b>A. Organisation and behaviour</b></p> <p><b>B. Progress</b></p> <p><b>C. Aspiration</b></p> <p><b>D. Well being</b></p>	<p>Peer mentoring programme to support with social isolation/ organisational behaviour needs etc.</p>	<p>Students supported by their peers to improve, feel comfortable and progress academically, socially and emotionally.</p> <p><b>MEDIUM</b></p>	<p>Year 7 and 12, and Year 11 and 13 buddy programme needs further development and structure to enhance its effectiveness.</p>	<p>School budget</p>
<p><b>iii. Wider strategies</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p><b>F. Attendance</b></p>	<p>Attendance for all students and key groups monitored regularly and relevant intervention put in place</p>	<p>Weekly reports from attendance coordinator enabled data to feed into mentoring and other systems such as rewards and consequences and the 'Golden Ticket'.</p> <p>Newly appointed trust AIO has worked with a number of families and has had a positive impact. Number of PP and non PP persistent absentees (&lt;90% attendance) has decreased.</p> <p>Impact is somewhat harder to monitor across the cohort this year given the introduction of specialist</p>	<p>Ensure consistent follow up by LG/PDs with students and families.</p> <p>Encourage closer working between PDs and the Trust AIO to ensure the greatest level of engagement to prevent escalation of attendance concerns.</p> <p>Make better use of the Herts ISL Attendance team to make referrals surrounding key attendance concerns.</p>	<p>Included above – School budget and AIO costs.</p>

		attendance codes for COVID and partial or full school closures.  <b>MEDIUM</b>		
<b>D. Well being</b>	Sanctuary Club at lunchtime.  Homework Club.  SLA support.	Attendance very good at the Sanctuary Club and addition staffing for this provision was needed during the academic year.  SLA contact with students and families high and maintained.  <b>HIGH</b>	Calmer atmosphere at lunchtimes providing isolated students with opportunities to socialise.  Closely monitor students with high levels of H1/H2 and whilst liaising with parents, direct key students to attend homework club.	Included above
<b>C. Aspiration</b>	All students have access to relevant careers information, advice and guidance.	<b>Student destinations after KS4:</b>  99% staying in education or employment  <b>Student destinations after KS5:</b>  87% students going to university and 13% students secured an apprenticeship, entering employment or are taking a gap year.  <b>HIGH</b>	Greater work surrounding students' future aspirations to be embedded at an earlier stage in a child's school through our Personal Development curriculum.  Target to ensure that by the time students reach compulsory school age, all students have visited a university.	School Budget
<b>G. Parental engagement</b>	Family evenings – all years including KS4 'success' information evenings	High rates of attendance to events tracked through a centralised tracking system managed by LG and PDs. Despite delivering many of these sessions remotely due to the pandemic there were high levels of supportive parental engagement  Students exhibit mature attitudes to study, supported at home  <b>MEDIUM</b>	Continue to ensure that the centralised monitoring of parental attendance at key events is used consistently by all.  The use of external speakers such as Martjin van der Spoel and Internet Safety experts helped to attract a larger parental audience.	School Budget

			<p>Calls home to encourage attendance need to happen more routinely by PP coordinator, PP Champions, PDs and LG.</p> <p>Consider the lessons learnt from delivery parents information evenings virtually and the benefits this may bring about to parents/carers with busy work and family arrangements.</p>	
<b>Total</b>				<b>£126,018</b>

## Externally provided programmes

Programme	Provider
Scholars Programme	Brilliant Club
National Tutoring Programme (NTP)	Brilliant Club
National Tutoring Programme (NTP)	Fleet Tutors