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**ENLUTC  
PUPIL PREMIUM DEVELOPMENT PLAN**

**2020-2021**

**DEVELOPMENT PLAN (2020-2021)**

**School overview (Based on DfE projections)**

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| **School** | ENLUTC | **Academic year** | 2020-2021 |
| **Total annual pupil premium budget** | £66,762 | **Total annual CLA budget** | £1,390 |
| **Total number of PP on roll** | 74\*\* | **Total number of CLA on roll** | 3 |
| **% of PP on roll** | 35.4% | **% of CLA on roll** | 1.4% |

\*\* Subject to change based on UPNs being updated on SIMS

**Attainment**

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| **Attainment 20-21** |  | | | **National Data** | | |
| Measure: | All students | Disadvantaged | Non-Disadvantaged | All students | Disadvantaged | Non-Disadvantaged |
| % achieving Grade 4+ in English and Maths | 61.82% | 46.15% | 66.67% | 65 |  |  |
| % achieving Grade 5+ in English and Maths | 21.82% | 30.7% | 19.5% | 43 |  |  |

**Key Priorities**

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| **Key priorities for 2020-21** | |  | **Success Criteria** |
| 1 | Remove/reduce the progress and attainment gaps between PP and non-PP students | | * PP students will make progress in line with the progress of their peers in August 2020 GCSE results. * 100% of PP students will achieve Grade 4 and above in Maths and English. |
| 2 | FTEs for PP students are at national or below by the end of the 2019-20 academic year | | * FTE data shows this. |
| 3 | Reduced % of internal behaviour sanctions for PP students | | * Internal data tracking shows % of withdrawals and internal exclusion incidents are in line or lower than peers. |

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| **Projected Spending for PP 20-21 (initial £66,762)** |
|  | | Estimated cost (£) | EEF focus | Connection to key priorities | How will we measure impact? |
| **ATTAINMENT & PROGRESS: student outcomes, curriculum, exams** | | | | | |
| Y11 small group and 1:1 tuition for Maths, English and other subjects as required, delivered by specialist staff. This would form part of Enrichment and Intervention timetable, increasing in frequency for Year 11 as academic year progresses. | | £1500 | * Reducing class size * Individual instruction | 1 | * Student progress check * Curriculum line management meetings * GCSE results and outcomes |
| Use of TA in English lessons to support with Literacy development for LA and HA students as required. Delivery of literacy interventions. | | £10000 | * Reducing class size * Individual instruction * Mentoring | 1,2, 3 | * Reading age data improves * Reduced withdrawals from lessons for students with low RA because they can access learning |
| Literacy intervention funding. | | £2000 | * Oral language interventions * Reading comprehension strategies | 1, 2, 3 | * Reading age data improves * Reduced withdrawals from lessons for students with low RA because they can access learning |
| Development of a reading culture, including purchasing of books and class readers for English lessons. | | £2462 | * Reading comprehension strategies | 1, 2, 3 | * Reading age data improves * Reduced withdrawals from lessons for students with low RA because they can access learning |
| Small group and 1:1 learning sessions focusing on specific needs of disadvantaged students, delivered by appropriate staff, including members of the pastoral team (SEND support for dyslexia, low literacy, low numeracy, confidence and self-esteem) | | £1000 | * Reducing class size * Individual instruction * Mentoring | 1, 2, 3 | * Student progress check * Curriculum line management meetings * GCSE results and outcomes * Individual behaviour plans and improvements * SEN reviews and SEND data reviews |
| Holiday revision for English, Maths, Science and other subjects as required, including staffing, resources and food/drink where appropriate | | £1000 | * Extending school time * Homework | 1, 3 | * Student progress check * Curriculum line management meetings * GCSE results and outcomes |
| Access Arrangements applied following JCQ guidelines. Assessments will be completed by qualified staff (external) | | £300 | * Individualised instruction | 1, 2, 3 | * Student progress check |
| Revision guides for students in Y11 to assist with exam preparation | | £500 | * Extending school time * Homework | 1 | * Student progress check * GCSE results and outcomes |
| **Attainment and progress total** | | £18,762 | | | |
| **PASTORAL: Physical, emotional and material well-being, attendance** | | | | | |
| Specific pastoral roles, such as Heads of Year, to provide pastoral and transition support | | £8000 | * Meta-cognition and self-regulation, Behaviour interventions | 1, 2, 3 | * Student voice * Individual behaviour plans and improvements |
| Timely pastoral support to meet individual needs. Opportunity for training to be provided to match needs of students. Training to be costed and paid for staff as required and needed, to benefit the individual. | | £1500 | * Meta-cognition and self-regulation * Behaviour interventions * Social and emotional learning | 1, 2, 3 | * Student voice * Individual behaviour plans and improvements * Student progress checks |
| Dedicated line management time to analyse withdrawal data to discuss interventions for students to support self-regulation of behaviour | | £1000 | * Meta-cognition and self-regulation * Behaviour interventions * Social and emotional learning * Mentoring * Parental involvement * Individualised instruction | 1, 2, 3 | * Student voice * Individual behaviour plans and improvements * Student progress checks * Reduction in whole-school behaviour sanctions |
| Attendance tracking, monitoring and support systems, including time dedicated to this by pastoral team once per day | | £4000 | * Behaviour interventions * Social and emotional learning * Parental involvement | 1, 2, 3 | * Improved attendance data * Student progress checks |
| Funding for external placements and bought-in support for PP students who have additional needs. | | £8000 | * Behaviour interventions * Social and emotional learning | 2, 3 | * Reduction in IE and FTE for students causing most concern |
| Funding for student hardship support (including uniform purchase, food, travel etc.) | | £5000 | * Social and emotional learning * Behaviour interventions * Aspiration intervention * Social aspects | 1, 2, 3 | * Individual, increased participation in events |
| Introduction and initial outlaying of cost for a breakfast club | | £500 | * Social aspects | 1,2,3 | * Students are fed and ready to learn, leading to enhanced performance in the classroom and less negative behaviours seen |
| Improved transition prior to academic year commencing, including discussions with specialist staff about how to best support individual needs of student, including if they are PP. | | £4000 | * Social aspect * Individual instruction * Mentoring |  | * Students are supported with academic success from their first day, leading to improved progress and behaviours within the classroom as they feel safe and supported. |
| **Pastoral total** | | £32000 | | | |
| **ENRICHMENT: Aspiration, expectation, social and cultural capital** | | | | | |
| At least four encounters with business throughout the academic year for all students | | £4000 | * Aspiration interventions | 1, 2, 3 | * Destinations data * Student voice |
| Careers guidance and business mentors for all students, with dedicated meeting time | | £2000 | * Aspiration intervention * Individual instructions * Mentoring | 1, 2, 3 | * Destinations data * Student voice * Individual behaviour plans and improvements * Student progress checks * Reduction in whole-school behaviour sanctions |
| External services and guest speakers to provide motivation and support. | | £4000 | * Aspiration intervention * Individual instructions * Mentoring | 1, 2, 3 | * Destinations data * Student voice |
| Regular reward ceremonies and praise drives to focus on the personal and individual efforts. | | £4000 | * Meta-cognition and self-regulation * Feedback   Collaborative | 1, 2, 3 | * Student voice * Reduction in whole-school behaviour sanctions * Individual behaviour plans and improvements |
| Year 10 Work Experience, with staff visits and resources | | £2000 | * Aspiration intervention * Individual instructions * Mentoring | 1, 2, 3 | * Student voice * Reduction in whole-school behaviour sanctions * Individual behaviour plans and improvements * Destinations data |
| **Enrichment total** | | £16, 000 | | | |
| **Total** | | £66,762 | | | |

**Analysis of spending 2019-20**

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| **Projected Spending for PP 2019-20 (initial £33660)** | | |
|  | Estimated cost (£) | EEF focus | | Connection to key priorities | Impact | Lessons learnt |
| **ATTAINMENT & PROGRESS: student outcomes, curriculum, exams** | | | | | |  |
| Small group and 1:1 tuition for Maths, English and other subjects as required, delivered by specialist staff | £2500 | * Reducing class size * Individual instruction | | 1 | * Attendance at after school sessions was good, with a small % not attending or leaving early. | * GCSE results impacted by COVID |
| Small group and 1:1 learning sessions focusing on specific needs of disadvantaged students (SEND support for dyslexia, low literacy, low numeracy, confidence and self-esteem) | £2000 | * Reducing class size * Individual instruction * Mentoring | | 1, 2, 3 | * Attendance at weekly sessions was good – all attended. | * Measurable data set missing – tie to a baseline or measurable set of data * Groups picked at the start of the year continued on. This could have been revised. |
| Holiday revision for English, Maths, Science and other subjects as required, including staffing, resources and food/drink where appropriate | £1000 | * Extending school time * Homework | | 1, 3 | * Attendance at after school sessions was good, with a small % not attending or leaving early. | * GCSE results impacted by COVID |
| Specialist Nurture and SEND teacher to work with a small class of students in each year group, providing a focused curriculum centring on employability and aspirations. | £7000 | * Reducing class size * Individualised instruction * Small group tuition * Learning styles | | 1, 2, 3 | * Students were able to complete additional qualifications, such as Functional Skills | * Due to COVID, some assessments did not take place. * Staff movement impacted the progress of the groups |
| Access Arrangements applied following JCQ guidelines. Assessments will be completed by qualified staff (external) | £300 | * Individualised instruction | | 1, 2, 3 | * Students had options for access arrangements, leading to support in exams. | * Continue to use external assessor. Ensure students are regularly assessed to provide best support in the classroom. |
| Revision guides for students in Y11 to assist with exam preparation | £500 | * Extending school time * Homework | | 1 | * Students had materials to revise at home and prepare for their exams. | * Staff to focus the use of the revision guides in lessons to model how best to use them in order for more impact to be had. * Students did not contribute to payment and, for some, these were not used despite the large cost of them. |
| **PASTORAL: Physical, emotional and material well-being, attendance** | | | | | |  |
| Appointment of Head of Year 9 to provide pastoral and transition support | £2000 | * Meta-cognition and self-regulation, Behaviour interventions | | 1, 2, 3 | * Focused support for Year 9 | * Lack of transition, prior to the students starting, made this a much larger proportion of the position. Increase transition at earlier stage. |
| Timely pastoral support to meet individual needs. Opportunity for training to be provided to match needs of students. Including diagnostic behaviour system, led by SLT, for timely supported | £5500 | * Meta-cognition and self-regulation * Behaviour interventions * Social and emotional learning | | 1, 2, 3 | * Staff training did have some focus on students’ needs, including introduction of pastoral briefing. | * Remained largely reactionary and focusing on behaviour, rather than causes. |
| Dedicated line management time to analyse withdrawal data to discuss ad hoc interventions for students to support self-regulation of behaviour | £600 | * Meta-cognition and self-regulation * Behaviour interventions * Social and emotional learning * Mentoring * Parental involvement * Individualised instruction | | 1, 2, 3 | * Focus on individual students given | * Systematic approach needed to make this procedural, rather than anecdotal support and streamline the system, making support timely. |
| Rigorous tracking, monitoring and intervention procedures are in place to support all students in meeting the minimum requirement of 95% attendance by a dedicated member of the pastoral team. | £2000 | * Behaviour interventions * Social and emotional learning * Parental involvement | | 1, 2, 3 | * Some improvements and training in systems with introduction of SOL tracker | * Longer use needed to see impact |
| Funding for student hardship support (including uniform purchase, food, travel etc.) | £3000 | * Social and emotional learning * Behaviour interventions * Aspiration intervention * Social aspects | | 1, 2, 3 | * Accessed throughout the year, including contributions to trips and visits, allowing students to have regular interactions with employers. | * Improvements to the tracking of which students have completed visits and experiences/interactions with companies and business. |
| **ENRICHMENT: Aspiration, expectation, social and cultural capital** | | | | | |  |
| At least four encounters with business throughout the academic year for all students | £2000 | * Aspiration interventions | | 1, 2, 3 | * Focused and related to our culture. Students can connect their learning experiences to industry. | * Utilise this as a support mechanism for students |
| Careers guidance and business mentors for all students, with dedicated meeting time | £2000 | * Aspiration intervention * Individual instructions * Mentoring | | 1, 2, 3 | * Focused and related to our culture. Students can connect their learning experiences to industry. | * Utilise this as a support mechanism for students |
| External services and guest speakers to provide motivation and support. | £1000 | * Aspiration intervention * Individual instructions * Mentoring | | 1, 2, 3 | * Focused and related to our culture. Students can connect their learning experiences to industry. | * Utilise this as a support mechanism for students |
| Regular reward ceremonies and praise drives to focus on the personal and individual efforts. | £2000 | * Meta-cognition and self-regulation * Feedback   Collaborative | | 1, 2, 3 | * Students are praised for what they do, leading to higher aspirations. * Change of system to focused and clear criteria for receiving the half termly rewards | * Make everyday rewards part of the culture |
| Year 10 Work Experience, with staff visits and resources | £560 | * Aspiration intervention * Individual instructions * Mentoring | |  | * Focused and related to our culture. Students can connect their learning experiences to industry. | * Aim for 100% of students to complete W/E. Impacted by COVID |
| **Total** | £33,660 |  | |  |  |  |