

Summary of PP activities in Autumn Term 2020

Activity	Description of Intervention	Students involved	Intended outcomes	Impact
Revision Books	Students have received revision books in English, Maths and Science	All Y11 PP students 54 PP students	To provide a revision source at the start of the school year to use during Y11	Increase performance at GCSE.
Revision Books	Students to receive revision books in English, Maths and Science	All Y10 PP students 60 PP students	To provide a revision source at the start of the school year to use during Y10 and to enhance GCSE performance	Increase performance at GCSE.
Uniform	Funding to support purchase of correct uniform	Selected Y7 Pupils	Assistance with funding for new school uniform	To ease transition and belonging in new environment.
Library cards	To encourage students to sign up for a library card	All Y7 students 55 PP students signed up	To introduce students to the library and the benefits of using it. Promoting library resources as well as reading	A rise in reading for pleasure, as well as for school
Edukit survey	To monitor wellbeing of students	Across all years	By using the feedback given, that information can be used to access which students need intervention/mentoring etc. Compare PP students and non-PP	Ensuring every student is heard and offered the correct help and support needed
The Litmus Project	Creative Writing workshop/book	6 PP students Y10	After a creative writing workshop last year with Cambridge Uni, these students have had work published in The Litmus	Increased confidence from seeing work published.
Sutton Trust Summer School	Applied for a fully funded week at a University summer school	2 PP student Y13	1 Student was successful and attended a week long fully funded summer school (virtually this year due to Covid) and uni offer reduced by 2 grades and £1000 bursary. 2 Cambridge university applications for Y13 students	Experience Uni life and develop social skills and then opportunity to receive a reduced offer for uni with bursary.

Year 8 Maths Intervention	Weekly Intervention	Y8 students 8 PP	Years 7/8 Maths Intervention in 8 lessons will occur within Maths lesson time by ICC/SPS. Years 7/8 Math intervention at pastoral session 2 by ICC/SPS/KBE.	Increased ability and confidence
Year 7/8 English Intervention	Weekly Intervention	Y78 students Year 7 – 11 PP Year 8 – 19 PP	6 EAL Year 8 students who will undertake Literacy intervention with MPN once a week, this half term this is Geography/History lesson.	Increased ability and confidence
BBC Newsround	World Mental Health Day Bulletin	Y7 students 1 PP	Students filmed their opinions on how we can make mental health better for all for BBC Newsround.	Increased confidence
FSM provision	Free School Meal Provision for students self-isolating.	All Year Groups	If a student is self-isolating due to Covid then FSM delivered to home. Vouchers emailed for the Christmas period.	Ensure meal provision
Dove Group	Small group workshop to address issues relating to body confidence/self-esteem for girls	Y7 students 8 students 3 PP	To provide girls with confidence boosting activities, such as discussions, videos and handouts. Aim to help them cope with pressures they face.	Student evaluation to be completed at end of session, which highlights increased confidence.
Period Poverty	To ensure all female students have sanitary protection.	All female students	To provide girls with pads and tampons to ensure all are equipped and comfortable in school. This will also help with attendance.	Increased hygiene and comfort as well as attendance in school.
School visit	Evaluation of Jack Hunt School's PP report.	N/A	Unable to attend school site due to Covid but reviewed and investigated best practice.	To increase knowledge of interventions that are working in similar schools. Report attached.
Mind Matters Intervention	4 Week intervention	Y9 14 students 2 PP Y10 14	Weekly mind matters intervention sessions run by behaviour team to look at raising aspirations and motivation	Improved behaviour and increase motivation and aspirations

		students 6 PP		
Laptop and Dongle	Provision of a laptop and dongle for student for GCSE	Year 11 x 1	To allow homework/revision to be completed at home, as currently student has no computer/phone at home	Improve ability to keep up with coursework and homework for GCSE's and complete revision at home for improved grades.
PP Podcast with Mark Roland from the Sandringham Research School	To gain knowledge of PP best practice and how Covid has affected schools and already disadvantaged students.	All years	To be able to continue supporting PP students in areas such as literacy, attendance, self confidence, wellbeing etc. High quality teaching and attainment for all. To ensure all staff are on board with PP strategies. Raising pupil's aspirations, especially as we are in the middle of a pandemic. To motivate students to take accountability for themselves and their learning.	To ensure no students 'slips through the net' and all staff work together to provide students with support and a high level of teaching.

Summary of PP activities that will be taking place in new academic year 2020/21

- Cambridge Uni collaboration for Y9 including virtual workshops in school
- Eyes on the Prize event for Y8 PP to help with GCSE options choices
- Speakers4Schools using virtual options
- Review attendance for PP students
- Virtual school visit via video/email/phone to review and share best practices
- PP Passports for Y9/10 to support students and gauge where extra help is needed
- National Tutoring Programme
- Humanutopia workshop
- Wellbeing video/powerpoint for year 11 students to provide extra support during GCSE year

New PP numbers September 2020 – PP 29.8%

Year	Total	E6 Current FSM	LAC	E6 Service
7	50	50	0	1
8	87	75	0	1
9	60	40	1	0
10	60	44	0	0
11	54	38	0	1
P16	30	21	0	1
Totals	341	268	1	4

PP report reviews

Review of local school's PP actions – Sept 2020

IDEA	ACTION	KSCS ✓ = Already implemented at KSCS * = To try at KSCS
Higher order literacy and numeracy skills	Departments to identify what skills will be pushed within the context of each subject and year group. To identify how to address fluency in basic literacy and numeracy skills, alongside teaching the appropriate content of each subject and year group.	✓
Smaller class sizes	Smaller class sizes to support accelerated progress, increase intervention opportunities and improve teacher continuity. 7 instead of 6 groups in KS4 in core subjects where possible.	*
Nurture and breakout groups	Nurture and Breakthrough groups in year 7 are formed to support LPA students transition into secondary education.	✓
Forest School	Forest School is run as part of the Nurture and Breakthrough groups.	✓
Training of staff CPD	SLT and core subject CALS are encouraged to attend Pixl training, ensuring cutting edge teaching and intervention methods are introduced to the classroom and identified students receive support. Use of Pupil Premium 'Pathways' to ensure these students are supported.	✓
Study materials	Revision books and study materials provided.	✓
Bedrock	All students in year 7 and 8 to undertake Bedrock for one English lesson per week, in order to address the low literacy levels many students have on entry, especially with vocabulary development. https://bedrocklearning.org/	✓
Good attendance at revision sessions	Students receive after school subject support and mentoring against targets from relevant subject areas, to ensure that those whose progress slows can keep up with their peers.	✓
External partners and year 12 peer mentors to support student engagement	Subject revision/study sessions used to support engagement and resilience. Students receive 1-1 support and mentoring against targets, to ensure those whose progress slows keeps up with peers.	To try after Covid
Targeted PP students with ICT support	Opportunities for precise and bespoke coaching, 1-1 via ICT and support with revision practice and homework.	*
Improve staff SEND expertise	Appointment of new SENDCO in Jan 2019. Work to support pupils being in classrooms as much as possible.	✓
Fluency programmes, supported outside of lessons	Use of proven catch up and fluency programs alongside everyday lessons, especially and including ICT based ones.	*
Saturday revision sessions	Revision and coursework classes run periodically on Saturday mornings and timetabled evenings across the year.	No, but to consider in future
Motivational activities for PP students, ie tennis, golf	Plan for extra-curricular activities, such as Wimbledon, D of E and x8 weeks of rowing/golf/tennis.	To try after Covid
Work Experience placement for all	All PP students supported to attend a 2 week Work Experience Placement in year 10 to provide them with experience of work and improve motivation.	To try after Covid
Improved attendance	Make comparisons across time, ask questions of trends. Work with SSO, HOH and LA to monitor and act if attendance falls below targets. Use £25 restaurant vouchers as incentives to improve	✓

	persistent absence and U codes. Focus on PP/disadvantaged students.	
Funding to support learning and attendance, ie, day trips, uniform	Provide funding for a £25 uniform bursary, day trips, a novel for each child at Christmas, 2 for year 6 transition.	Funding when needed
Funding for music	GCSE Music students funded to attend peripatetic music and singing lessons weekly to ensure good outcomes at GCSE. Also include CiC who would also like to attend music/singing lessons.	To try after Covid
Period poverty	To support improved attendance of targeted disadvantaged students. Eradicate period poverty by supplying necessary items for girls who remain at home during these times, therefore affecting their attendance and attainment as a result.	✓
Online resources, Doodle, GCSE Pod	Purchase online revision and study resources, such as Doodle and GCSE Pod in order to extend homework opportunities. Ensure ipads and laptops can be borrowed for study use.	✓
Emotional Support	Employ a CP officer for 4 days a week from Sept 2019, to work with vulnerable students. This would be an increase from 3 days.	✓
Triple P Parenting course	Run the Triple P parenting intervention. Train school staff to run it, so that outside agencies do not have to be relied upon. School counsellor now 4 days.	*
Support emotional and wellbeing Families First Award	Use the audit facility of the Families First Award to assess the school's strengths when dealing with parents and areas there needs to be intervention.	✓
Targeted support for pathways to HE	Provide targeted support to secure pathways for PP. Provide opportunities to visit bodies such as universities and FE related schemes.	✓
Tracking and attainment	Embed and improve data systems. Create systematic layers of scrutiny. Effectively involve leaders at all levels. Influence staff and their choices of pedagogy in order to improve the progress of PP pupils and close gaps on national results.	✓