

NORTH CESTRIAN SCHOOL

ANNUAL PUPIL PREMIUM PLAN AND EXPENDITURE 2019-2020 AND IMPACT REVIEW 2019-2020 (review added in October 2020)

The five key themes of intervention are Extra-curricular Provision, Assertive Mentoring, Behaviour For Learning, Teaching and Learning and Parental Involvement.

2019-2020 PP BUDGET	£112,100
PP NO. ON ROLL	118
% OF WHOLE SCHOOL ROLL	20.1%
TOTAL NO. ON ROLL	587

Overall Data Review

	North Cestrian PP Pupils	National Average Non PP Pupils
% achieving GCSE E/M 2020 – Year 11	53.8%	
Progress 8 Score – all	0.09	
Attainment 8 Score – all	4.26	

Tier 1:	Teaching and Learning					
Priority Intervention:	Literacy (Oral Language, Phonics, Reading Comprehension), Numeracy Support					
Rationale:	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Evidence from The Sutton Trust suggests that pupils who receive Oral language intervention make approximately five additional months' progress, compared to similar pupils who do not.</p> <p>Evidence from The Sutton Trust states that qualified teachers tend to get better results when delivering phonics interventions with pupils making approximately four additional months' progress. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Such support is essential to exam results. Main success criteria will be that data captures show rapid and sustained progress.</p>					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
Reading and Spelling Testing, intervention and retesting	Sep 19	HHo,Abi, NBL, EBU	1. IDL £40 (PP contributed 20% PP of £199) 2. LASS Lucid £467 (PP contributed 20% PP of £2355) as well as LANCU (already in top slice)	£40 £467	1. Higher achievement on the test scores	<p>Identified a more accurate reading age for all PP students involved and the spelling age for all PP students involved was raised by an average of (see below for APS review) between the two data captures in the school year (Covid-19 affected)</p> <p>Y7 = +0.01 Y8 = -0.10 Y9 = +0.17 Y10 = -0.27 Y11 = -0.08</p> <p>Average Reading ages have improved by 7months and spelling ages by 6months (between Sep 19 and Mar 20) but COVID has impacted our ability to test</p>

						them in the Summer term so that will be picked up in next academic year and more frequent reviews will take place.
PP use of Hegarty Maths	Sep 19	VBr, NBI	3. £250 (PP to contribute 20%) (already in top slice)	Evidenced in Top Slice	2. Higher achievement in assessments	<p>The difference between the two data captures of PP and non-PP student in the school year is below (Covid-19 affected)</p> <p>Y7 = -0.35 Y8 = -0.40 Y9 = -0.08 Y10 = -0.24 Y11 = -0.15</p> <p>Results for CO20 saw a significant increase in the % of PP pupils achieving at least their target grade in Mathematics. For CO21 predicting a continued increase in % of PP pupils to achieve target in maths GCSE. Continuing to close the gap. Prediction for CO21 is 71 to 76% Compared to previous years (% of PP pupils meeting target): CO20- 70% CO19- 38% CO18 – 25% CO17 – 0%</p>
5 Minutes Mastery Maths booklets	All year	HHo, VBr	4. 14 (£1.75 each) (20% from PP)	£24.50	3. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	
Multiplication Masters	All year	MBr	5. £360 (A5 one page per pupil per lesson) (20% from PP)	£360	4. Assessment progress	
Numeracy Ninjas - photocopying	All year	HHo, VBr	6. £80 on resources for Y7/8 (PP contributed 20%=£80)	£80	5. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	
Maths Equipment	All year	HHO, VBR	7. £1000 (100x£10) (one off purchase)	£1000	6. Assess to curriculum and assessment progress.	
Maths revision book	All year	VBR	8. £200 towards whole cost	£200	7. Assess to curriculum and assessment progress.	

						<p>Usage of Hegarty increased from start of academic year to end of academic year. This has led to a greater use of Hegarty at the start of 20/21 academic year compared to the start of 19/20 – Hegarty now embedded as common practice and a greater proportion of PP pupils are practising maths outside of lessons.</p> <p>Multiplication masters and numeracy ninjas has helped to improve the recall of basic timetable facts for PP students (which was identified as a barrier to learning for some- Examples of specific students include KG & NB in CO22).</p> <p>Equipment such as calculators have been supplied for PP students ensuring that they have the correct equipment and have no barriers to learning in terms of equipment. Some children lose the equipment and for 20/21</p>
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						<p>consider keeping equipment at school.</p> <p>Maths revision books came in useful in helping pupils to prepare for assessments and to have a point of reference during home schooling. Specific eg. CD CO21</p>
PP Champion Leading Staff INSET. Also to focus on main cohorts for intervention e.g PP (+HA/SEN). DC analysis to include PP and their other cohorts.	Sep 19, DC Tuesday reviews Nov, Mar, Jul	NBI	9. £100 resources for staff	£100	8. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	<p>75 instances of staff seeking support from PP funds were recorded throughout the academic year.</p> <p>ClassCharts and EduKey programmes now provide staff with access to information on who their PP students are and what strengths and areas of support they require in lesson.</p>
PP Teacher as TA	Sep 19	HHo, NBI	10. £25,500 (already in top slice)	Evidenced in Top Slice	9. Higher achievement in assessments	See IMPACT Report below.
English PP Mentor	Sep 19	SWi	11. £1,700 (already in top slice)	Evidenced in Top Slice	10. Reducing targeted pupils' gap in English	<p>ENGLISH RESULTS KS4 and DATA KS3 (see below for APS review) between the PP and non PP gap closing between data capture 1 and 2</p> <p>Y7 = +0.07 Y8 = -0.10</p>

						<p>Y9 = +0.17 Y10 = -0.25 Y11 = +0.13</p> <p>Review current Y11 and Y9 students and where they are struggling (content/skills esp. considering lockdown) and put together some skill practice that they can complete at home. Remote sessions digitally recorded. Record kept of task completion and improvement. Similar style for Y7 (liaise with NBL and Lucid scores in combination with primary schools lockdown review). This will be delivered through a remote learning class for each year in ClassCharts) Combine with pen pal letter and Care Home Reading (digital recording).</p>
Mobility Contingency	Sep 19	NBL	12.£6,000 (already in top slice)	Evidenced in Top Slice	11. Mobile pupils have access to the grant	Provided support to four students who arrived at NCS after October census
Whole School reader	All year	All people	13.£3,000 (already in top slice)	Evidenced in Top Slice	12. Successful participation. 13. English Grades 14. Reading culture in the school	All students given access to age appropriate literature to engage with and to practise reading aloud with support of form tutor.

					15. Reading and Spelling ages	
Knowledge Atlases	In Year	NBI	14. £100	£90.50	16. Successful prep	Ensured students were provided with standard equipment
Tools including equipment, laptop.	In Year	NBI	15. £1,000	£2264	17. Access to curriculum	Ensured 20 students had access to equipment during school time and during the Covid 19 lockdown from home.
Revision Guides	In Year	Finance, YSt	1. £1500 on resources	£761.17	1. Evidence of use and improved Grade outcome	See IMPACT Report below.

Tier 2:	Targeted Intervention					
Priority Intervention:	Assertive Mentoring and Behaviour For Learning					
Rationale:	<p>Additional Pastoral mentor support including additional attendance monitoring and intervention and behaviour support. Concerns regarding attendance are referred to parents (further link to the intervention plan is that The Sutton Trust states that Parental Involvement adds 3 months to progress). Pupils eligible for pupil premium may be referred to the EWO where additional intervention will be put in place. Missing just 17 days in one year (90%) can cause a drop of a full grade at GCSE. Only about one in four students with attendance less than 90% achieve 5 A*-C GCSEs. There is a strong correlation between progress and attendance in evidence at the school. Main success criteria will be that data captures show rapid and sustained progress.</p>					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence
External providers for Healthy Minds, Mindfulness, Mrs Meagh.	All year	HHo, NBI, HOY/K	£4000 (£50 per hour, 5 hours, 40 weeks) (20% from PP) (already in top slice)	£4,000	2. Reductions in Behaviour points, increase in attendance.	See IMPACT evaluation below.
Teacher led meeting to support PP	All year	NBI and the ML	£5,000 (equivalent of 25 days of extra cover to allow meetings) (already in top slice)	£5,000	1. Staff feedback to reducing the barrier	Ensured key staff were able to attend CiN/ Early Intervention Meetings for PP students where appropriate

Bus Pass Funding and Metro Funding	Sep 19	NBI	£1000	£538	3. Increased attendance and punctuality.	Average attendance of student receiving support: 92% PP Average was 91.75%
Staffroom PP notice board knitting together the strategy including new data one-pager and one-stop shop	Sep 19	NBI	£100 display space and materials	£100	1. Knowledge of staff and embedding into the culture, evidenced by seating plans, lesson plans and obs	75 instances of staff seeking support from PP funds were recorded throughout the year.
Trafford SLAs – External Agencies to reduce Permanent and Fixed Term Exclusions -EWO 20% -- Free school meals report 100%	As required	JJa	£490 (already in top slice)	Evidenced in Top slice	1. Increased attendance, decreased behaviour points	See IMPACT evaluation below.
Rewards programme	All year	NBI	£1000 on proportional funding of the school reward system for PP pupils and reward trip	£1000	1. 20% of all postcards are for PP	Reward trip did not take place. 25% of all post cards were pp.
Funding of the Student manager/Learning Mentor/Coordinator and Assistant		JJA	1.£6,111 (already in top slice)	Evidenced in Top slice	Proportion of role on PP pupils to ensure behaviour and attendance in line with or better than non-PP	See IMPACT evaluation below.
Uniform	Sep 19	NBI	1. £2500	£522.73	1. Increased wellbeing and 90% of PP in correct uniform	Ensured students were compliant with NCS Uniform policy and supported hardship as a barrier to education

PP Breakfast Club	All year	JJa, NBI	2. £4,625 (targeting 10% of PP to have free breakfast everyday = 25 pupils x £1 x 185 days)	£4625	3. Increased well-being, attendance and punctuality, associated rewards and behaviour points	This was affected by the Covid-19 lockdown but a review of attendance shows good evidence in terms of gap closing and increase overall... <table border="1"> <thead> <tr> <th></th> <th>Jul-18</th> <th>Jul-19</th> <th>Feb-20</th> </tr> </thead> <tbody> <tr> <td>Whole</td> <td>95.19</td> <td>94.44</td> <td>94.72</td> </tr> <tr> <td>Whole Disad</td> <td>93.38</td> <td>91.96</td> <td>93.03</td> </tr> </tbody> </table>		Jul-18	Jul-19	Feb-20	Whole	95.19	94.44	94.72	Whole Disad	93.38	91.96	93.03
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Pupil Voice	Half Term	NBI	1. £300 Photocopying and digital analysis (early termly)	£300	1. 90%+ agree or strongly agree	Average pupil voice score (out of 70) increased from 49 to 51 from Term 1 to Term 2												
PP Committee to do a termly book scrutiny of PP pupils checking of report comments	1 st week of a term and at data captures	NBI	1. £1000 Cover and analysis	£1000	2. PP pupils books are good or better in terms of the book scrutiny standards and in line with NCS Marking Policy	No evidence – need to review this system												
Assertive Mentoring (AM)	One pastoral session per fortnight	Form Tutors, NBI, CLa	1. £300 photocopying and analysis	£300	2. Each PP is seen three times per year (first priority). 3. Subsequent KPI progress.	Sessions were impacted by Covid-19 Lockdown. However, AM Interventions have been prioritised for new 20/21 academic year, particularly around attendance. EduKey makes evidence of mentoring more transparent.												
Pupil Data Lead	All year	SMi	1. £400 (already in top slice)	Evidenced in Top Slice	1. Swift targeted intervention	See IMPACT evaluation below.												
Self Help Literature	All year	SBe & CLa	£69.77	£69.77	Increased well-being, attendance and punctuality, associated rewards	See IMPACT evaluation below.												

					and behaviour points	
Temporary Alternative Provision Placements	Throughout the year	LMk, ABo	£1540	£1540	Ensured that students had access to education for four to six weeks whilst decisions were taken about future school provision.	Ensured that students had access to education for four to six weeks whilst decisions were taken about future school provision.

Tier 3:	Wider Support					
Priority Intervention:	Extra-curricular provision and parental support					
Rationale:	<p>Progress will be closely monitored and they will be mentored to ensure they make progress in line with other pupils who have similar abilities. PP pupils will all be involved in enrichment activities and encouraged to have high aspirations for attainment and higher education. It is more likely such pupils need extra support to overcome barriers to social mobility and such barriers should be challenged and overcome. The use of Extended School Time (Extra-curricular) clubs will further enhance SCRAP and also give PP pupils the opportunity to participate in activities they would not normally choose to nor get the opportunity to. Evidence from The Sutton Trust suggests that pupils who receive mentoring make approximately one additional months' progress, compared to similar pupils who do not. The enrichment programme at this school has already proved successful in these regards and is seen as a target SCRAP for PP pupils. Main success criteria will be that data captures show rapid and sustained progress. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with staff and their peers. Staff can benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. Engaging with parents gives them the chance to understand the role that they play in their children's learning and development and fosters parental involvement.</p> <p>The Sutton Trust says that Parental Involvement adds 3 months. Parental involvement to improve their children's attainment is effective. NCS already has strong evidence that parental involvement enhances progress through regular pastoral – parent meetings and subject delivering workshops for parents on exam technique and revision. Parents cited workshops in 2017 as one of the main reasons behind the 94.1 A*-C in Geography GCSE. Main success criteria will be that data captures show rapid and sustained progress.</p>					
Action	When	Whom	Planned Cost	Evidenced actual cost	Success Criteria	Success Evidence

<p>One week of Summer Transition School with PP from feeder primary schools in penultimate week of August (week of GCSE results) with Year 6 and current Y7 PP.</p> <ol style="list-style-type: none"> 1. liaise with primary schools 2. organise with parents 3. organise timetable from staff. 	May 2020	EKI and HOY7	£2000 on resources, transport, entry fees and staff remuneration	NOT FULFILLED DUE TO COVID LOCKDOWN	<ul style="list-style-type: none"> • Successful delivery • Take up opportunity by 75%+ over Y6 PP pupils. • Inclusion of KS3 PP students currently behind target 	NOT FULFILLED DUE TO COVID LOCKDOWN
Homework Club	All year	HHo / AJa	<p>£2,850 (homework club) (already in top slice)</p> <p>£570 (Extra-curricular)</p> <p>(already in top slice)</p>	Evidenced in top slice	<ul style="list-style-type: none"> • 25% of all PPs regularly attend (3 or more evenings per half term) • 25% of all PPs regularly attend (3 or more sessions per half term) 	See IMPACT Evaluation Below
Calling log programme (ahead of assessment, post data capture and ahead of parents evening)	After DC	NBI, export to staff if PP pupil is not on target	In top slice	Evidenced in top slice	<ul style="list-style-type: none"> • KPI improvement 	See IMPACT Evaluation Below
Attendance with child to Parent Evenings including teachers are available to drive school mini bus to transport to evenings	AS per calendar	NBI	£1000	£1000	<ul style="list-style-type: none"> • 96%+ attendance at Parent Evenings • 100% evidence of effective follow up for 	See IMPACT Evaluation Below

					those who could not attend	
Alternative request for staff to call/visit parents	AS per request	NBI	£250	£250	<ul style="list-style-type: none"> 100% of pp parents have the parents' evening information (combining with above) 	See IMPACT Evaluation Below
More Able University Trip dovetailed with Y7-11 PP pupils	Oct 19	NBI	1. £1000 to fund places on the trip, coach and cover.	£39	<ul style="list-style-type: none"> Pupil and Parent Voice evaluation of aspiration and interest 	20% of trip cohort was PP and ensured more able PP students had access to enrichment / careers based trips.
Careers Interviews and CV writing workshops and priority for high calibre work experience (explore Trafford)	June 19	NBI, ABo	1. £500 on resources/booking costs for Connexions and use of Parent Support to support the Action	£500	<ul style="list-style-type: none"> Pupil and parent Voice evaluation of the satisfaction. 	All PP students have had careers input this academic year as evidenced from Unifrog.
Funding PP Pupil participation in the Duke of Edinburgh Scheme	Sep 18	YST + NBL	2. £1300 on equipment and trips costs	£1,350	<ul style="list-style-type: none"> Uptake from PP to ABOVE the proportionate uptake from the Non PP 	Ensured 26% of the D of E cohort was PP students
Cultural capital Fund that disadvantaged pupils can utilise as applied for by families and staff. This can encompass anything linked to readiness for	All year	NBI	2. £10,000 3. £2,000 (Trips) 4. £3,000 (EC Provision)	£1680 – Additional Counselling Services £4285 – Elevate Youth Support Programme to support raise in KPIs	<ul style="list-style-type: none"> Enhanced cultural capital Adequate take-up in consideration of all reasonably 	Cultural capital fund was accessed to provide additional counselling services to support students experiencing mental health issues and

<p>life as an adult, careers education, arts and sports, living in modern Britain and a sustainable future as an active member of society (includes separate funds for trips and extra curricular provision)</p>				<p>£487.95 – Additional Parental Support Items: <i>Exam remarks, time to communicate with parents and parent/child support with PREP quality assurance</i></p> <p>£5297.20 (Trips)</p> <p>£1859 (EC Provision)</p>	<p>removable barriers have been removed</p>	<p>to nurture and support resilience.</p> <p><i>Elevate Youth</i> programme was not fulfilled due to Covid 19 Lockdown.</p> <p>Please see IMPACT breakdown below for Parental Support Items evaluation.</p> <p>Trips included Abbey House Museum (Leeds), <i>An Inspector Calls</i> and <i>Macbeth</i> theatre productions, Ambleside, Geography trip to Malham, the Languages Cinema trip, Poetry event, and <i>Snow White</i> Pantomime.</p> <p>Extra-curricular provision included music lessons for 13 students across numerous year groups. It included a £100 contribution to the annual school production in which 15% of the cast were PP students.</p>
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Overall Review (including statement of value for money, success, modification for next year)

Total Planned Cost	£100,727 of £112,100																						
Total Evidenced Cost	£110,299.65																						
Review of Tier 1	<table border="1"> <thead> <tr> <th></th> <th>Average Points Score Difference</th> <th>Non Pupil Premium Average Points Difference</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>-0.75</td> <td>-0.25</td> <td>-0.50</td> </tr> <tr> <td>Year 8</td> <td>-0.52</td> <td>-0.22</td> <td>-0.30</td> </tr> <tr> <td>Year 9</td> <td>-0.55</td> <td>-0.50</td> <td>-0.05</td> </tr> <tr> <td>Year 10</td> <td>-0.65</td> <td>-0.22</td> <td>-0.43</td> </tr> </tbody> </table>				Average Points Score Difference	Non Pupil Premium Average Points Difference	Difference	Year 7	-0.75	-0.25	-0.50	Year 8	-0.52	-0.22	-0.30	Year 9	-0.55	-0.50	-0.05	Year 10	-0.65	-0.22	-0.43
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Review of Tier 2	<p>IMPACT: ATTENDANCE:</p> <p>Average attendance for PP students: 91.71% Average attendance for Non PP students: 94.68% Difference = -2.97%</p> <p>Breakdown:</p> <p>Yr 7 (95+%) 61% Yr 7 (90+%) 78% Yr 7 (PA) 22%</p> <p>Yr 8 (95+%) 34% Yr 8 (90+%) 69% Yr 8 (PA) 31%</p> <p>Yr9 (95%+) 42% Yr9 (90%+) 75% Yr 9 (PA) 25%</p> <p>Yr 10 (95+%) 53% Yr 10 (90+%) 73% Yr 10 (PA) 27%</p> <p>BEHAVIOUR: The table below shows the number of Behaviours Points (BP) students have gained since the start of the academic year (% in brackets):</p> <table border="1"> <tbody> <tr> <td>10 BP or less</td> <td>50%</td> </tr> <tr> <td>20 BP or less</td> <td>65%</td> </tr> <tr> <td>30 BP or less</td> <td>71%</td> </tr> <tr> <td>40 BP or less</td> <td>78%</td> </tr> <tr> <td>50 BP or less</td> <td>82%</td> </tr> <tr> <td>50 BP+</td> <td>18%</td> </tr> </tbody> </table>			10 BP or less	50%	20 BP or less	65%	30 BP or less	71%	40 BP or less	78%	50 BP or less	82%	50 BP+	18%								
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Review of Tier 3	<p>IMPACT (ENRICHMENT):</p> <p>Attendance:</p>																						

	<p>48.3% of all Pupil Premium students have attended extra-curricular clubs this academic year.</p> <p><u>Breakdown of extra-curricular attendance:</u></p> <p>KS3: (50%) Year 7 - (52%) Year 8 – (51%) Year 9 – (46%)</p> <p>KS4: (45%) Year 10 (37%) Year 11 (64%)</p> <p><u>PARENTAL INVOLVEMENT:</u></p> <p>129 instances of parental involvement logged on SIMs.</p> <p>Pupil Premium Parents attending Parent Consultation Evening:</p> <p>Year 11 – 91.60% (previous year: 55.55%) Year 9 – 73.90% (previous year: 33.33%) Year 10 – 67.10% (previous year: 33.33%)</p>
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Evaluative Targets:

STRENGTHS:

- Evidence and evaluation of expenditure continues to be transparent, particularly with new support from ClassCharts and EduKey programmes.
- Gap in attendance between PP and non-PP students has marginally decreased even when the Covid-19 lockdown is considered.
- A substantial increase in parental involvement, evidenced in attendance at parent consultation evenings and through parental contact.
- Quick adaptation of plan to support Covid-19 lockdown and gaps in IT facilities for students at home.

AREAS OF DEVELOPMENT:

- Covid-19 Lockdown has impacted gathering the evidence of PP progress and has led to some costed items being unfulfilled, such as summer school – next year’s planned items must give due consideration to any potential lockdowns in the future.
- More frequent academic and KPI data captures to ensure the most accurate picture of PP school life in lieu of any potential lockdowns in the future – PP policy and plan to reflect this for next academic year.
- Introduction of a full plan review each term to ensure any further lockdowns / covid impact on participation via low attendance is mitigated.