

The Blandford School Pupil Premium and Catch Up Strategy 2020/2021



OUR VISION

For every member of our community to show respect, high levels of ambition and effort, a positive attitude and perseverance in all they do.

Article 3 (best interests of the child) and **Article 29** (goals of education)

RESPECT ● EFFORT ● ATTITUDE ● PERSEVERANCE

1. Summary information – Pupil Premium

School	The Blandford School				
Academic Years: Review 2019/2020 Plan 2020/2021		<p>Total PP budget 2019/20 (financial year)</p> <p>£224,560 was 3.99% of the annual budget.</p> <p>Total PP budget 2020/21 (financial year) £237,450</p>	<p>£164,560 [FSM/Ever 6] + £20,700 [CIC + POST LAC] +£39,300 [Service, Ever 4}</p> <p>£181,450 [FSM/Ever 6] + £23,450 [CIC + POST LAC] +£32,550 [Service, Ever 6</p>	Date of most recent PP Review	May 2021
<p>Total no. pupils (y7-11)</p> <p>September 2017</p> <p>September 2018</p> <p>September 2019</p> <p>September 2020</p>	<p>870</p> <p>902</p> <p>937</p> <p>932</p>	<p>No. of pupils eligible for PP (CIC, POST CIC, FSM and Ever 6)</p> <p>September 2017</p> <p>September 2018</p> <p>September 2019 (20.5% of roll)</p> <p>September 2020 (21.9% of roll)</p>	<p>204</p> <p>200</p> <p>193</p> <p>204</p>	Date for next internal review of this strategy (see Pupil Premium Action Plan)	Annually Oct, Jan, Mar, Jun

Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Historically poor literacy and numeracy skills on entry particularly for PP students (Dorset KS2)
B.	Higher proportion of White British pupils, particularly boys, than the average. The attainment of White British students has fallen from above average to well below average nationally
C.	Attainment and progress for PP students are lower than non PP students at GCSE including the more able PP students.
D.	Pupil Premium students tend to have lower Attitude to Learning scores and less developed independent learning skills which sometimes results in poor behaviour for learning and low resilience.

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

E.	Rural nature of school and historically high employment rates/availability of employment can lead to low aspiration.
F.	Impact of the COVID-19 pandemic. Less advantaged home learning environments/study and support facilities/access to ICT and therefore less effective engagement in learning during the closure. Pockets of low aspiration and fewer opportunities to broaden wider educational experience/practise vital speaking and presentation skills.
G.	Attendance rates, although they had improved, were historically low throughout the network, particularly among students eligible for PPG. Where low attendance still exists, there are gaps in learning, and this will potentially be exacerbated on the return from the COVID-19 closure.
H.	Parental engagement with their child's learning. Not all parents of PP students attend Parents' Evenings or other events, although in many cases, relationships have been strengthened by contact during the closure. Not all support the school's policies on behaviour, attendance and homework.
I.	Higher than average number of Looked After Children, Post-CLA and children who are otherwise vulnerable, requiring additional assistance, including increased access to mental health support to reach their potential.

2. Desired outcomes and how they will be measured - INTENT

Success criteria

<ul style="list-style-type: none"> • 	<p>Considerable progress to be achieved and evidenced in literacy and numeracy for students eligible for PPG in years 7 to 9 in order to support attainment. Students' books show improved literacy and numeracy.</p>	<p>Introduction of standardised tests for Reading, Writing & Numeracy for years 7 and 10 to show accelerated progress to catch up to chronological reading age by making two months progress per lesson or eight months for every calendar month of intervention.</p>
<ul style="list-style-type: none"> • 	<p>Improved progress to be achieved by boys eligible for Pupil Premium.</p>	<p>Boys eligible for PPG make progress broadly in line with other pupils nationally.</p>
<ul style="list-style-type: none"> • 	<p>Attainment and progress for PP students are equivalent to non PP students nationally at GCSE, and the High Ability achieve in line with similar students nationally.</p>	<p>Students eligible for PPG make progress broadly in line with other pupils nationally. High Ability PP pupils make progress broadly in line with other pupils nationally with similar starting points.</p>
<ul style="list-style-type: none"> • 	<p>Pupil Premium students demonstrate improved Attitudes to Learning and stronger independent learning skills. Behaviour for learning is therefore improved. Students demonstrate greater resilience in the face of challenge.</p>	<p>The scores that PP students achieve for their attitude to learning equal those of their non PP peers with an average of grade 2. PP students receive fewer removals from classes; lesson observations, learning walks and student voice provide evidence that PP disruption is rare. PP book scrutinies reveal that students take pride in their work and do not give up in the face of challenge.</p>

<ul style="list-style-type: none"> • 	<p>Pupil Premium students leave us ready and prepared for further study and employment and access appropriate destinations Post-16.</p>	<p>Destination data shows rates at least in line with the National Average. (Last Ofsted NA was 94% in 2015 and TBS was 95%)</p>
<ul style="list-style-type: none"> • 	<p>Social mobility is improved. Students in receipt of PPG have access to and engage in a variety of opportunities to participate in extra-curricular activities and experiences which promote good health and self-esteem and provide them with the required life-long learning skills. They have access to study facilities including access to ICT.</p>	<p>Registers and requests for financial support show that disadvantaged students take up extra-curricular activities at least as often as their non-disadvantaged peers do.</p>
<ul style="list-style-type: none"> • 	<p>Students eligible for PPG attend in line with other students nationally.</p>	<p>Students eligible for PPG attend in line with other students nationally and to a minimum rate of 95%.</p>
<ul style="list-style-type: none"> • 	<p>Parents of PP students attend Parents' Evenings and other events. Parents are rewarded for supporting their children to achieve good attendance, effective behaviour for learning and to complete homework.</p>	<p>Attendance rates at parents' evenings/meetings of parents of PP students improves from 64% to 80% or to equal that of non-eligible families.</p>
<ul style="list-style-type: none"> • 	<p>CLA and Post-CLA and children who are otherwise vulnerable, receive the necessary support to attend regularly and overcome any personal barriers to success in order that they can engage effectively in education. They complete their GCSEs and progress to appropriate progression pathways ready for learning and equipped with the skills they will need in later life.</p>	<p>Students complete their GCSEs. Progression rates evidence destination rates in line with national. Case studies, including stakeholder feedback, and student voice demonstrate positive responses to support offered and received.</p>

Action	Cost	Evidence for this choice
A1 Identify eligible students. Ensure all staff promote progress of eligible students and use blue folders to facilitate this. Empower parents to take up entitlement.	See summary information	
A2 Literacy coordinator leads literacy strategy (see Changing the Culture Plan) to promote independent reading practice and reading to students/parents, tier 2 and subject specific vocabulary lists. Launch literacy '5 a day' school wide. Introduce literacy bookmarks.	Literacy TLR = £5,760 pa	Language is important as early language is the most important factor in influencing literacy levels at 11 and students are twice as likely to be unemployed in 30`s as children with good vocab but similar ability (Communication Trust 2017) PP students may have fewer opportunities to practise literacy and oracy skills at home.
A3 Further develop the Thinking Reading programme to students in years 7, 8 and 11, deemed suitable through diagnostic testing, to improve reading scores, comprehension and access to language required for GCSE. Deliver the Success @ Arithmetic for students below ARE in Maths and eligible for Catch Up/PP	<p>Catch-Up Funding for 2019/20 financial year = £16,724</p> <p>Maths Intervention TA = £15,650</p> <p>LS/LTS classes costings = £24,989 (50% of LS/LTS costs)</p> <p>Thinking Reading payment, paid from October 20 to October 21 £1500.00.</p> <p>Literacy assessments Paid £645.00 in September 20</p>	We receive approximately £15,000 annually of 'catch up' funding and around a quarter of our lower school students have been historically eligible for PP. Data from our school, in common with the national picture shows that children from disadvantaged backgrounds perform at a lower level than other children of similar ability at the end of year nine. This gap widens as the children get older and has an impact on outcomes. Students need English and Maths to access other areas of the curriculum.

<p>A4. Drive a programme of post SATS intervention from May half term at TBS for y6 students eligible for PP and unlikely to achieve ARE in order to build confidence, raise aspirations and ensure a successful transition. Build on offering in Summer 2019 to establish improved collaboration with SEN transition arrangements, contact eligible parents directly, extend provision to additional students if appropriate and provide two extra lunches.</p>	<p>Use freed up time for this at no additional cost – 5 hours teacher time, plus cost of ingredients. Ingredients to be sourced from Food Bank and Morrison's initiatives.</p>	<p>3 x mornings beginning with PP students who are unlikely to achieve ARE in English and Maths.</p>
<p>A5 Overlap with Catch Up funding. National Tutoring scheme to support catch up with a focus on English and maths.</p>	<p>See Catch up plan.</p>	
<p>A6 Keep abreast of national trends and developments to further support Pupil Premium students through unprecedented period.</p>	<p>£0</p>	
<p>Action</p>	<p>Cost</p>	<p>Evidence for this choice</p>
<p>B1 Transform boys' attitudes by giving them a focus in information evenings and assemblies and targeting the 'culture setters'. Implement events for eligible boys only.</p> <p>Motivate boys by training and engaging them in the 'Common Lit' programme, as weekly reading mentors for identified younger peers.</p>	<p>Planning time for separate presentations – 8 hours prep time £321. £300 reward budget</p>	<p>We have used motivational competitions in previous years to promote engagement of selected boys (some teams exclusively PP) and these have improved attitudes to learning as evidenced by score sheets completed by teaching staff.</p>
<p>B2 Establish enhanced system of intervention tracker to monitor and evaluate impact of all pupil premium interventions (including attendance at extracurricular provision. Drive a system to track evaluation of the impact of interventions on students to</p>		<p>As demonstrated at Dorset Pupil Premium Conference March 2018</p>

inform future planning and financial support.		
Action	Cost	Evidence for this choice
C1 Strengthen faculty planning by providing the data and ongoing support and information for leaders, ensuring that appropriate interventions are in place and evaluated across all year groups.	Assumed to be incorporated into standard faculty prep, therefore no additional costings required. TOIL for 3 members of staff per faculty = £7,038	Research shows that well planned and matched small group provision is as effective as one: one so maximise use of this.
C2 Influence the current appraisal system to devise and promote PP focused performance management targets for staff (not just teaching) where these are appropriate and reasonable to drive improvement. Propose suitable targets.		
C3 Spearhead whole staff training to promote Quality First teaching, take account of the high impact/low cost strategies recommended by the revised EEF guidance June 2020 and current research. Succeed in further embedding practice to achieve the best outcomes for pupil premium students through Principles of Instruction and Direct Instruction. Forge local contacts and investigate and react to national trends and recommendations with regard to the Pupil premium strategy.	Cost of travel to PIXL,	
C4 Generate a revamped Y11 exit survey and succeed in achieving completion of this earlier in the summer term to ensure optimum	£0	

<p>coverage and feedback. Act upon outcomes. Overhaul existing PP induction survey for all year groups and establish a system where students share their needs and views through extending the pupil passport strand of provision and faculties are enlisted to address those needs e.g. – personal invitations from PE staff to empower students to participate in extracurricular activities. Ensure surveys provide information on what motivates individuals.</p>		
Action	Cost	Evidence for this choice
<p>D1 Foster effective attitudes to learning and heightened resilience amongst the most vulnerable students through the support and expertise within the Academic Mentoring Room. Implement a directed motivational programme for identified y11 students. Coordinate dedicated daily after school study facilities for y11 students. Generate increased attendance at daily homework club for years 7-10 to build on existing good practice and ensure that all possible students are reached. Forge a nurture group for Y10 pp students where motivation and support will drive progress. Institute a programme of observations within core subjects for the Academic Learning Mentor with a focus on Maths.</p>	<p>60% AMR mentor salary £12,252</p>	<p>.</p>
<p>D2 Build on the impact of the staffed breakfast club to prepare students for school day and impact readiness for learning. Launch with new cohort and their parents. Promote and establish attendance rates which are gender balanced.</p>	<p>5 hours per week plus food. Salary - £2,674 plus estimated £760 for food</p>	<p>PHS and Holyrood, amongst other schools, have had success with this. Some schools (mainly primary) also invite hard to reach parents.</p>

D3 Impact positively upon behaviour/conduct by comparing data SEND/PP and trends annually taking action where required	Update course to be attended, admin included in salary. Travel £36	Recommended at Dorset Pupil Premium Conference March 2018
D4. Strengthen focus on behaviour of eligible students. Pupil Premium Champion to attend behaviour panels held for key PP students and/or receive actions via the minutes. Implement system of reward cards and 'phone home Friday'. Devise and implement end of term reward events targeted at key individuals to promote motivation where whole school events do not reach them.	30 meetings, min 4 hours cover per meeting £4,812 Rewards budget £430	We have had success with a this model but could refine Pp aspect
D5. Evaluate effectiveness of teachers' use of TAs. Encourage independent learners not 'velcro' students. Investigate free resources and online course from The Education Endowment Foundation. Invest in training time for Tas by AHT to ensure they are in line with school vision/practice.		https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ Also refer to DISS project
Action	Cost	Evidence for this choice
E1. Deliver and build on the programme of cultural/aspirational trips or activities for each year group launched to year 7 in 2018/19. Deliver trip for y9 (Russell Group) and Year 11 (Oxbridge). Evaluate and adapt provision for y8 and y10 in house.	Estimated cost £1,000	Government data last year showed percentage of young, disadvantaged students attending university has fallen for the first time since current records began. Around 22 per cent of 19-year-olds who had been claiming free school meals at the age of 15 went on to university 2013/14, down from 23 per cent the previous year https://www.suttontrust.com/research-paper/missing-talent-disadvantaged-pupil-attainment/
Action	Cost	Evidence for this choice
F1 Prioritise quality careers education for eligible students		

F2 Expand the community mentoring scheme for PP students in year 9	Stationery and copying, advertising for new mentors - £500	The students supported by this means thus far have shown improved attendance and/or progress/engagement.
F3. Provide aspirational talk for PP students from a successful person from a disadvantaged background.	£200	
F4. Ensure all PP students have a satisfactory home learning environment and the required independent learning skills/support with home learning.		
Action	Cost	Evidence for this choice
G1 Use SIMS to analyse attendance data. Compare SEND/PP and trends and eliminate gaps. Update termly	Within existing salary cost	
G2 Target and resolve through the attendance panel system, persistent absence and low absence rates of PP students where these are an issue. Extend involvement of Pupil Premium Champion and tutors.	Attendance service £600 pa min, plus cover – 10 meetings 4 hours cover minimum. £1,600 (no cost from 2020/2021)	We have significantly improved attendance rates through use of this strategy since Jan 2016
Action	Cost	Evidence for this choice
H1 Succeed in ascertaining and overcoming the barriers which prevent parents from attending parents' evenings and events in years 7,9,10 and 11. Sustain and improve further upon the parental engagement project first launched with year 7 in 2018/19. Organise additional events/Parents' Evenings for PP students in key year groups. Survey parents on their own child's needs and act upon these.		

<p>H2 Provide parenting transition groups during Summer term and engage a greater proportion of y6 parents than in the first year of implementation. Collaborate with locality provision and primary school venues to ensure parents have access to skill building programmes.</p>		<p>Identified need.</p>
<p>H3 Collaborate with local agencies and organisations to support PP Students.</p>		
<p>I. Support Vulnerable students</p>	<p>Cost</p>	<p>Evidence for this choice</p>
<p><u>I1.'Way to well-being' and 'Self-esteem is everything'.</u> Continue with the two approaches outlined in previous annual reports and 'Mind our gap! Presentation. Engage with support package from Dorset MIND to support vulnerable students in understanding and utilising the five ways to wellbeing. Introduce a team of trained wellbeing mentors with training and support from Weymouth College. Facilitate groups to support the most vulnerable students e.g. Couch to 5k, baking club, Girls' group, Inter-faith. Engage with support package from Dorset EPs to support vulnerable students with mental health (if project has funding to go ahead) Train another cohort of anti-bullying ambassadors with support of Treads/Victim Support and carry out action plan agreed in collaboration with Diana Award team and TBS Anti-Bullying Ambassadors to extend and publicise support available in school. Provide suicide awareness training for pastoral staff. Kooth mental health service promoted to al year groups</p>		<p>PIXL Conference 2016</p>

	On target/complete
	Partial completion
	Incomplete (urgently take action)

Review of 2019/20 IMPACT of Pupil Premium Plan

A. Literacy and Numeracy

- Year 10 (now Year 11), 4 of the 5 have graduated the program, reading at their chronological age and making between 5 and 7 years progress in an average of 13 weeks on the program making an average of 1.9 months progress in each 30 minute session. 5th student who has broken instructions made 4.5 years progress prior to the end of school. Of 4 graduated students, all are now predicted to achieve or exceed their target grades.
- Year 7 (now year 8), 10 students identified through initial testing as requiring the intervention and this began in summer term of 2018/2019. 9 students currently receiving the intervention. Students making on average 1.2 months progress per 30 minute session. These students will conclude their intervention in autumn term 2020-21 due to lockdown.

- Year 7- Initial testing completed and 29 students identified as needing fine level testing. 6 completed but fine level testing to be completed in summer term 2020-21 due to lockdown.
- Parental feedback was positive and individual students recognised their own progress and improved confidence. Increased staffing has been assured for this programme from September 2020.
- In numeracy, KS2 data identified 11 students as requiring intervention. Of these, 3 left TBS, six are undergoing intervention as of September 2020 and two have successfully completed despite the closure.

B. Progress of boys.

- 2020 results suggest that boys eligible for PP achieved an A8 score of 48.69, which would historically be above the national average for all students, and a 4Matrix estimate P8 score of +0.27.

C. Attainment and progress for PP students including the High Ability

- 2020 results suggest that students eligible for PP achieved an A8 score of 45.53, which would historically be above the national average for all students, and a 4Matrix P8 estimate of +0.16.

D. Students show improved attitudes to and behaviour for learning, stronger independence and greater resilience.

- PP book scrutinies do not demonstrate any tangible difference between the the books of PP and non PP students surveyed across the ability ranges.
- The percentage of days of exclusions served by Pupil Premium students in 2019/20 was 42.8% This compares to a rate in 2018/19 of 55.6% and in 2017/18 of 54%. The trend is positive given an initial figure of 69% in 2016/17.
- Case studies demonstrate individual improvement for key students.
- The average attitude to learning score for students at the end of the academic year 2019/20 was as follows:

ATL Scores Feb 2020 (PP/non-PP/*previous year*)

Year group	Average ATL score PP (DL)	Average ATL score non PP
7	1.81 2.07	1.61 1.80
8	1.97 2.35	1.78 1.97
9	2.19 2.36	1.86 1.90
10	2.27 2.09	1.71 1.86

E. Destinations.

- In 2017 (latest available data) 100% of disadvantaged pupils were in sustained destinations.

F. Social mobility

- Students attended 75% of the clubs on offer at least as often as non-disadvantaged. Strongest attendance (Baking Club, After School Homework Club and Girls Workshop) Weakest attendance (Maths Challenge, Year 11 Rugby)

G. Attendance.

- At February half term 2020, the school attendance rate for students in receipt of pupil premium stood at 91.3%. Attendance at school during the closure compared favourably with nationally reported rates, including for Year 10. Not all Pupil Premium students took up the offer. The Covid19 pandemic renders comparisons very difficult this year.
-

H. Parental engagement.

2019/20: Attendance of parents of Pupil Premium students at parents' evenings was as follows:

Y7- 77%, Y8- 60%, Y9 - 69%, Y10- 67%, Y11 70%

I. Success of CLA and Post-CLA students.

- This is a strength. Personal development, GCSE results, PEP records, agency feedback and destination data demonstrate the effectiveness of the provision and is detailed in the annual confidential report to governors. In 1919,20 progress and outcomes were very successful and led to enrolment on level three courses Post 16.

2019/2020 Pupil Premium Expenditure

EXPENDITURE	Description	2019/20 Plan	2019/20 Actual	Budget
Tracking and monitoring	4Matrix Contribution	£317	£317	Admin Licenses
Tracking and monitoring	Tracking of Interventions	£0	£0	Admin Salaries
Leadership	PP Admin Support - Admin's salary 19/20	£11,887	£11,887	Admin Staff Salaries
Wellbeing support	Motivational Resources - Good luck postcards, rewards and prizes	£250	£250	Capitation – Admin Office Supplies, Postage, Admin Photocopying, Departmental Accounts
Personal Support	Uniform, equipment, trips, revision guides etc, etc	£12,500	£10,625	Capitation – Pupil Premium
Tracking and monitoring	PiXL Contribution	£150	£150	CPD
Curriculum Support	CPD on motivating boys			CPD
Personal Support	ICT resources and access - 1e 6 laptops per year	£1,800	£0	ICS Equipment
Personal Support	Equipment Provision Facility - PP Meet & Greet, preparation for the day	£2,000	£0	Included in Personal Support
Personal Support	Year 10 PP boys group			Indirect Transport
Wellbeing support	Lunch Lounge - Nurture Group	£5,346	£5,092	Other Salaries

Personal Support	PP Rewards	£430		Rewards/Raising Achievement
Curriculum Support	ELSA Supervision Fees	£660	£660	SLAs
Personal Support	Alternative Provision - Various recharges	£50,000	£14,800	SLAs
Attendance Support	Panel meetings	£1,600	£3,486	SLAs/Teaching Staff Salaries
Curriculum Support	Additional literacy support – Learning Mentor	£15,437	£15,437	Support Staff Salaries
Curriculum Support	ELSA Supervision Sessions	£378	£383	Support Staff Salaries
Curriculum Support	ELSA Activities	£764	£745	Support Staff Salaries
Careers	Careers	£9,266	£9,266	Support Staff Salaries
Wellbeing support	SSWs	£10,404	£10,404	Support Staff Salaries
Wellbeing support	Academic Mentoring Room Support	£12,252	£12,252	Support Staff Salaries
Transition	Additional meetings to aid transition for yr 6 CiC	£686	£0	Support Staff Salaries
Curriculum Support	Maths Learning Mentor	£15,650	£15,193	Support Staff Salaries
Personal Support	Parenting Transition Courses – provided free of charge by agency			Support Staff Salaries
Curriculum Support	1:1 core support for CiC 27 meetings x 1 hour	£2,500	£1,809	Teaching Salaries
Curriculum Support	Learning Support	£35,352	£35,352	Teaching Salaries
Leadership	Improved Governance	£662	£670	Teaching Salaries
Leadership	Proportion of Leadership Time - 20% AHTx1; 5% HoY x5	£19,450	£36,387	Teaching Salaries
Leadership	Literacy co-ordinator TLR	£5,760	£5,760	Teaching Salaries
Curriculum Support	Thinking Reading On-going staff costs	£22,857	£18,737	Teaching Salaries, Support Staff Salaries
Curriculum Support	IT Additional Support Lessons - lunchtimes & holidays	£9,140	£7,967	Teaching Salaries/Cover
Curriculum Support	Additional Maths Support Lessons - lunchtimes and afterschool	£9,558	£7,967	Teaching Salaries/Cover

Curriculum Support	Provision of English after school sessions	£1,599	£1,593	Teaching Salaries/Cover
Curriculum Support	Literacy & Thinking Skills Groups	£8,838	£9,560	Teaching Salaries/Support Staff Salaries
Leadership	PP Champion - TLR 19/20 and non-contact	£10,142	£15,578	Teaching Staff Salaries
Wellbeing support	'Way to well-being' and 'Self esteem is everything'	£500	£500	Teaching/Support Staff Salaries
Personal Support	Aspirational trips – Year trips (university & Shell Bay) & PiXL courses for students	£2,000	£0	Transport, Capitation – Pupil Premium
Personal Support	Breakfast Club	£3,434	£2,547	
Wellbeing support	Homework Club Included in Base salary figure		0	
TOTAL 2019/2020		£283,569	£255,374	
INCOME - Ever 4 & 6		£224,560	£224,560	
Catch-Up Income			£16,724	
OVERSPEND		-£72,821	-£14,090	

Pupil Premium and Catch Up funding - intended expenditure 2020/2021

EXPENDITURE	Description	2020/21 Plan - PP & CU	Pupil Premium	Catch-Up Plan	Budget
Tracking and monitoring	4Matrix Contribution	£317	£317		Admin Licenses
Tracking and monitoring	Tracking of Interventions	£0			Admin Salaries
Leadership	PP Admin Support - Admin's salary 20/21	£12,557	£12,557		Admin Staff Salaries
Wellbeing support	Motivational Resources - Good luck postcards, rewards and prizes	£250	£250		Capitation – Admin Office Supplies, Postage, Admin Photocopying, Departmental Accounts
Personal Support	Uniform, equipment, trips, revision guides etc, etc	£12,500	£12,500		Capitation – Pupil Premium
Tracking and monitoring	PiXL Contribution	£150	£150		CPD
Curriculum Support	CPD on motivating boys				CPD
Personal Support	ICT resources and access - 1e 6 laptops per year	£1,800	£1,800		ICS Equipment
Personal Support	Equipment Provision Facility - PP Meet & Greet, preparation for the day	£2,000	£2,000		Included in Personal Support
Personal Support	Year 10 PP boys group				Indirect Transport
Personal Support	PP Rewards	£430	£430		Rewards/Raising Achievement
Personal Support	Alternative Provision - Various recharges	£16,000	£16,000		SLAs
Attendance Support	Panel meetings	£2,144			SLAs/Teaching Staff Salaries
Curriculum Support	Additional literacy support – Learning Mentor	£15,798	£15,798		Support Staff Salaries
Curriculum Support	Thinking Reading TA	£3,077	£3,144	£2,373	Support Staff Salaries
Careers	Careers	£9,266	£9,296		Support Staff Salaries

Wellbeing support	SSWs	£10,404	£11,446		Support Staff Salaries
Wellbeing support	Academic Mentoring Room Support	£12,252	£11,968		Support Staff Salaries
Transition	Additional meetings to aid transition for yr 6 CiC	£200	£200		Support Staff Salaries
Curriculum Support	Maths Learning Mentor	£17,230		£16,882	Support Staff Salaries
Personal Support	Parenting Transition Courses – provided free of charge by agency				Support Staff Salaries
Curriculum Support	1:1 core support for CiC 27 meetings x 1 hour	£2,500	£2,500		Teaching Salaries
Curriculum Support	Learning Support	£25,493	£26,600		Teaching Salaries
Leadership	Proportion of Leadership Time - 10% AHTx1; 5% HoY x5	£25,962	£21,668		Teaching Salaries
Leadership	Literacy co-ordinator TLR	£6,496	£6,496		Teaching Salaries
Curriculum Support	Thinking Reading On-going staff costs	£22,857		£30,401	Teaching Salaries, Support Staff Salaries
Curriculum Support	Additional Maths Support Lessons - lunchtimes and afterschool	£9,558	£8,313		Teaching Salaries/Cover
Curriculum Support	Literacy & Thinking Skills Groups	£4,780	£4,988		Teaching Salaries/Support Staff Salaries
Leadership	PP Champion - TLR 20/21 and non-contact	£16,369	£16,369		Teaching Staff Salaries
Wellbeing support	‘Way to well-being’ and ‘Self esteem is everything’	£500	£500		Teaching/Support Staff Salaries
Personal Support	Aspirational trips – Year trips (university & Shell Bay) & PiXL courses for students	£2,000	£2,000		Transport, Capitation – Pupil Premium
Wellbeing support	Breakfast Club	£3,434	£3,434		Support Staff Salaries
Wellbeing support	Homework Club Included in Base salary figure				Support Staff Salaries
Curriculum Support	Maths Year 11 Homework Club	342		£342	
Curriculum Support	External tutoring (see JOH's paper)			£33,360	
TOTAL 2020/2021		£236,666	£190,722	£83,358	£274,080

INCOME - Ever 4 & Ever
6 and Catch-Up
Funding

£237,450

£237,450

£72,480

£309,930

Amendments to planned spending as a result of Covid19 closure

Personal Support	Uniform, equipment, trips, revision guides etc, etc	£8,500	£8,500	= + £4000 saving	Capitation – Pupil Premium
Fewer requests for uniform given relaxation of requirements during closure and PE kit on PE days. Cancellation of buses previously required for school trips. Equipment purchased will not be required during the closure period where the majority of students are working from home.					
Personal Support	ICT resources and access - ie 6 laptops per year	£1,800	£1,800	=+ £1,800 saving	ICS Equipment
Requests for laptops can be met from the allocation received from the government December 2020 and January 2021					
Attendance Support	Panel meetings		£2,144	= + £2,000 saving	Teaching Staff Salaries
Due to the requirement for these meetings to be held virtually they have taken place between the County Inclusion officer, THE AHT Guidance and Welfare and locality workers only. No requirement for Heads of year to attend and therefore cover costs minimised.					
Personal Support	Aspirational trips -& PiXL courses for students	£2,000	£2,000	= +£1,500 saving	Transport, Capitation - PP Universities are not offering visits for younger year groups at the current time. All educational trips are on hold. We will try to run the Shell bay trip for y7 which is led internally if this is possible in the summer term.
Wellbeing support	Breakfast Club	£3,434	£3,434	Cost neutral	Support Staff Salaries
Due to the Covid restrictions we have not been able to run the breakfast club. However, the staffing has been reallocated to meet and greet anxious students over the Autumn term. During the COVID closure Jan/Feb 2021 the staffing has been used to support students in preparing their own packed lunches for the day using donated provisions.					

The Blandford School Catch Up Plan 2020/2021



RESPECT ● EFFORT ● ATTITUDE ● PERSEVERANCE

Total Catch Up budget 2020/21 (academic year)	£72,480	Date of most recent Catch Up review	January 2021
Purpose	The government has announced funding to support children and young people to catch up and to ensure that schools have the support they need to help all pupils make up for lost teaching time. We have identified needs through the tracking of progress through the closure and on return. The main focus will be on support in Maths and English for the identified students.	Rationale	Children and young people across the country have experienced unprecedented disruption to their education because of coronavirus. Those from the most vulnerable and disadvantaged backgrounds will be among those who have been hardest hit. The aggregate impact of lost time in education will be substantial, and our response must be robust.

Action - Literacy	Cost	Evidence for this choice and impact criteria
A1 Increase Thinking/Reading programme. Complete year 9 by Christmas, year 8 join the programme by January (one term earlier than otherwise planned). Testing for year 7 to commence immediately aiming to be complete by Christmas. 4-5 students per day added to the programme to achieve this. This would enable us to continue working with students on the programme during any future lockdown scenario.	£5,517 for 20/21, (additional £2,373 for 7 months) from original budget of £3,144 for 20/21) increasing to £9,675 to 21/22 financial year	Selected students show accelerated progress to catch up to chronological reading age by making two months progress per lesson or eight months for every calendar month of intervention.
A2 Identification of gaps and terminology required in lessons to inform use of external agencies.	£2,373 to extend contract of LS contract to full time.	
A3 Literacy hour for year 10 and 11 focused on English literature catch up- key texts	£2,000 x 2 = £4,000 from teaching salaries to lead weekly sessions.	Identified need following lockdown closure
A4 Identification of gaps in year 8 for students who did not engage well over lockdown. Extra literacy small group sessions in place during LS lessons. Similar in place for year 9 but small group does not require splitting.		Identified need following lockdown closure. EEF

Action - Numeracy	Cost	Evidence for this choice and impact criteria
B1 Year 11 homework support for PP and SEND students. Measurement criteria to be established.	£342 (one session per week)	<p>Attendance of identified students at sessions</p> <p>Increase in time spent using Hegarty maths for identified students</p> <p>Increase in number of questions answered for identified students</p> <p>Increase in percentage of correct answers for identified students.</p> <p>Working well with some students, others not attending regularly enough.</p> <p>Lockdown has interrupted sessions meaning full evidence of impact has not been assessed.</p>
B2 Success at Arithmetic initiative further developed	£16,882 for appointment of Maths learning mentor to lead initiative.	<p>Existing evidence of success at TBS. Proven intervention with historic evidence base. Staff expertise. Student feedback.</p> <p>Academic Year 2019/2020 - 12 students completed, of whom 9 have improved their performance significantly.</p>
B3 Numeracy hour for year 10 and 11 focused on Maths exam practice - catch up sessions	Cost included in teaching salaries.	Identified need following lockdown closure
B4 Identification of gaps in year 8 for students who did not engage well over lockdown. Extra /numeracy small group sessions in place during LS lessons.		Identified need following lockdown closure
B5 Identification of gaps in year 9 for students who did not engage well over lockdown. Extra /numeracy small group sessions in place during LS lessons.		Identified need following lockdown closure
Action – Use of External Agencies	Cost	Evidence for this choice and impact criteria
C1 Attendance at relevant webinars.	£0 – free of charge event	Conference used to increase knowledge and decide most appropriate use of national tutoring programme
C2 Use of national tutoring programme – based on research carried out	Estimated cost £33,360 (based on 105 identified)	<p>The Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to help them direct their additional funding in the most effective way to promote Catch Up.e.g.</p> <p>Small group or one-to-one tuition (particularly through the National Tutoring Programme)</p>

	<p>students receiving 12 hours one to one tuition at £12.50 per hour).</p> <p>Estimated cost for academic year 2020/2021 is £6464.00 on current programme. Programme will continue initiative into academic year 2021/22.</p>	Students make progress against identified criteria.
C3 AFC Bournemouth Community Trust – Premier League Active Inspires Programme, Princes Trust preparation for work course with year 10, reading years 7 and 8. Free of charge to TBS for 20/21 academic years. Collaboration with SENDCo and PP Champion.	<p>£0 for 20/21 academic year</p> <p>Although admin and photocopying budget required.</p>	<p>Positive impact seen during Summer School programme 2020.</p> <p>Attendance, warnings and removals monitored through mentoring.</p> <p>Reading initiative data.</p>
Action Study skills and resources	Cost	Evidence for this choice and impact criteria
D1 Year 11 after school study group	Already costed in PP Plan.	Success of this initiative in 2018/19 and 2019/20 and impact upon performance for PP students.
Equipment provided	Already costed in PP plan	Requirement due to poor financial position of families relating to covid. Students unable to share/loan equipment. Need to be prepared for possible home learning.
Action Summer School	Cost	Evidence for this choice and impact criteria

Summer School provided for new year 7 students to ease transition into Secondary	Funded by DfE claim form to be submitted Sept 2021. Costings to develop through planning.	Government initiative advertised to state secondary schools.
--	--	--

REVIEW OF IMPACT - CATCH UP PLAN 2019/2020

Catch up income received for 2019/2020 was £16, 724	
Costings	Strategies
Thinking Reading payment £1500.00. Literacy assessments required as part of programme £645.00 Remote package £2,000 Salary costs- see breakdown	Thinking Reading <ul style="list-style-type: none"> • Eligible vulnerable students in school benefited from one-to-one Thinking Reading provision, face to face (June/July 2020) • 16 students in total completed the programme – of these 16 students, 9 were SEN and 7 were PP. • Teachers noted an improvement in performance in class (Autumn 2020) for individuals following an improvement in their reading speed. • Research was completed into a virtual TR package, and the product subsequently purchased Summer 2020 in case of future lockdowns/student absence from school. (Cost approx. £2,000 will impact on future years)

<p>Maths PP TA salary- see break down.</p>	<p>Success @ Arithmetic initiative</p> <ul style="list-style-type: none"> In the academic year 2019/20, 15 students graduated on the programme (6 PP) (3 SEN)
<p>Not directly funded in 2019/20</p>	<p><u>Lockdown Provision/Welfare</u> – this was not directly funded under the Catch-Up programme 2019/20 but was essential to support identified students who were making below expected progress, exacerbated due to unprecedented lockdown circumstances.</p> <ul style="list-style-type: none"> The Network Manager worked tirelessly to provide 56 laptops for 64 students. Not only did this mean that students were able to access home learning, but it provided them with a means of communication with peers, adults and support networks outside the home. Engagement rates were tracked. SEND/Below ARE students were allocated early to the 'Teams' system which allowed them to communicate freely and transparently with their TA via traceable messages. LS Live lesson information – 1 x live Learning Support lesson per week per group was prioritised per group and these were well attended. (LS classes £24, 989 as previously costed but additional costs in the time taken to engage parents/students and address practical barriers) Key students continued 1-to-1 sessions literacy and numeracy sessions virtually (Beginning May 2020) Data analysed in the 'Engagement' report to governors, June 2020, showed that 85% of PP students were engaging with learning to some extent (Y7-11).4.5% of all pupils in these year groups did not engage at all. Heads of Year and the SENDCO identified students who might need additional support with managing the closure and these were allocated a key staff link. Weekly contact was tracked. Relationships improved and students/parents communicated their appreciation – engagement rates improved. Students of concern were escalated to SLT, or to our County link worker, to make contact where this proved challenging (see minutes). The hand delivery of hard copies of work and other items by Teaching Assistants/The PP Champion and other members of staff, allowed us to check with families and provided work/support where, for example, broadband issues were challenging. Packed lunches were provided and safely distributed from the front field during the first two weeks of closure, to ensure any wider needs were also highlighted, prior to the Free School Meal Voucher system being operational.