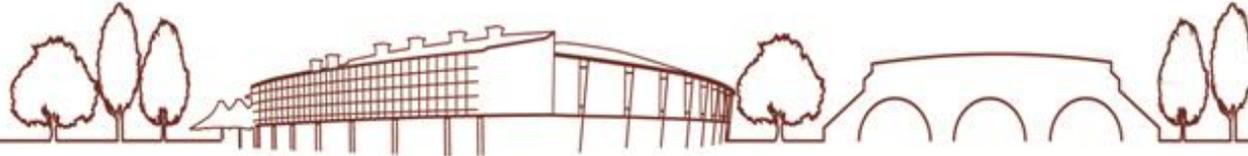


The Blandford School Pupil Premium and Catch Up Strategy 2021/2022



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 2020/2021 Plan 2021/2022		Total PP budget 2020/21 (financial year £237,450) Total PP budget 2021/2022 £220,965	£181,450 [FSM/Ever 6] + £23,450 [CIC + POST LAC] +£32,550 [Service, Ever 6] £162,350 [FSM/Ever 6] + £37,510 [Service, Ever 6] + £21,105 [CIC + POST LAC]	Date of most recent PP Review	September 2021
Total no. pupils (y7-11)		No. of pupils eligible for PP (CIC, POST CIC, FSM and Ever 6)		Date for next internal review of this strategy (see Pupil Premium Action Plan)	Annually Oct, Jan, Mar, Jun
September 2017	870	September 2017	204		
September 2018	902	September 2018	200		
September 2019	937	September 2019 (20.5% of roll)	193		
September 2020	932	September 2020 (21.9% of roll)	204		
September 2021	935	September 2021 (21.7% of roll)	203		

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 closures.
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 closures. Not all support the school's policies on behaviour, attendance and homework.
I.	Higher than average number of Children in Care, 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"> 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>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"> Improved progress to be achieved by boys eligible for Pupil Premium. 	<p>Boys eligible for PPG make progress broadly in line with other pupils nationally.</p>
<ul style="list-style-type: none"> 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>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"> 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>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
<p>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.</p>	<p>See summary information</p>	<p>Ensuring entitlement Knowledge of students, Quality first teaching</p>
<p>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. Continue literacy '5 a day' school wide.</p>	<p>Literacy TLR = £6,496 pa</p>	<p>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</p>

		practise literacy and oracy skills at home.
A3 Further develop the Thinking Reading programme to students 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 £72,480 for 20/21</p> <p>Maths Intervention TA = £15,650 £17,420 20/21</p> <p>LS/LTS classes costings = £24,989 (50% of LS/LTS costs) 20/21 £25,488 (assume same number of classes?)</p> <p>Thinking Reading payment, paid from October 20 to October 21 £1500.00. Literacy assessments £4,245</p>	<p>We received approximately £15,000 annually of 'catch up' funding prior to the covid pandemic- this has now significantly increased due to the government's catch up funding stream. 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	<p>Use freed up time for this at no additional cost – 5 hours teacher time, plus cost of ingredients.</p>	<p>https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/?gclid=EAlaIqobChMI-vOon4Ok8wIVeh3Ch2kBw</p>

<p>offering on the launch 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>Ingredients to be sources 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>MAEAMYAyAAEgJvwPD_BwE</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 costings section</p>	<p>Government initiative</p>
<p>A6 Keep abreast of national trends and developments to further support Pupil Premium students through unprecedented period.</p>		<p>See appendix 1</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>Planning time for separate presentations 2021/22 – 8 hours prep time £386 £325 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>See appendix 1</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</p>		<p>As demonstrated at Dorset Pupil Premium Conference.</p>

impact of interventions on students to inform future planning and financial support.		
Action	Cost	Evidence for this choice
<p>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.</p>	<p>Assumed to be incorporated into standard faculty prep, therefore no additional costings required. TOIL for 3 members of staff per faculty = £7,038 £8,454 for 21/22</p>	<p>Research shows that well planned and matched small group provision is as effective as one: one so maximise use of this.</p> <p>See Appendix 1</p>
<p>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.</p>		
<p>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.</p> <p>Forge local contacts and investigate and react to national trends and recommendations with regard to the Pupil premium strategy.</p>	<p>Cost of travel to PIXL – 21/22 £350,</p>	<p>See appendix 1</p>

<p>C4 Students are regularly surveyed and practice/provision is adapted to improve progress and participation in school life.</p>		<p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CSJ-A_Level_Playing_Field.pdf</p>
<p>Action</p>	<p>Cost</p>	<p>Evidence for this choice</p>
<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.</p>	<p>60% AMR mentor salary £10,469</p>	<p>see appendix 1</p>
<p>D2 Build on the impact of the 'meet and greet' service to prepare students for school day and impact readiness for learning.</p>	<p>5 hours per week Salary - £3434 £3434 21/22</p>	<p>PHS and Holyrood, amongst other schools, have had success with this. Some schools (mainly primary) also invite hard to reach parents.</p>
<p>D3 Impact positively upon behaviour/conduct by comparing data</p>		<p>Recommended at Dorset Pupil Premium Conference.</p>

SEND/PP and trends taking action where required.		
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.	30 meetings, min 4 hours cover per meeting £4,812 £5,791 21/22 Rewards budget 21/22 £450	We have had success with a this model but could refine Pp aspect Appendix 1- teaching
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.		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		Gatsby benchmarks- particularly 3,8
F2 Expand the community mentoring scheme for PP students in year 9	Stationery and copying, advertising for new mentors - £550	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.		https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions
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 panels - 10 meetings 4 hours cover minimum. £1,600	We have significantly improved attendance rates through use of this strategy since Jan 2016 https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/08/CS-J-A_Level_Playing_Field.pdf
Action	Cost	Evidence for this choice
H1 Succeed in ascertaining and overcoming the barriers which prevent parents from attending virtual parents'		

evenings and events in years 7, 8, 9,10 and 11.		
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.		Identified need.
H3 Collaborate with local agencies and organisations to support PP Students.		
I. Support Vulnerable students	Cost	Evidence for this choice
I1 <u>Way to well-being</u> and <u>'Self-esteem is everything'</u>. Ensure good mental health for the most vulnerable students. Continue engagement with support package from Dorset NHS trailblazer project piloted in 2020/21 to support vulnerable students with mental health.		PIXL Conference & National focus https://www.youngminds.org.uk/professional/resources/supporting-school-transitions/?gclid=EAlaIQobChMI-vOon4Ok8wIVeEh3Ch2kBwMAEAMYAyAAEgJvwPD_BwE

Review of 2020/21 IMPACT of Pupil Premium Plan

A. Literacy and Numeracy

- A decision was taken to purchase Digital Thinking Reading resources to safeguard the Thinking Reading programme in case of further lockdowns and this proved extremely beneficial in keeping students engaged, connected and making progress (January – March 2021).
- One Year 11 student, who started the Thinking Reading programme in Year 10, completed the programme, having made 6 years' progress in 40 lessons.
- Year 9 (now Year 10): 6 students who had started the Thinking Reading programme in Year 7 or 8 (but who had not been able to receive any tuition during the first lockdown) finally completed the programme so that their reading age meets their chronological age. They made between 5 and 7.5-years' progress. Another Year 9 student, who started late at TBS, completed the programme, making 6 years' progress in 44 lessons.
- Year 8 (now year 9): 16 students who had been identified in Year 7 as requiring reading intervention (but were initially prevented from starting due to Covid) started the programme. By the end of the academic year, 10 of these students had made the progress required to raise their reading age to meet their chronological age, ranging from 2.5 to 7 years' progress. The 6 students who remain on the programme are due to complete it imminently.
- Year 7 (now Year 8) Initial computer testing completed and 34 students identified as needing fine level testing. Of these 34, 16 have been identified as requiring Thinking Reading. 2 students started Thinking Reading before the end of Year 7.
- Student voice survey suggested that students see the benefit of the programme. Positive comments were made about how it improved their ability and confidence to read aloud in class. Teacher comments have supported this improvement and other comments have been made about the change in behaviour of one of the students who has completed the programme (now in Year 9).

Numeracy :

Yr7 – 34 students identified as requiring intervention (of which 10 were PP). These graduated on the Success at Arithmetic course. 15 PP students also attended HW support club.

Yr8 – 18 students completed the Success at Arithmetic course (of which 9 were PP). These were students that had not completed in year 7 due to Lockdown.

Post lockdown2 small group PP sessions took place in computer lessons as follows:

Yr7 36 attended

Yr8 15 attended

Yr9 13 attended

Yr10 13 attended

B. Progress of boys.

- 2021 results were produced through Teacher Assessed Grades. Therefore, it is difficult to measure progress due to the lack of any national comparison. However, Boys attainment shows an Attainment 8 score of 48.36, which historically is above the national average, with 69% achieving 4+ in English and Maths, and 56% achieving 5+ in English and Maths.

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

- 2021 results were produced by Teacher Assessed Grades, so again progress is difficult to measure due to a lack of national comparison. However, student eligible for Pupil Premium achieved an Attainment 8 score of 37.45. This includes three students who had very low attendance both before and after the lockdown despite a number of measures in place and agencies involved. Of those who did attend school regularly, the Attainment 8 score moves to 40.08, which is above the 2019 Attainment 8 score of 38.62. 47% achieving 4+ in English and Maths compared to 42% in 2019, and 30% achieved 5+ in English and Maths compared to 31% in 2019. KS2 average point score was the same for both 2019 and 2021.

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

- PP book scrutinies did 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 2020/21 was 60% in comparison with the 2019/20 rate of 42.8% This compared to a rate in 2018/19 of 55.6% and in 2017/18 of 54%. The upturn in the previously positive trend is disappointing and may be attributed to the challenges of providing as many alternative internal solutions during the pandemic. It should be viewed also against an initial figure of 69% in 2016/17.
- Case studies demonstrate individual improvement for key students.
- Average ATL score for students in the Academic Year 2020/21 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	1.95 1.81	1.60 1.61
8	2.04 1.97	1.71 1.78
9	2.01 2.19	1.86 1.86
10	2.29 2.27	1.93 1.71

E. Destinations.

Post 16 Destination Data

?

Year of leaving	% of pupils in Education or Employment	% of pupils in Education or Employment (Disadvantaged)	% of pupils in Education or Employment (Other)	% of pupils in Education or Employment (SEND)	% of pupils not known	Data Source	Comments
2014/2015	96 (94)	-	-	-	-	ASP	
2015/2016	96 (94)	91	97	-	-	ASP	
2016/2017	96 (94)	100 (96)	96 (96)	94 (90)	1 (1)	ASP	NEET figures below national for all groups, apprenticeship above national, employment above national. Individuals reviewed.
2017/2018	96 (94)	-	-	-	4	ASP	3% employment.6% unknown checked by TBS - 5% known to be in education / training. 0.5% moved aboard.
2018/2019	96.1 (94)	90*	96	-	0	Ansbury/DfE	DL group is 31 students. The 10% NEET is accounted for by 3 un-sustained destinations and 1 unknown.
2019/2020	98					Ansbury	

F. Social mobility

- In 2019-20 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)
- Extra-curricular clubs were adversely affected by the closure and covid restrictions in 2020-21. Opportunities were prioritised for year 7 in the summer term of 2021. A number of vulnerable students had joined with the key worker groups during closure and this included social/sports activities.

G. Attendance.

- The school attendance rate for PP students in years 7-11, at the fifth half term in 2021, stood at 87% but this was impacted upon by the change in the coding guidance, vulnerable students being marked absent if they did not take up school places in lockdown two. Whole school attendance for the same period was 93.9%. Prior to the first lockdown, attendance of PP students up to February half term of 2020 stood at 91.3% against a non-PP figure of 95.4%. National data is not yet available.

H. Parental engagement.

2020/21: Attendance of parents of Pupil Premium students at remote parents' evenings was as follows:

Year 7 Parents Evening figures; PP = 49%, Non PP = 79%
Year 8 Parents Evening figures; PP = 42% Non PP = 63%
Year 9 Parents Evening figures; PP = 32% Non PP = 88%
Year 10 Parents Evening figures; PP = 23% Non PP = 60%
Year 11 Parents Evening figures; PP = 30% Non PP = 75%

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

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

This represents a decrease in attendance at Parents', evening from the previous year's improved figures and could be attributed to the enforced remote offer. We have reflected upon the possible barriers and a strategy is in place in the current plan to address this (given the popularity of the majority and decision to continue remote offer).

In other aspects of our parental engagement work, we have observed some much improved relationships and communications with parents of PP eligible students during the lockdowns; food bank initiatives, staff donations and delivery rotas, supermarket vouchers and weekly engagement/welfare checks.

I. Success of CLA and Post-CLA students.

- This is a strength. Personal development, GCSE outcomes, PEP records, agency feedback and destination data (100% progression again to Post 16 courses for September 2021) serve to demonstrate the effectiveness of the individualised provision and is detailed in the annual confidential reports to governors.

Pupil Premium and Catch Up funding - 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	Culture setters improvement events for boys	£386	£386	Teaching salaries
Personal Support	PP Rewards	£325	£325	Rewards/Raising Achievement
Personal Support	Alternative Provision - Various recharges	£16,000	£16,000	SLAs
Attendance Support	Panel meetings	£1,600	£1,600	SLAs/Teaching Staff Salaries
Behaviour Support	Panel attendance by PP Champion - cover costs	£4,812	£4,812	Cover
Curriculum Support	Additional literacy support – Learning Mentor	£15,798	£15,798	Support Staff Salaries
Curriculum Support	Thinking Reading Programme assessment costs	£5,517	£5,517	Curriculum costs

Curriculum Support	Thinking Reading TA	£3,077	£3,077	Support Staff Salaries
Careers	Improved faculty planning	£8,454	£8,454	Teaching 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	£10,469	£10,469	Support Staff Salaries
Transition	Additional meetings to aid transition for yr 6 CiC	£200	£200	Support Staff Salaries
Curriculum Support	Maths Learning Mentor	£17,420	£17,420	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	£25,488	£25,488	Teaching Salaries
Leadership	Proportion of Leadership Time -	£25,962	£25,962	Teaching Salaries

	10% AHTx1; 5% HoY x5			
Leadership	Literacy co-ordinator TLR	£6,496	£6,496	Teaching Salaries
Curriculum Support	Thinking Reading On- going staff costs	£22,857	£22,857	Teaching Salaries, Support Staff Salaries
Curriculum Support	Additional Maths Support Lessons - lunchtimes and afterschool	£9,558	£9,558	Teaching Salaries/Cover
Curriculum Support	Literacy & Thinking Skills Groups	£4,780	£4,780	Teaching Salaries/Support Staff Salaries
Leadership	PP Champion - TLR 20/21 and non- contact	£16,369	£16,369	Teaching Staff Salaries
Wellbeing support	Participation in pilot project with NHS team	£500	£500	Teaching/Support Staff Salaries
Personal Support	Aspirational trips – Year trips (university & Shell Bay) & PiXL courses for students	£0	£0	Transport, Capitation – Pupil Premium

Wellbeing support	Staffing for meet & greet	£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	Support Staff Salaries
Curriculum Support	External tutoring (see JOH's paper)	£6,500	£6,500	Curriculum costs
TOTAL 2020/2021		£258,088	£198,334	£59,754
INCOME - Ever 4 & Ever 6 and Catch-Up Funding		£309,930	£237,450	£72,480

Pupil Premium and Catch Up funding - intended expenditure 2021-2022

EXPENDITURE	Description	2021/22 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 - ie 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	Culture setters improvement events for boys	£386	£386	Teaching salaries
Personal Support	PP Rewards	£775	£775	Rewards/Raising Achievement
Personal Support	Alternative Provision - Various recharges	£16,000	£16,000	SLAs
Attendance Support	Panel meetings	£2,144	£2,144	SLAs/Teaching Staff Salaries
Curriculum Support	Additional literacy support – Learning Mentor	£15,798	£15,798	Support Staff Salaries
Curriculum Support	Thinking Reading Programme assessment costs	£4,245	£4,245	Curriculum costs

Curriculum Support	Thinking Reading TA	£3,077	£3,077	Support Staff Salaries
Careers	Improved faculty planning	£8,454	£8,454	Teaching Staff Salaries
Attendance	Panel meetings	£1,600	£1,600	
Behaviour Support	Panel attendance by PP Champion - cover costs	£5,791	£5,791	Cover
Wellbeing support	SSWs	£10,404	£10,404	Support Staff Salaries
Wellbeing support	Academic Mentoring Room Support	£10,652	£10,652	Support Staff Salaries
Curriculum Support	Maths Learning Mentor	£17,725	£17,725	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	£25,488	£25,488	Teaching Salaries
Leadership	Proportion of Leadership Time - 10% AHTx1; 5% HoY x5	£25,962	£25,962	Teaching Salaries
Leadership	Literacy co-ordinator TLR	£6,496	£6,496	Teaching Salaries

Curriculum Support	Thinking Reading On-going staff costs	£22,857	£22,857	Teaching Salaries, Support Staff Salaries
Curriculum Support	Additional Maths Support Lessons - lunchtimes and afterschool	£9,558	£9,558	Teaching Salaries/Cover
Curriculum Support	Literacy & Thinking Skills Groups	£4,780	£4,780	Teaching Salaries/Support Staff Salaries
Leadership	PP Champion - TLR 20/21 and non-contact	£16,369	£16,369	Teaching Staff Salaries
Wellbeing support	Participation in pilot project with NHS team	£500	£500	Teaching/Support Staff Salaries
Personal Support	Aspirational trips – Year trips (university & Shell Bay) & PiXL courses for students	£350	£350	Transport, Capitation – Pupil Premium
Wellbeing support	Staffing for meet & greet	£3,494	£3,494	Support Staff Salaries
Wellbeing support	Homework Club Included in Base salary figure			Support Staff Salaries

Curriculum Support	Maths Year 11 Homework Club	£342		£342	Support Staff Salaries
Curriculum Support	External tutoring (see JOH's paper)	£33,360		£33,360	Curriculum costs
Curriculum Support	AFC Bournemouth	£3,500	£3,500		Curriculum costs
Curriculum Support	In-house mentor	£14,155	£14,155		Teaching Staff Salaries
Careers	Community mentor scheme	£550	£550		Curriculum costs
TOTAL 2020/2021		£296,336	£209,417	£86,919	
INCOME - Ever 4 & Ever 6 and Catch-Up Funding		£248,225	£220,965	£27,260	

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 2021/2022



RESPECT ● EFFORT ● ATTITUDE ● PERSEVERANCE

Total Catch Up budget 2021/22 (academic year)	£72,480	Date of most recent Catch Up review	August 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 Embed Thinking/Reading programme.	£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 students. Extra literacy small group sessions in place during LS lessons.		Identified need following lockdown closure. EEF
Action - Numeracy	Cost	Evidence for this choice and impact criteria

<p>B1 Year 11 homework support for PP and SEND students. Measurement criteria to be established.</p>	<p>£342 (one session per week)</p>	<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. Lockdown has interrupted sessions meaning full evidence of impact has not been assessed.</p>
<p>B2 Success at Arithmetic initiative further developed</p>	<p>£17,240 for appointment of Maths learning mentor to lead initiative.</p>	<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	<p>Estimated cost £33,360 (based on 105 identified 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</p>	<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>

	will continue initiative into academic year 2021/22.	Students make progress against identified criteria.
C3 AFC Bournemouth Community Trust – Premier League Active Inspires Programme.	£3,500 for 21/22 academic year	Positive impact seen during Summer School programme 2020. Attendance, warnings and removals monitored through mentoring. Reading initiative data.
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 2020/21 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 2020/2021

Catch up income received for 2019/2020 was £72,480	
	Impact
Literacy	<p>Thinking Reading</p> <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)
Numeracy	<p>Success @ Arithmetic 2020/2021</p> <ul style="list-style-type: none"> • Yr7 – 34 students identified as requiring intervention (of which 10 were PP). These completed the Success at Arithmetic course. 15 PP students also attended HW support club. • Yr8 – 18 students completed the Success at Arithmetic course (of which 9 were pp). These were students that had not completed in year 7 due to Lockdown.

External Agencies	<p>National tutoring Programme</p> <ul style="list-style-type: none"> • Student Voice positive for both Maths and English • Tutor reports display progress and positive attitude in both Maths and English tutoring sessions • Maths – 24% of year 8 students moved from ‘Below Expected’ to ‘Expected’ progress, 35% of year 9 students moved from ‘Below Expected’ to ‘Expected’ progress. • English – 39% of year 8 students moved from ‘Below Expected’ to ‘Expected’ progress, 25% of year 9 students moved from ‘Below Expected’ to ‘Expected’ progress. <p>AFC Bournemouth</p> <ul style="list-style-type: none"> • Student voice positive • Improvements in behaviour and ATL demonstrated by case studies • Programme evaluated and adapted for 21/22 to involve more students
Study Skills & Resources	<p>Equipment Provision</p> <ul style="list-style-type: none"> • Increased engagement and reduced number of loan laptops requested in Jan/Feb school closure highlighted impact of provision leading up to this • Provision of mini whiteboards for all students allowed improved AFL in times where restrictions made circulating classrooms difficult. • Reduction in equipment concerns due to large distribution of equipment at start of academic year.
Summer School	<ul style="list-style-type: none"> • 47 students attended Summer School over 3 days (18th-20th August) • TBS staff reported positive student voice and have already shared ideas for possible adaptations if we run something similar in 2022.

Appendix 1- Evidence base

A Tiered Approach to Catch-Up

Considering a tiered planning model for the current academic year can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in the EEF's Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference.

The tiered approach is a helpful heuristic that can supplement school leader decisions regarding the allocation of funding, energy, training and time.

EEF Guide to Supporting School Planning, 2021

1. Teaching

The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.

Our recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.

Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.

2. Targeted academic support

Considering how classroom teachers, teaching assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for this academic year.

3. Wider strategies

Continuing to re-establish the routines of the classroom, and of school, will likely prove beneficial for pupils.

Supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning.

Figure 1: The tiered model for school planning



TEACHING

High quality teaching for all

- All groups start with new content – level playing field for all;
- Teach to the Top – high expectations;
- Rosenshine’s principles more important than ever – explicit instruction, modelling, scaffolding and guided practice;
- Thinking Hard devices very important;
- Efficient, challenging teaching – maintain attention on what requires attention;
- High quality texts in lessons and homework – Tier 2 and Tier 3 language;
- Interleave remote content with new content – subtle identification and closing of gaps;
- Reduced marking and more ‘live’ feedback evident;
- Focus on feed forward – anticipating misconceptions – prevention;
- Exploration of use of comparative judgement initiative for Year 7 English;
- No talk of ‘recovery curriculum’ – it’s a ‘sustained response’.

Component of high quality teaching	Example
<p>Explicit teaching</p> <p>Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice. Several reviews of the research on effective support for pupils in mathematics and reading have provided support for explicit instruction.</p> <p>One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.</p>	<p>A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practice this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task.</p>
<p>Scaffolding</p> <p>'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.</p>	<p>At St Mary's Church of England Primary School in Barnet, teachers have used task checklists as a visual scaffold to support pupils to independently complete a task (see Figure 4).</p> <p>Figure 4: Task checklists—a visual scaffold checklists for tasks like entering the classroom at the beginning of the day and settling down to independent reading. This tool provides specific instruction on the small steps to achieve in order to complete the task.</p>
<p>Cognitive and metacognitive strategies</p> <p>Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching.</p> <p>Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	<p>Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND. Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams—for example, the Venn diagram illustrating the overlap between the two concepts 'SEN' and 'disability' in English law—T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning.</p>
<p>Flexible Grouping</p> <p>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept.</p> <p>Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.</p>	<p>A primary teacher undertaking a history lesson may be exploring the chronology through a local history text, using images on cards. The teacher subsequently regroups pupils, to work with those who weren't able to draw upon any background knowledge to identify the images and form an adequate chronology. This small group can then seamlessly be supported to quickly initiate the subsequent writing task assignment.</p>

Effective diagnostic assessment

- Teachers reflect on groups using Horsfort Quadrant;
- Embedded frequent low-stakes quizzing of previously learnt, remote learning and newly-learned content;
- Build starters around different methods of retrieval practice to support memorisation;
- Efficient identification of issues that need addressing;
- Review of key knowledge and concepts;
- No formal testing until after Christmas/Easter;
- HoFs reflect on subjects using pentagon.

Focusing on professional development

- Whole-school T&L approach delivered on return;
- Focus on Rosenshine's Principles of Instruction;
- Re-setting of expectations for behaviour and learning;
- Introduction of Walkthrus as a primary support for CPD;
- Introduction to other supportive resources (eg. TLAC, Seneca, podcasts such as 'Boys Don't Try?') and revisit of influential educators (eg. Tom Bennett, Dr Bill Rogers, John Sweller);
- Continued professional development through Teams – focus on assimilation back into school life through habits and routines, reading and assessment and challenge.

TARGETED ACADEMIC SUPPORT

High quality one to one and small group tuition

Teaching assistants and targeted support

Academic tutoring

Planning for pupils with Special Educational Needs and Disabilities (SEND)

WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Planning carefully for adopting a SEL curriculum

1. Sequenced activities that lead in a coordinated and connected way to skill development.
2. Active forms of learning that enable young people to practise and master new skills.
3. Focused time in the school day/classroom (or in more 'blended' models) spent developing one or more social and emotional skills.
4. Explicitly define and target specific skills.

Communicating with and supporting parents

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf)