

Context of the school and its prior performance

School Metrics		Disadvantaged pupil performance overview for last academic year 2020-21		
Metric	Data		PP	Non-PP
Proportion of disadvantaged pupils	152/740	Numbers on roll	152	588
Pupil premium allocation this academic year	£166,408.75	Progress 8* <i>NB this is SPI based on TAGS 2021</i>	0.54	0.72
Academic year or years covered by statement	2020-21	Ebacc entry %	85%	75%
Publish date	August 2021	<i>Ebacc pass 5+ %</i>	31%	34%
Review date		<i>Ebacc pass 4+ %</i>	49%	49%
Statement authorised by	IW	Attainment 8	52.6	56.6
Pupil premium lead	MM	Percentage 5+ in English and maths	51	57
Governor lead	MPI	Percentage 4+ in English and maths	67	79

The main barriers to educational achievement faced by our disadvantaged students include:

External barriers	Internal Barriers
<ul style="list-style-type: none"> • Covid 19 has nationally and in our school exacerbated progress gaps between disadvantaged and other students. • Similarly, the gap between disadvantaged and other students in terms of attendance has not closed. • Resources, technology and cultural capital: disadvantaged students are likely to miss out on the benefits of, for example, books at home, trips or technology enjoyed by other students. 	<ul style="list-style-type: none"> • Behaviour at our school is good, with many outstanding examples of behaviour every day. However, both nationally and at our school, disadvantaged students have been more likely to receive fixed term exclusions and other sanctions such as detentions. This is a potential barrier to progress, since these students miss educational opportunities as a result.

Review of expenditure from previous academic year 2020-21

PREVIOUS ACADEMIC YEAR				
Total amount:				
Learning: teaching for all				
Initiative	Intended outcome	Impact	Evaluation	Cost
Professional Development	<p>Raising awareness of disadvantaged students.</p> <p>Understanding of cultural capital.</p> <p>Consideration of intersection with other learning needs.</p>	Growing PP gap at start of 2020-21 was arrested.	<p>Staff had an enhanced awareness of the importance of cultural capital and disadvantage. They were asked to reflect throughout the lockdowns on the impact of Covid-19. The IN-SET in September 2020 set the scene for this development. Evaluation was positive overall, with the obvious caveat of the missed opportunities for additional training brought by Covid-19.</p>	20,000

Monitoring	<p>Scrutiny of performance of disadvantaged groups within departments and strengthening of accountability.</p> <p>Lesson observations.</p> <p>Performance Management.</p> <p>Work Scrutiny.</p> <p>Data review.</p>	<p>According to Y11 TAGS the disadvantaged gap remained stable in spring, summer 2020-21, which shows the importance of the return of normal school monitoring procedures and the support given to PP students.</p>	<p>Close scrutiny used during lockdown focused on engagement and work completion for disadvantaged students and this was successful as gaps remained stable.</p> <p>This will continue to be a focus for the school.</p>	30,000
Learning: targeted academic support				
Initiative	Intended outcome	Impact	Evaluation	Cost
Engage and utilise Educational Welfare Officer via Barnet Traded services	Improvement in attendance for disadvantaged groups.	<p>Attendance remained lower for disadvantaged students in comparison to non-disadvantaged, although significant progress was evident for certain key students. Disadvantaged attendance 87%; Whole school 91%.</p> <p>Pre-lockdown attendance for whole school and for disadvantaged students was extremely positive and was improved compared to previous years at that point.</p>	<p>Difficult to evaluate cogently because of the blanket disruption to attendance owing to Covid 19.</p> <p>Attendance for PP students will be a focus in 2021-22.</p>	500

Intervention	Wide-reaching intervention programme in KS4, designed to close growing emergent gap between disadvantaged students and remainder of cohort.	Intervention programmes widely disrupted owing to Covid. Bespoke and targeted alternatives put in place by departments.	Progress gaps indicate that the school should reconfigure its intervention approach for students to catch and in anticipation of another lockdown.	40,000
Pastoral support	Reduce time out of education for disadvantaged students owing to internal or fixed-term exclusions.	Whilst there is a disproportionate number of disadvantaged students who have had a fixed term exclusion compared to other students, there have been many fewer repeat exclusions. A significant cohort of students with pastoral concerns have benefitted from support.	Internal 'referral' and a strong behaviour code have improved behaviour overall; some key disadvantaged outlier students require enhanced support. This will be on-going as students are identified.	40,000
Uniform	Replace or purchase uniform for disadvantaged students Reduce feeling of exclusion.	Fewer students wearing items of non-school uniform. Positive individual feedback from students/parents.	Although the need was not widespread, budgeting for this need is prudent as some families may still be experiencing need due to COVID.	1,000
Utilise senior staff designated role	Narrowing PP gaps and support for LAC, SEND and vulnerable students, Strategic oversight of support from designated person for looked after children, SENCO contribution, safeguarding contribution	Growing gap successfully arrested. Inclusion strategy had a more focused approach especially from January 2021.	Although difficult to evaluate robustly, clearly the progress gap points to a mixed success. Certain key students' experience enhanced and some successful initiatives.	5,000

Utilise Teaching Assistants	Support for SEN and PP students, small group work and in class. Adjustments to resources and T&L Narrowing of achievement gaps.	Exclusion and disengagement of several key KS3 learners improved overall. Certain students with difficult SEMH experiences received a high level of care, if not impressive progress.	Outcomes gap still exist in all year groups. Further role development in our SEN department in support of SEN students in receipt of PP funding will be a focus for 2021-22.	4,000
Provide Y11 mentoring,	Support for Y11 students. Dedicated 1 to 1 support for vulnerable Y11 students.	Variable outcomes for student on mentoring programme.	Mentoring programme was not as effective as previous years because of Covid-19. School to review in 2021-22.	2,500
National Tutoring Programme or similar	Purchase of National Tutoring Programme (NTP) services for disadvantaged students with low progress scores, beginning with Y11.	NTP offered to wide range of Y11 disadvantaged students; only a few picked it up. TAGs show some impact on only a few key learners.	For key individual students this had tangible impact at moments of serious disengagement. Some learners felt there were too many demands on their time. Perhaps the programme could have been implemented sooner.	2,000
'Kerboodle' online textbooks	Provide students with access to online textbooks to support. Close gap in cultural capital.	Many non-disadvantaged students have access to books online, and departments have the ability to set work or reading from them.	Resources to be re-launched in September 2021.	2,000
Wider Strategies: initiatives and actions to improve attendance				
Initiative	Intended outcome	Impact	Evaluation	Cost

Inclusive Curriculum	Curriculum is inclusive in terms of activities, assessment, and content. This ameliorates educational exclusion, closes gap cultural capital.	Because of apparently structural gap on outcomes, it is difficult to claim our curriculum, although inclusive in its planning, allows all learners to make progress.	The curriculum ought to be reviewed in order to plan for more equitable outcomes.	20,000
Wider Strategies: initiatives and actions to improve engagement including emotional and mental health				
Initiative	Intended outcome	Impact	Evaluation	Cost
Mental Health First Aid Training for two members of staff	To be able to respond sensitively and effectively to students' mental health crises, the incidence of which is likely to be exacerbated by the Covid 19 pandemic.	Difficult to assess; individual students benefitted from this training, because of our fast response to at least 3 serious mental health crises. Impact is necessarily narrow, however.	Worthwhile process. Consider expanding into 2021-22. More cost-effective alternatives might be available.	900
Papyrus suicide prevention training – two members of staff.	To be able to respond to students presenting urgently with suicidal ideation with/without a plan.	As above, key staff responded effectively to several examples of students at risk of self-harm / suicide effectively, including liaising with CAMHS, psychiatric paramedics etc.	Successful initiative, consider rolling out to wider staff audience.	500

Covid Premium				
Initiative	Intended outcome	Impact	Evaluation	Cost
Additional DDSL in place and training in place	Support with increased disclosures.	Disclosures and referrals up approximately 50%; The extra capacity was very useful, with the new DDSL taking on a wide range of safeguarding activities/tasks.	Positive; wider DSL team is a useful feature for the future.	1,500
Deploy Supply Teachers	Maintain high quality of Teaching and Learning.	Staff self-isolating because of close contact with covid cases or because of clinical vulnerability was a major issue and cost.	The wider use of often specialist supply teachers was a necessary and positive initiative in helping the school cope with the impact of Covid 19.	21,500
Use Invigilators for mock 1 examinations	Improved outcomes for Y11 students.	Greater use of invigilators, including for a larger exam access cohort, meant that staff, including inclusion team, were freer to focus on interventions for vulnerable students. Although gaps for these groups remain, this provision was necessary.	Specialist invigilators for these assessments were a positive initiative and useful during the assessments in Spring 2021 leading to TAGs.	1,250
Utilise senior staff designated role	Narrowing PP gaps and support for LAC, SEND and vulnerable students.	Growth of gaps owing to Covid 19 slowed during 2020-21.	Leadership of the provision for these groups was clear and accountable, despite the prevalence of these gaps in line with national figures.	1,000
Directed school learning mentor time to work with PP students	Adjustments to resources and T&L. Narrowing of achievement gaps.	Several of the targeted mentee students did improve outcomes over the period; overall these gaps remained, although did not widen. Learning mentor worked very closely with several vulnerable young people	Mentoring programme was not as effective as previous years because of Covid-19.	1,000
Calendar catch up days	Maximise outcomes.	Students worked on careers and skills focussed activities in Term 6 2021.	Student voice was variable as to the effectiveness. School to	1,500

			ensure drop-down days, enrichment and intervention has a clear lead in time and effective communication for students and parents.	
Provide alternative provision	Improved attendance for PP SEN student(s) in SEMH specialist provision.	Positive; students remained in these provisions, receiving tailored support.	Positive; one student received EHCP and remained on roll at the provision – the more suitable setting for this young person's needs, linked to the pandemic – students had 0% attendance prior at STA in 2020-21.	2,250
Utilise current Teaching Assistants and additional teaching assistant time, Support for SEN and PP students, small group work and in class	Adjustments to resources and T&L Narrowing of achievement gaps.	Gap remained between these and the remaining students, although it did not broaden through Spring 2021. TAs worked very effectively with students with SEMH/behaviour concerns.	In practice TAs worked with key SEMH SEN outliers, especially though the spring/summer assessment period. Without this tailored support, these students would have secured much lower TAGS.	7,500
Supply revision materials, including (Core subject online textbook subscriptions	Mitigate 'digital poverty', replace access in school to physical resources during lockdown.	'Kerboodle' resources purchased for key subject areas.	Some students enjoyed working with these resources. Some departments favoured their tried and trusted resources over these new initiatives. Resources to be re-launched in September 2021.	3,000
Work with EWO on raising attendance for selected PP students	Improved attendance of disadvantaged students. Narrowing attendance gap.	Some key improved attendance, especially after March 2021. Several outlier students still struggled with low attendance, however. In general, whole school attendance bounced back successfully in Spring 2021.	Limited impact does not mean that the EWO work does not have value – for certain key students, without this support, their inclusion would have suffered in an even more serious way.	2,350