

Pupil Premium Strategy Statement for Gillingham School

1. Summary information					
School	Gillingham School				
Academic Year	2020-21	Total PP budget	£282,665	Date of most recent PP Review	April 2021
Total number of pupils	1755	Number of students eligible for PP	355 (increase of 24 from 19-20)	Date for next internal review of this strategy	Sept. 2021

2. Current attainment (GCSE 2019-2020) See also Section 6: Additional Information for current in-year data		
	PP	Non PP
% achieving 5+ in En and Ma	38.8%	53.5%
% achieving 4+ in En and Ma	55.1%	78.8%
Progress 8 score average En and Ma only	(E) -0.20 / (M) -0.11	(E) 0.41 / (M) -0.01
Progress 8 score average	-0.10	0.28
Progress 8 EBacc	0.06	0.33
Progress 8 Open	-0.21	0.28
Attainment 8 score average	43.51	52.96

3. Barriers to future attainment (for disadvantaged students)

In-school barriers

Attendance of PP students below non PP, including persistent absence

Lower Literacy skills for PP than non PP students, preventing students from accessing the curriculum

Disadvantaged high band students make less progress than their peers

Exclusions for PP students

Curriculum model KS4 and KS5

Quality of teaching

External barriers

Social, emotional needs are more demanding and complex for PP students

Parental engagement in families eligible for PP is lower than other students

Financial constraints can result in fewer PP engaging in enrichment activities

Transport costs for out of catchment PP students can impact upon attendance

Reduced support for early interventions from outside agencies continues to be a challenge for PP students with complex family structures

4. Desired outcomes	Success criteria
Improving attendance	To narrow the gap between the PP and non PP students' overall attendance figures . 2018 91% 2019 92% 2021 93% Reduce the number of PP that are PA. 2018 27% 2019 25% 2021 23%
Improving the quality of teaching	Greater evidence of significant and sustained progress in students' learning. Improved performance outcomes (see below Reducing Gaps)
Improving breadth of the curriculum	Increased range of applied and vocational subjects at both KS4 and KS5. Improved retention of PP in KS5.
Improving engagement of families	Data reflects an increasing attendance at events organised to support students' attendance, achievement, engagement and progress. By 2021 attendance of PP families will be in-line with their non PP peers.
Extending opportunities	Student survey data shows increased participation in enrichment opportunities. By 2020 %participation in extra-curricular enrichment in-line with non PP peers.
Reducing gaps a. Within-school gaps b. Gap between PP learners in school and non PP nationally	Key Stage 4: 2018 attainment gap <15% 2019 attainment gap <10% 2021 attainment gap <5%
Accelerating progress	An increase in the % of PP students making better than expected (excellent) progress. Key Stage 3: 2021 85% on / above expected progress Key Stage 4: 2018 -0.1 PP Prog8. 2019 0.01 PP Prog8. 2021 0.2 PP Prog8.
Improving literacy	PP Reading Plus students to make accelerated progress through the scheme to reach their chronological reading age. By 2021 All students at chronological reading age by the end of Year 9.
Improving transition between phases of education	Surveys of students and parents reveal an improving picture in terms of positive attitudes to school and self.
Good destination data	No PP students become NEET in the year after leaving school. The % of PP students going onto FE / HE is equal to % of non PP students.

5. Action Plan					
Desired outcome	Success Criteria	Chosen strategies	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Review (April 2021)
Improving attendance	<p>To narrow the gap between the PP and non PP students' overall attendance figures. Reduce the number of PP that are PA.</p> <p>2018 PP attendance 91% 2019 PP attendance 92% 2020 PP attendance 93%</p>	<p>Dedicated attendance officer and increasing capacity in the pastoral system.</p> <p>Attendance 'traffic-light' system; additional first day absence calling including all PP students.</p> <p>4 Tier graduated response</p>	<p>EEF Toolkit months impact: Social & emotional learning +4</p>	<p>Greater involvement of Pastoral leaders and SLT links to recognise improved attendance and offer motivation to those who are on the periphery of PA.</p>	<p>Sept. – Dec. PP attendance 91.28% (on track to achieve target of 93% in this academic year) Non PP attendance 94.99% Gap = 3.71% but within reach of school target due in part to Covid 19 pandemic PP Persistent Absence 26.01%</p> <p>Pastoral Hub (Attendance Officer) financed in part through £222,029 spend on staffing to support PP students. Understandable decrease in funding for school transport, £535, to support PP students. However, a noticeable increase in requests for support with basic needs, such as uniform and school stationery, £1506.20.</p> <p>Ongoing training in Attachment Aware approaches to increase student engagement in school and reduce exclusions and isolation from lessons. Revised Behaviour Policy.</p>
Improving the quality of teaching	<p>Greater evidence of significant and sustained progress in students' learning. Improved performance outcomes (see below Reducing Gaps)</p>	<p>Teaching students explicit strategies to plan, monitor, improve and evaluate their learning.</p> <p>Focus on extended writing for key assessed tasks.</p> <p>Increase expectations for PP students to be in-line with their non PP peers</p>	<p>Sutton Trust evidence on the impact of poor teaching on the progress and outcomes of PP students</p>	<p>High quality professional development. More frequent and systematic work sampling in conjunction with teachers. Development focused Quality Assurance to monitor impact.</p>	<p>Y11 Spring PP P8 -0.01, Non PP P8 0.61 Y11 BASICS 4+ PP 66.7%, Non PP 81% Y11 BASICS 5+ PP 36.7%, Non PP 59%</p> <p>Y10 Spring PP P8 0.12, Non PP P8 0.47 Y10 On/Above En. PP 88%, Non PP 92.3% Y10 On/Above Ma. PP 73.1%, Non PP 80.2%</p> <p>Y9 On/Above En. PP 85.5%, Non PP 85.5% Y9 On/Above Ma. PP 78.2%, Non PP 77.2%</p>

Improving breadth of the curriculum	Increased range of applied and vocational subjects at both KS4 and KS5. Improved retention of PP in KS5.	Promoting applied and vocational subjects as high value / status qualifications equivalent to GCSEs and A Levels, to both students and their parents. Yeovil College courses @ KS4 for targeted cohort	Progress 8 Open scores for PP students reflect the EBacc focus of our current curriculum model.	Ensuring appropriate and high calibre staffing for applied and vocational courses. Appropriate IIAG. Resourcing of new courses.	Y9 % PP students opting for EBacc suite of GCSE subjects is 90%, in-line with their non PP peers 92%. This is an increase from 64% in 2019. Y10 % PP students opting for EBacc suite of GCSE subjects is 62%, in-line with their non PP peers 68%. This is an increase from 49% in 2020. More PP students opt for STEM and Arts subjects compared to their non PP peers.
Improving engagement of families	Data reflects an increasing attendance at events organised to support students' attendance, achievement, engagement and progress. By 2021 attendance of PP families will be in-line with their non PP peers.	More frequent communication between Pastoral Hub and parents / carers. First day calling and texting of high profile students. Targeting less engaged parents with Parents' Evening and other events. 4 Tier graduated response	EEF Toolkit months impact: Parental involvement +3	Pastoral Hub have clear systems and protocols. Liaison with Primary cluster of schools and Family Partnership Zone and Locality Team to identify difficult to engage families at an earlier stage, prior to transition. Liaison with the Pastoral leaders to identify difficult to engage families. Implemented new Parents' Evening appointments system which will enable us to targets specific students.	Switch to an online Parents' Evenings, with automated bookings, the Pastoral Hub team to make appointments on behalf of invited PP families, followed up by invites / reminders by 'phone. Licence cost £2,000 52% PP attendance at Year 8 Parents' Evening, 71% non PP, 67% PP attendance at Year 9 Parents' Evening, 77% non PP, 55% PP attendance at Year 10 Parents' Evening, 79% non PP, Y10 particularly disappointing as 79% of PP parents had scheduled appointments, 17 of these families did not attend. Increased use of varied alternative provision to support vulnerable students in a climate of decreasing alternative provision within our Local Education Authorities. Pastoral Hub financed in part through £222,029 spend on staffing to support PP students.
Extending opportunities	Student survey data shows increased participation in enrichment opportunities. By 2021 % participation in-line with non PP peers.	Identify a list of activities / opportunities that we feel it is beneficial for all students to engage with across the curriculum in its broadest sense. 4 Tier graduated response	EEF Toolkit months impact: Collaborative learning +5 Social & Emotional Learning +4 Outdoor Education +4 Extending school time +2 Arts Participation +2 Sports Participation +2	Improve out of catchment transport access/support for PP students. Allocate a certain number of places on all school trips for PP students. Dedicate funding to facilitate these opportunities for PP students (peripatetic music lessons, sports coaching, theatre trips etc.)	£1065.44 spent to support music tuition for PP students – significant increase on previous years, reflecting an increased participation in extra-curricular opportunities. Alternative activities developed for students struggling with aspects of a full-time mainstream timetable (MTB, climbing, art therapy, gardening etc.), commencing again once lockdown restrictions ease.

<p>Reducing gaps Within-school gaps Gap between PP learners in school and non PP nationally</p>	<p>PP to make progress in line with their non PP peers.</p> <p>Key Stage 4: 2021 attainment gap <5</p>	<p>More consistent, high quality, teaching approaches and expectations across all curriculum areas, especially improving the quality of feedback to inform future learning and progress.</p>	<p>EEF Toolkit months impact: Feedback +8 Metacognition +8</p>	<p>Research informed CPD focusing on high impact strategies. Quality Assurance programme SLT in conjunction with HoDs. CPD delivery by specially chosen group of colleagues – trained in the relevant materials. Exploring low cost. High impact strategies form the EEF toolkit to implement across the school (i.e. marking PP student books first) A shared PM target linked to PP student attainment and progress.</p>	<p>Current Y11 OTF data predicts an Attain8 gap of 12.67 (PP 41.22, Non PP 53.89) and a P8 gap of 0.89 (PP -0.33, Non PP 0.56) Of particular concern are high band PP boys, this is an ongoing priority on our School Development Plan.</p> <p>Interventions in place to support revision / exam technique especially in Maths and English, delivered via trained Sixth Form mentors currently studying A Level Maths or English. 50 mentors, £12,300</p> <p>Similarly, we are participating in the National Tutoring programme for 30 students per half term, £18,000 £899.94 spent on revision materials for PP students in examination cohorts.</p> <p>In addition to laptops provided by the DfE as part of their response to the Covid19 pandemic, we provided an additional 70 laptops, £18,455. All PP families received training on how to access online learning resources, such as MS Teams and Hegarty Maths. Going forward, it is our aim to provide all students facing financial hardship with a digital device (either subsidised or in full).</p>
	<p>'Matching individual need with classroom rigour.' Curriculum planning demonstrates increased rigour, challenge and expectations especially at KS3. Assessed outcomes enable students in Y7&8 to demonstrate the knowledge, skills and competencies necessary for higher attainment descriptors.</p>	<p>Development of a 5 year curriculum model. Two stage options process – enabling students to personalise their curriculum from Year 9, and further in Year 10.</p>	<p>EEF Toolkit months impact: Mastery learning +5</p>	<p>Prioritizing the curriculum in Years 7/8, accepting and building on KS2 outcomes through collaboration with KS2 colleagues. Equitable staffing across key stages – increasing awareness of cross-phase learning. Time available for collaborative planning within and across curriculum areas.</p>	<p>Y8 On/Above En. PP 89.2%, Non PP 84.4% Y8 On/Above Ma. PP 79.1%, Non PP 68.5% Y7 On/Above En. PP 89.2%, Non PP 84.4% Y7 On/Above Ma. PP 79.1%, Non PP 68.5%</p> <p>In year progress data demonstrates an improving trend. On-going review and modification of curriculum plans in light of learning lost during periods of national lockdown. 2021-22 Introduction of diagnostic baseline testing for Years 7 and 8. Implementing a five year curriculum model, enabling higher levels of personalisation and engagement. QA reports produced by each HoD in conjunction with SLT</p>

Accelerating progress	An increase in the % of PP students making better than expected progress. Key Stage 3: 2021 26% above track Key Stage 4: 2021 0.2	Improving students' engagement with and response to feedback through greater planning, redrafting and refining their work / learning. 4 Tier graduated response	EEF Toolkit months impact: Homework +5 Metacognition +8	Research informed CPD focusing on high impact strategies. Quality Assurance programme SLT in conjunction with HoDs. CPD delivery by specially chosen group of colleagues – trained in the relevant materials.	As of Spring 2021: Year 7 PP Above Track = 22.8% (non PP = 25.1%) Year 8 PP Above Track = 19.1% (non PP = 21.7%) Year 9 PP Above Track = 28.7% (non PP = 26%) No P8 data available for 2020 or 2021 due to the cancellation of standardised external examinations.
		Monitoring and assessment developed across the school so that underachievement can be picked up and interventions put in place	EEF Toolkit months impact: Behaviour interventions +3 Mentoring +1 Metacognition & self-	Improved tracking of student progress over time. Data Review meetings with Pastoral Teams and SLT link, SENCo and Inclusion team.	
Improving literacy	PP Reading Plus students to make accelerated progress through the scheme to reach their chronological reading age. By 2020 All students score within chronological reading age by the end of Year 9.	Reading Plus programme 6 th Form learning mentors in English and Maths in Y7&8 Small group interventions as part of graduated response to SEND in Y7&8.	EEF Toolkit months impact: Peer tutoring +5 Reading comprehension +5 Small group tuition +4	High quality personalised provision via Reading Plus diagnostic software. Facilitated during curriculum time with a designated HLTA to supervise and oversee by ASL English	Reading Plus programme financed in part through £222,029 spend on staffing to support PP students.
Improving transition between phases of education	Surveys of students and parents in Years 7 & 10 reveal an improving picture in terms of positive attitudes to school and self.	Collaborative planning, based around KS2 QLA, to develop initial English and Maths teaching in Y7. Work as a cluster to develop the existing transition project (Y6-Y7) into a Transition Strategy (Y4-Y8) Give greater consideration to the transition of High Band PP students.	EEF Toolkit months impact: Mastery +5 Small group tuition +4 Mentoring +1	Cross phase lesson observations, Learning Walks and work sampling Our Y7 teachers to attend KS2 moderation (English and Maths) Time allocated for joint planning with Y6 colleagues Clarify the remit and selection of the Transition Project in consultation with the Primary cluster of schools.	Year 7 / Year 10 Parents' Survey results: <ul style="list-style-type: none"> ● My child is happy: 98.7% 97.8% ● My child feels safe: 99.34% 95.7% ● Effective advice and guidance 97% ● Effective transition: 95% ● Settled in well: 98.7% ● Effective communication: 96.7% 92% ● Recommend Gillingham School 98.7% 96.4% These are positive results, and an improvement on the previous year.

	All students are achieving in line with ARE by the end of Year 8, enabling them to transition onto an appropriate KS4 curriculum.	Nurture style group in Years 7&8 to those students who are not at ARE in Y6, and would struggle to access a full mainstream curriculum.	EEF Toolkit months impact: Reading comprehension +5 Small group tuition +4 Collaborative learning +5 Social & Emotional Learning +4 Mastery +5	Clarify the remit and selection of the Nurture Project in consultation with the Primary cluster of schools, parents and other agencies. Devise a curriculum which is age appropriate with a strong literacy focus. Training / professional development for those teaching and supporting this group.	Student feedback has resulted in modifications to the Year 8 programme, with more 1:1 literacy support now provided and the introduction of a MFL. The current Year 8 GG are currently on or above track in 77% of their subjects, compared to 76.9% of the cohort as a whole. The current Year 7 GG are currently on or above track in 92% of their subjects, compared to 76.8% of the cohort as a whole. Parental and feeder school engagement in the project has been positive, and the group is oversubscribed for 2021-22 We continue to explore the development of specialist CCN provision with the Local Authority.
Good destination data	No PP students become NEET in the year after leaving school. The % of PP students going onto FE / HE is equal to non PP students.	Targeted Careers IIAG Visits to other local FE providers Next Steps evening Individual interviews with SLT	EEF Toolkit months impact: Mentoring +1	Review current model of Careers delivery Closer liaison between key colleagues (EV and AM) re Work Experience programmes and Careers IIAG	48/49 PP students from Y11 cohort 2019-2020 are in fte education or employment with education.