

Pupil Premium Grant (PPG) Strategy 2019-2020

Pupil Premium Grant: The Facts

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months or whose parents are currently serving in the armed forces). Schools receive this funding to support their eligible pupils and narrow the attainment/progress gap between them and their peers.

The level of premium for secondary age pupils in 2019-20 is £935 per pupil.

Children who are looked after or who have been previously adopted from care, will attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £2,300 per pupil for 2019-20. Please see the **PP+ strategy** for funding details as this is used **differently** to the Pupil Premium Grant.

Children who have parents in the armed forces are supported through the service child premium which for 2019-20 will be set at £300 per pupil.

Summary information											
School	Coombe Girls' School										
Academic Year	2019/2020	Total PP Budget (£935 for PP)			£226270		Date of most recent PP review			September '19	
Total number of students	1110	Total number of students eligible for PP/PP+			250		Date for next internal review of strategy			April 2020	
Pupil Premium Target Group											
Year Group	Year 7		Year 8		Year 9		Year 10		Year 11		
Break Down	Ever6	51	Ever6	57	Ever6	48	Ever6	41	Ever6	45	
	LAC/ex	1	LAC/ex	2	LAC/ex	2	LAC	2	LAC/ex	1	
Number of students eligible for PP	Total	52	Total	59	Total	50	Total	43	Total	46	

Attainment (3 year trend) CGS						
	2017		2017		2019	
	PP	NON PP	PP	NON PP	PP	NON PP
% achieving 5 A*-C including English & Maths (4+)	68%	87%	64%	86%	54%	85%
% achieving Expected Progress in English (4+levels)	44.12%	62.35%	97.73%	98.76%		
% achieving Expected Progress in Maths (4+levels)	38.24%	56.44%	88.64%	93.17%		
Attainment 8 score	46.12	58.47	53.09	62.13	45.58	60.77
Progress 8 score	+0.33	+0.76	+0.65	+0.91	-0.21	+0.77

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National Gap Summer 2019 (GCSE)	All (CGS Vs Kingston)			PP (CGS Vs Kingston)		
	Kingston	CGS	Gap	Kingston	CGS	Gap
Attainment 8		57.52			45.58	
Progress 8		+0.56			-0.21	
English Attainment 8		12.12			10.42	
English Progress 8		+0.6			+0.2	
Maths Attainment 8		11.38			9.47	
Maths Progress 8		+0.56			+0.15	
EBAC Attainment 8		17			12.62	
EBAC Progress 8		+0.62			-0.41	

Internal Gap Summer 2019	Year 11 2019-2020 (based on Summer data)		
	PP	Non-PP	Gap
Attainment 8	50.61	61.14	10.53
Progress 8	+0.67	+0.89	0.22
English Attainment 8	11.22	12.76	1.54
English Progress 8	+0.85	+0.86	0.01
Maths Attainment 8	8.87	10.99	2.12
Maths Progress 8	+0.21	+0.34	0.13
EBAC Attainment 8	14.23	18.55	4.32
EBAC Progress 8	+0.6	+1.14	0.54

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Barriers to Future Attainment (for Pupils Eligible for PP)	
In-school Barriers (issues to be addressed by the school)	
1.	Vulnerable to exclusions and need for behaviour support
2.	Literacy & knowledge of vocabulary
3.	Attendance
External Barriers (issues which also require action outside school)	
4.	Access to extracurricular activities
5.	Aspirations for future careers pathways
6.	Vulnerability, social and emotional needs

Desired Outcomes	Success Criteria
1. Narrow the gap in behaviour and internal/external exclusions.	Fewer behaviour incidents and exclusions.
2. Address vocab gap.	The gap in attainment/progress between PP/non-PP students will continue to close across all subjects where vocab is key.
3. Attendance of students is above 95% and there are fewer persistent absences.	Attendance for group improves and pupils having coping strategies that will support school journey (where applicable).
4. All pupils can access trips to enrich cultural capital	The proportion of PP students on trips is fair and pupils/parents/carers are supported to improve attendance to extra-curricular activities.
5. Continue to raise PP aspirations	% of PP students staying into 6 th form to increase. Student voice to indicate a shift in thinking about future careers pathways.
6. Provide individualised and personalised support to PP students who require pastoral/academic intervention.	Continue to support the individualised needs of PP students. Impact of interventions employed is measured and monitored consistently. Select pupils show an improvement in their attitudes/behaviour/self-esteem.

Planned Expenditure				
Action	Rationale?	Staff Lead	Timescale	RAG
1. Narrow the gap in behaviour				
On-going staff training to sustain excellent Behaviour for Learning and Teaching & Learning in lessons.	Consistent approach to BfL across the school helps improve overall standards of behaviour and achievement for all. CGS behaviour strategy devised by Student Council and displayed clearly	CK/CMM	Ongoing	

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	<p>in all classrooms. Staff training to refresh pedagogy and ensure that effective and engaging teaching & learning strategies (all research driven) are adopted.</p> <p>Pastoral training on Attachment Theory to ensure staff understand different motives behind behaviour and how to support students.</p> <p>PP personalised tracker which assesses needs for each pupil to ensure they are adequately supported and revisited during line management meetings.</p>			
Pastoral team to monitor BW records effectively and use Pastoral Support Plans to support vulnerable students.	<p>BW records need to be monitored and acted upon swiftly so that any issues can be addressed and rectified immediately. PSPs ensure that vulnerable students are being supported appropriately, and work in partnership with parents/carers. Quick escalation for repeat offenders so that a fresh start can be made (restorative practice).</p> <p>Anstee Bridge project in Year 11 for those pupils who have struggled with KS3 → KS4 transition.</p>	Pastoral team	Ongoing	
Mentoring schemes with DHOY/HOY/peers and SLT (peer mentoring - Education Endowment Fund).	<p>Students able to build relationships with staff and talk through any potential problems before they are exacerbated. Students are monitored closely and SMART targets are set and revisited. Students work collaboratively with their peers/teachers to improve self-regulation and self-esteem (where applicable). Positive role models and sources for outlet established.</p>	Pastoral team/SLT	Ongoing	
Continue to engage and empower parents/carers of PP students (especially those hard to reach).	<p>Parents/carers play a key role in the child's home life and both school and home sanctions/rewards need to exist in tandem in order for child to be fully supported and ensure consistency. School events run throughout the school year to ensure that parents can visit the</p>	All staff/CMM	Ongoing	

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	<p>school regularly and play a key role in their daughter's education. Staff training on monitoring students and effective feedback, that is communicated to parents/carers regularly. Parent/carer voice used often to ensure that interventions are driven by need and communication is fluent. Unified message from both school and parent/carer will create stability and consistency for child.</p>			
Total Budgeted Cost		£45,000		
2. Address vocab gap				
<p>Continue to deploy interventions and ensure PP students receive support:</p> <ul style="list-style-type: none"> -Withdrawal of small groups -In class support (personalised interventions) -Afterschool/lunchtime revision sessions -Peer mentoring for English -Walking Talking Mocks -Personalised Learning Checklists -Free resources to support studies -Tracking and monitoring -Incentive schemes for underperforming PP students -Vocab enriched trips -Whole Trust vocab project -LP assigned to be vocab lead -Let's Think In English Programme (meta-cognitive skills) -Big Read project 	<p>Use rigorous monitoring to intervene quickly with target students and therefore bridge any gaps early. Interventions put in place to ensure that progress/attainment in boosted and that student supported appropriately.</p> <p>Whole school vocab project launched by Lead Practitioner, based on research by Alex Quigley – Closing the Gap. All pupils (PP focus) exposed to rich vocab across the curriculum. Extra English lesson focusing on reading/analytical skills per week included. Extra reading lessons to take place in the Learning Resource Centre – PP pupils will be prioritised. Improved English reading/writing skills will mean that PPG pupils are able to access a range of different subjects and will 'soften' transition (KS2 -> KS3).</p> <p>Variance between departments addressed by line managers and action plan put in place with regard to effective use of PPG. PP made an on-going item on line management meeting</p>	HODs/LMs/CMM/SH	Ongoing	

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	agendas including Teaching & Learning meetings.			
Offer study session skills to Year 10 and Year 11 students (meta-cognition strategies Education Endowment Fund)	There is a lot of evidence with regards to study skills. The school's vision is to create long lasting change in the way students approach study. Staff training to be delivered by Lead Practitioners on Meta-cognition and Memory Skills. This is to be fed back to students using PSHE, Active Tutorials and Displays For Learning. Parent/carers revision guide with study tips devised and handed out during parent/carers evenings. Also via the use of the Let's Think in English programme, which the majority of PPG pupils will be a part of (extra English lesson per week).	CMM/LPs/KC	Ongoing	
Use Sixth Form and SLT Mentoring to support students with academic and/or pastoral needs (peer mentoring Education Endowment Fund)	Mentoring scheme exceptionally successful last year. Sixth form students/Year 11s will be supporting target PP students with Maths and English. SLT to support with pastoral care mentoring. T-Coaching/Coaching projects run by Lead Practitioners.	SLT/HOD 6 th Form/CMM	Ongoing	
Use attendance incentives to make sure PP students are in school	Attendance incentives in place to ensure PP attendance is good. To be reviewed each half term and monitored closely by the pastoral team. Effective use of the Educational Welfare Officer where attendance is a concern to support both pupil and parent/carers.	CMM/HOY	Ongoing	
Staff training to improve awareness of staff with regards to PP students	Staff to plan lessons and interventions with PP students in mind. Staff to know PP students in their teaching groups and use strategies to ensure their progress. Staff to employ formative assessments to inform T & L; and intervene early. Middle leaders to monitor progress of PP students in subject areas and liaise with PP coordinator to support PP students to ensure	All staff/HODs/HOYs/CMM	Ongoing	

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	that they are making accelerated progress. Staff to be kept abreast with current research assessing influence of PP interventions during T & L meetings and any student circumstances which may affect their studies.			
Ensure monitoring of progress at KS3 PP outcomes as well as KS4	Staff awareness to ensure that PP data is scrutinized and acted upon swiftly. Mentoring in Year 9 of PP students who are underperforming to ensure smooth KS4 transition/Options process (personalised SLT meetings). HOY/HOD to monitor PP data closely.	All staff/CMM/HOYs/HODs	Ongoing	
Review of homework and feedback policy to ensure work is challenging and varied (Education Endowment Fund)	Ensure that enough homework is being set that is challenging and consolidates learning. Also, CMM to work with HODs to ensure HW is varied and personalised (deadlines) to suit PP students (raise awareness of issues – transparency). Feedback should be regular and timely so that PP students know how to improve and build on their confidence. 43% of CGS KS4 students said that they did not do any school work or revision over the weekend, and 20% said that they did not have anywhere quiet to work at home so HW clubs to support students. PP students to be fairly represented at school clubs and revision classes. Learning Resource Centre to run a homework club – PP pupils will be prioritised when sending invites.	WS/CMM/SLT	Ongoing	
Total Budgeted Cost		£63680		
3. Attendance				
Employment of attendance incentives	Attendance incentives in place to ensure PP attendance is good. To be reviewed each half term and monitored closely by the pastoral team. Tutors also to monitor attendance closely and have informal meetings with students to address any arising issues. Education Welfare	CMM/HOY	Ongoing	

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	Officer to work closely with Pastoral Team to ensure that there is accountability for attendance. Report system used to support students struggling to come into school.			
Work with HOYs/tutors to ensure attendance is monitored closely	Tutors to have meetings with those students whose attendance is poor. This is followed up on BW and phone calls home are made if needed. Awareness raised with students and parents.	Tutors/HOY/CK	Ongoing	
Liaison with parents about the importance of attendance/punctuality.	Empower parents by ensuring they know the expectations. Effective deployment of the EWO to support with extreme cases of absence, and careful monitoring by HOY. HOY liaison with lead SLT member to ensure that no students are going unnoticed and therefore unsupported.	All staff/HOY/CK/SLT	Ongoing	
Total Budgeted Cost		£52,000		
4. Access to extracurricular activities				
Raise awareness with staff allocation of spaces	PP coordinator to ensure that staff are considering proportions of PP students that are being represented during extra-curricular activities and that spaces on trips for those pupils are prioritised where it could help defeat a barrier to learning (any vocab/literacy based trips/theatre trips/languages).	CMM/HOY	Ongoing	
Financial support for curriculum-based visits	All students with an entitlement to PPG will receive financial support towards curriculum based visits (contributions at minimum). Flyers sent home to remind parents of this support available, and PPG advisor to meet with students to communicate this (sensitively). Staff training so that HODs are also fully aware of the financial support available across subjects. PPG	Tutors/HOY/CK	Ongoing	

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	coordinator to keep a record of where money is being spent to ensure that use is frequent.			
Liaison with parents/carers about the importance of extracurricular activities	Continue to support parents/carers by making sure that communication about events/clubs/trips is robust and accessible. PPG coordinator is contactable via school email for any specific enquiries.	All staff/HOY/CK/SLT	Ongoing	
Total Budgeted Cost		£25,000		
5. Continue to raise PP aspirations				
Financial support for curriculum-based visits	All students with an entitlement to PPG will receive financial support towards curriculum based visits (contributions at minimum). Flyers sent home to remind parents of this support available, and PPG advisor to meet with students to communicate this (sensitively). Staff training so that HODs are also fully aware of the financial support available across subjects.	CMM/All staff	Ongoing	
Financial support towards music tuitions	PPG students offered additional support with music lessons. The financial support aids inclusion and encourages participation in the wider curriculum.	CMM/EMH	Ongoing	
Increase participation towards extracurricular activities	The schools extra-curricular club time table regularly refreshed and reviewed to ensure that it provides students with opportunities to experience new and challenging activities.		Ongoing	
Raising aspirations trips for PP students	University visits for PP students across KS3 and KS4 – workshops focussing on future pathways. More able coordinator to organise trips for PP students – for example Kings College to look at post 16 pathways and meet other students who have continued into further education. Aspirations project for select PPG pupils that includes cultural visits and accompanying workshops to boost confidence/skills.	CHC/CMM	Ongoing	

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Sixth form taster days/open days and info evenings/careers advice	Open days, parent info days and taster days to promote and strengthen sixth form partnership. Careers guidance available for all students and personalised meetings with SLT member to cater to their needs. Personalised Options meetings for PP year 9 students offering individualised guidance.	EFB/RPS/CMM/SLT	Ongoing	
Structured and personalised Year 9 Options programme	Personalised meetings to give guidance to students when picking their options. Proportions of PP students to be fairly represented and encouraged in EBACC numbers.	SLT/CMM	Ongoing	
Total Budgeted Cost		£10590		
6. Provide individualised and personalised support to PP students who require pastoral/academic intervention				
Use PP student voice to identify areas for improvement and personalised PP tracker for monitoring vulnerability, social and emotional needs	<p>Student voice helps identify key areas for focus for PP students, for example last year 76% of KS4 students said they didn't know how to revise and therefore this led to revision skills workshops being implemented. This can also be fed to tutors and HOY for further tailored support. 'How to revise' booklets purchased or parents/carers which offer advice about homework and revision tips.</p> <p>HOYs work scrupulously to support PP pupils and all personal circumstances each individual regularly assessed. Any particularly vulnerable pupils are regularly checked on and offered a number of different interventions (both pastoral and academic) to help support them through school.</p>	CMM/HOY	Ongoing	
Coaching/mentoring	Coaching/mentoring helps students to achieve their full potential, offering additional support to those students who require greater intervention.	CMM/HOY/HODS	Ongoing	

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Counselling services	This is available to identified students. Staff training also provided by Educational Psychologist and Health Link Worker on how to support PP students with specific needs.	HOY	Ongoing	
Further financial support	Financial support aids inclusion and supports student well-being as well as academic achievement. This includes; <ul style="list-style-type: none"> - Provision of essential items/resources i.e. uniform, PE kit etc. - Provision of revisions, other non-essential (but desirable) learning materials and activities (visits and events). 47% of students said that they did not have revision books for their GCSE subjects. - Incentives for attendance/punctuality/achievement in core subjects. 	CMM/HOY	Ongoing	
Strengthen PP parent/carer partnership	17% of KS4 PP students said they did not speak to their parents/carers about school. Engaging parents will help ensure that the message to do well is consistent with that conveyed by the school. Relationships with parents/carers are key to helping attendance, punctuality and behaviour of students. To send flyers home to parents advertising PP fund, and also booklet guide for parents/carers on how to support their daughter. Postcards to go home via HODs for improvements/sustained progress (PP focus)	All staff/CMM	Ongoing	
Total Budgeted Cost		£30,000		

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All strategies are linked to the Teaching and Learning Toolkit provided by the Education Endowment Foundation.

Please visit this link for further information:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>