



## Pupil Premium Strategy Statement 2021/2

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name:	Sir William Borlase's Grammar School
Number of pupils in school (Years 7-11) :	702
Proportion (%) of pupil premium eligible pupils (Years 7-11)	3.28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December , 2021
Date on which it will be reviewed	December , 2022
Statement authorised by	Kay Mountfield
Pupil Premium lead	Louise Walder
Governor / Trustee lead	Gill Towell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,965
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£ 27,965</b>



# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention at Sir William Borlase's Grammar School is that all students, irrespective of their background or the challenges they face, are inspired and empowered in their learning and have the opportunity to develop the skills, knowledge and confidence to thrive and shape their own future.*

*It is our aim that all students, irrespective of background:*

- *have access to the full curriculum, including the broad, rich and creative Key Stage 3; the enriched Key Stage 4 including core subjects; an MFL and their chosen options to GCSE and the challenging KS5 curriculum that facilitates access to next pathways.*
- *are able to make progress and fulfil their potential.*
- *have access to knowledge about career and higher educational pathways; that they hear quality speakers, attend events and have access to advice.*
- *have access to cultural capital and enriched learning experiences.*
- *have access to wider opportunities and extracurricular activities.*
- *have access to the learning resources they need for progress in the classroom and for home learning.*
- *have access to pastoral/ wellbeing support.*
- *have access to learning advice and support.*

### **High Performance Learning - Quality First Teaching**

*The underpinning principle of High Performance Learning is that all students, irrespective of background, have the potential to excel and thrive in their learning. Quality First Teaching for all students is central to our approach to ensure that disadvantaged students, alongside those who are not disadvantaged, fulfil their potential.*

*It is our aim that:*

- *All teachers know their students and their individual learning needs.*
- *Teaching and learning is planned with a view to engaging all learners*
- *Monitoring and diagnostic assessment identifies where students are underachieving and strategies are put in place to support.*
- *All students are directed to wider and extended learning opportunities.*

**Supporting Aspiration** *is key to developing all our students who are underachieving for any reason, whether through disadvantage or not. Our wider school support system includes individual academic mentoring, lunchtime and after school support, guided action plans,*

*learning mentor support, sixth form learning support. This work supports non-disadvantaged and disadvantaged students equally. As part of our COVID recovery programme targeted support from tutoring has prioritised disadvantaged students in examination years.*

***Our approach to supporting disadvantage*** is both planned and responsive. It is highly individualised. It is based on diagnostic assessment and one to one conversations with a trusted mentor. Systems are in place to monitor the progress of disadvantaged students and to identify their particular needs/ barriers.

***Our aim is that:***

- *Disadvantaged students have access to all the wider strategies for learning, enrichment and support offered to the whole school and take these up according to their needs.*
- *The individual challenges faced by vulnerable / disadvantaged students are considered.*
- *The specific needs and requests of students are considered.*
- *The need to access a range of cultural capital, trips, visits, extracurricular opportunities etc is considered and that the school will support where possible (drawing on school funds)*

***How the strategy meets our aims. The school :***

- *Adopts a whole school approach to teaching and learning that supports all learners.*
- *Includes a learning support strategy that supports all learners.*
- *Ensures a wide range of wider opportunities, enrichment, cultural capital are accessible to all students*
- *Ensures we have a strong and supportive pastoral care and wellbeing programme.*
- *Ensures we have professional medical support for all students.*
- *Monitors the academic progress of all students including disadvantaged.*
- *Monitors the uptake and involvement in enrichment of all students.*
- *Ensures that disadvantaged students/ parents have a link staff member to discuss barriers/ needs. (This is managed sensitively as some students are unaware of PP status)*

## **Challenges**

This details the challenges we have identified for our disadvantaged students

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>The school monitors the academic achievement and progress of disadvantaged students alongside the whole school. As numbers are small, our priority is to analyse the progress and attainment of individual students and their confidence in their different subjects.</p> <p>In our ongoing monitoring, we take particular note of any academic challenges individual disadvantaged students may have in specific areas; this may require targeted academic support/ guidance when underachieving to ensure there is no widening of the gap between disadvantaged and non-disadvantaged students.</p>
2	<p>The school recognises the importance of wider experiences - we monitor and support access to trips, visits, cultural capital , funded extra-curricular opportunities.</p>
3	<p>Some disadvantaged students find support with organisation, planning, time-management, management of resources and general academic guidance helps them in fulfilling their potential.</p>
4	<p>Disadvantaged and non- disadvantaged SEND students need specific advice on cognitive learning strategies/access arrangements.</p>
5	<p>The Social Emotional and Mental Health of some students has been impacted by the pandemic. The school monitors this and the Attendance of disadvantaged students and non. There is no difference/gap in attendance between disadvantaged and non-disadvantaged students and this was the case in the pandemic lockdowns. There are a number of vulnerable students post pandemic whose attendance is challenged due to SEMH - some finding it difficult to attend all lessons; others with significant health issues that affect attendance. Additional support has been put in from school pastoral and academic mentors, school counselling and outside counselling services. The pastoral teams analyse the needs of students and note where the home situation may mean extra support via school Student Support Team, Counselling or external providers.</p>
6	<p>The school is mindful that all students, and particularly disadvantaged students have excellent careers advice, connections with higher education and work experience. First generation students to university and PP students are prioritised for early support.</p>
7	<p>Some disadvantaged and non-disadvantaged students have expressed the value in having a safe and quiet place to study - after school. This was also true during lockdowns where disadvantaged, vulnerable and students without good internet access attended Critical Worker School. The school runs a supervised library after school to guarantee a safe, quiet space.</p>
8	<p>Learning Resources at home - some students may struggle to buy learning resources such as devices, revision guides, wider -learning resources at particular times in their academic journey.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria (2021-2024)
<p>1. High levels of motivation and aspiration for all Disadvantaged students, as with all students. Appropriate support/ extension taken up to support fulfilling potential. Any attainment gaps are swiftly identified with appropriate interventions implemented to support rapid progress, as with all students. Targeted support recognises particular challenges of disadvantaged students.</p> <p>COVID closures do not widen gaps in attainment.</p>	<p>Comparable academic results and attitude to learning grades. Comparable progression rates to the Sixth Form or other FE provider and Higher Education Institutions, or vocational training. Increased one-to-one and small group tuition to support catch up efforts enables PP students to make as much progress as on disadvantaged students.</p> <p>(Any COVID premium specifically targeted for additional support)</p> <p>All PP/Bursary Students are invited to and attend Critical Worker School as needed. Student Support contact continues throughout any lockdown.</p>
<p>2. Equal levels of participation in extracurricular activities, and wider opportunities, as with all students. All students, including disadvantaged students will develop Cultural Capital and educational enrichment experiences.</p>	<p>The student wide monitoring of participation and mentoring meetings will record equally high levels of engagements from disadvantaged and non disadvantaged students in extracurricular activities and opportunities. Comparable levels of engagement in cultural experiences.</p>
<p>3. High levels of organisation, behaviour for learning, learner confidence as with all students.</p>	<p>Disadvantaged students take up SAPs and learning mentoring time as needed (data of their attendance) and ATL data, and their feedback via their PP meetings communicates learner confidence.</p>
<p>4. Disadvantaged SEND students as with all SEND students feel supported in cognitive learning strategies.</p>	<p>Feedback from SEND mentors, students and parents is positive. SEND profiles capture successful strategies on an individual basis.</p>
<p>5. Support in place for students with pastoral, mental health or wellbeing concerns as with all students. The school aims to see Attendance equally high and there is improvement in attendance of school/ engagement with hospital based learning for the few individuals who have been challenged. The school looks to see improvement in the whole day</p>	<p>All students with wellbeing concerns are logged and appropriate support and provision is in place. Improved engagement and wellbeing of students with concerns are recorded through their feedback with mentors and KS Teams. Attendance is equally high for PP, SEMH students. The attendance of all lessons, and any time taken out (SEMH/vulnerable students) is monitored and</p>

attendance of targeted students, post-pandemic, who are being supported with a range of strategies. Attendance continues to be excellent for all students - 95%+	shows that these students are remaining in lessons, managing the whole school day. The overall plan over three years is to reduce the number of students needing counselling, moving them on to other resilience-supporting strategies. PP Students and vulnerable/disadvantaged have comparable attendance to other students.
6. Disadvantaged students continue to have priority on Adviza and School Careers Lead appointments early. Via our excellent school careers support, all students can access next destinations post Borlase, including university and higher level apprenticeships. First generation higher education and bursary students continue to have appropriate targeted guidance . The careers programme identifies where work-related experience would support the aspirations of PP students and supports identifying this.	Student destinations post Borlase indicate disadvantaged students continue to access chosen and appropriate pathways as with all students.
7. PP students and all students needing a safe, quiet space to study attend the school supervised library as needed. PP mentors track the need for this and monitor attendance.	Feedback from PP students shows that they have access to a safe, quiet place for study.
8. All students eligible for PP continue to have resources necessary to access the full curriculum at school and for home-learning including an online device. Likewise, if a student needs access to wider-learning resources the school tries to identify ways of supporting this - school fund/trusts and award schemes. PP coordinator monitors and liaises with HOKs to review how best to target resources.	Students eligible for PP have access to a device and relevant revision guides as needed. (PP co-ordinator has considered School Funds/Local Bursaries to support where PP Funding is limited). Student and Key Stage feedback via PP mentors confirm students have the resources needed.

## Roles and Responsibilities

Overall PP Strategy monitoring of academic data, progress, attainment and attendance.	Director of Studies
Overall monitoring of PP Spending	Business Manager with Director of Studies

Allocation of PP Mentors, Monitoring of uptake of academic support.	Heads of Year/ Key Stage
Monitoring of SEND/SEMH/ Pastoral support.	Heads of Year/Key Stage, SENDco & DSL as appropriate.
Overall monitoring of uptake of wider opportunities, cultural capital, enrichment	Assistant Head, Culture and Character.
Regular communication and monitoring of individual students' learning, progress, wellbeing, SEND support, wider opportunities, cultural capital and general needs. Communication with individual parents.	Designated named person from Key Stage Teams.
Governor oversight	Personal Development and Wellbeing Committee.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Total Budget for Pupil Premium (£27, 965.00)

### High Quality Teaching and Learning for All

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning - Whole School:</i>	<p>The school is designated a High Performance Learning School and School-led CPD focuses on training all staff in these principles. The school pays annual membership of HPL and HPL Fellowship which give access to resources and collaborative workshops. The school also buys into additional training from HPL and a range of training providers.</p> <p>HPL principles focus on Quality First Teaching for all including disadvantaged students. Strategies are linked to neuroscience research and involve all staff and students developing their use of metacognitive strategies.</p>	1 and 4

	<p>CPD also focuses on AFL, quality feedback, mastery strategies, collaborative approaches.</p> <p><a href="#">EEF Toolkit</a> suggests HIGH IMPACT - Feedback (+6 months), mastery (+5 months), Metacognition (+7 months), Homework (+5 months), collaborative approaches (+5 months)</p>	
<i>Google education suite</i>	<p>The school uses the suite of google learning systems, implemented before lockdown and further developed through these periods to ensure excellent, live teaching and learning is and was available to all students. Resources such as visualisers, additional monitors are required to support this. CPD time focuses on pedagogy for online learning.</p> <p>The school used COVID premium and uses PP to ensure all PP children have a personal Chrome Book/ Laptop for use at home.</p> <p><a href="#">The Google suite</a> supports Home learning, Collaborative Learning (even through lockdowns), feedback, peer mentoring etc</p> <p><a href="#">Research evidence</a> from EEF</p>	1, 4, 3, 8 (During lockdowns/ closures/ isolation this supports all challenges.)
<i>SENCO training and SEND CPD</i>	<p>The school has paid for the training of a SENDco and a Specialist Teacher. CPD is focusing on developing teaching and learning strategies to support all learners. Additional training is being purchased for the Student Support Team. Additional time has been allocated to the SENDco and Specialist Teacher.</p> <p><a href="#">EEF report on SEND</a></p>	1, 4
<i>Additional Assessment to identify gaps.</i>	<p>The school is funding additional external assessment in English and Maths for Year 7 and 9 students. Additional assessment points for examination year students will support monitoring and supporting progress. This is particularly important as students are joining us at these points from a wide range of schools and education settings post lockdown.</p>	1, 4
<i>Time for NPQSL and H</i>	<p>The school has allocated time for middle and senior leaders to undertake research projects to take Teaching and Learning forward.</p>	1, 4
<i>Careers</i>	<p>The school employs a specialist Careers Lead and buys into Unifrog to support careers learning.</p>	2, 6



	The school has bought some additional online careers learning opportunities.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence and rationale to support this approach	Challenge number(s) addressed
<i>SAPS (Supporting Aspiration Sessions)</i>	We have developed this approach over the last three years. The culture of attending centralised, key stage- based after school sessions has been embraced; students volunteer attendance as well as being invited. Learning mentors support students with guidance from specialist teachers. Students are supported in organisation, planning, revision strategies or in specific topics of learning. Regular attendance has been proven to improve the APS of Year 11 students. EEF Toolkit (+ 4 months)	1, 3, 4, 6, 7
<i>Small Group Interventions</i>	We have paid our own teachers and private tutors to run targeted sessions for underachieving students, with PP and SEND students prioritised. Students feed back that they find this helpful and supportive. COVID catch up has enabled us to do much more of this, using October Half Term for GCSE and A Level students. Departments have proved that lunchtime support has a positive impact on student attainment and confidence. Students can choose to attend and do so. EEF Toolkit (+ 4 months)	1,3,4
<i>Small Group Tutoring</i>	This is offered after school, before school and during some holidays. Small group work allows specific topics and concepts to be addressed with individual students. EEF Toolkit -(+ 4 months)	1,3,4
<i>Sixth Form/Peer Tutoring</i>	We have large numbers of sixth formers who are mentors to individual students, particularly Year 11 examination students; also lower down the school. EEF Toolkit (+5 months)	1,3,4
<i>Learning Mentor Support</i>	The school employs three Learning Mentors for each Key Stage who lead 1-2-1 academic support	1,3,4, 7

	and study skill guidance. PP and SEND students are allocated a mentor to support them. EEF Toolkit (+ 2 months)	
<i>Targeted Careers Advice (Adviza and our Careers Lead)</i>	PP students often have less access to personal contacts and family members who can advise them. Prioritising these students enables them to start thinking early about the many opportunities available. The Careers Lead can also inform SLT to help them with next step choices.	6
<i>1-2-1 Tutoring COVID Catch-Up</i>	COVID Catch-Up funding and COVID premium is directed towards tutoring for disadvantaged underachievers to avoid the attainment gap widening. <a href="#">EEF Toolkit</a> (+5 months)	1

## Wider strategies

<b>Activity</b>	<b>Evidence and rationale to support this approach</b>	<b>Challenge number(s) addressed</b>
<i>Learning Mentors, Student Support</i>	Regular contact with a trusted mentor ensures all young people have someone who takes a personal interest in their wellbeing and personal development. The school has increased the amount of LM hours and created additional training in SEND learning and mental health. The school is also paying additional hours for after school supervision in the library. (EEF Toolkit + 3 months)	1, 2, 3, 4, 5, 7
<i>Attendance Officers</i>	Attendance of all students is monitored; the correlation between high attendance and attainment is proven. This continued in lockdown with all students registering at 8.40 and any non attendance chased up. This would continue. The school has added attendance officer time this year. <a href="#">Dfe research on effect of absence</a> on attainment	1,3,5
<i>CPoms and DSL Training</i>	This system allows us to monitor effectively any behaviour, wellbeing, safeguarding concerns. This year we are investing in significant DSL training for a wider team. This is to support all and our most vulnerable and disadvantaged students.	5, 1

	(EEF Toolkit + 4 months)	
<i>Behaviour and Values</i>	<p>The Key Stage Teams monitor behaviour using SIMs. Support strategies and an educative approach to values reduce exclusion/ suspension.</p> <p>(EEF Toolkit + 4 months)</p>	1, 5
<i>Mental Health and Wellbeing</i>	<p>The school trains peer mentors using Bucks Mind. Time is given to key staff, and training in Emotional Literacy to support the approach. The school is increasing expenditure on school counselling with the School Counsellor, Number 22 and MHST. There is group mental health support provided as part of a positive strategy to develop listening groups. Additional cover support and LM hours has increased the availability of student support. The school is investigating the best direction for further research and training.</p> <p>Good mental health and support strategies are vital for all students and particularly disadvantaged children. The school has and is developing the training and expertise of learning mentors in Emotional Literacy. The school is also training a significant group of staff as DSLs to widen the deep knowledge of managing complex safeguarding issues following the pandemic.</p> <p>The school has significantly developed the sports facilities to ensure Sport for All spaces.</p> <p>(<a href="#">EEF Toolkit</a> + 4 months)</p>	3, 4, 5
<i>House System - Cultural Capital and Wider Opportunities</i>	<p>This year the school has invested time in regenerating the House System, introducing more competitions and activities for all students. This ensures everyone, including all PP/ Disadvantaged children are involved in Music, Dance, Sport, Quizzes and a range of wider opportunities.</p> <p>EEF Toolkit +4</p>	2,3,5,8
<i>Extra Curricular Activities</i>	<p>The school continues to employ coaches and support staff and allocate teacher time to deliver a wider extra curricular programme. Disadvantaged students, and non-disadvantaged are enriched through regular involvement in sports, the arts, creative writing, STEM, Environment and a whole range of activities. They learn how to balance their time and they build strong friendships. Assistant head</p>	2, 5, 6, 8

	<p>time has been allocated to overall monitoring of uptake. Involvement in wider activities enables all students to present these experiences in application forms for careers and university.</p> <p><a href="#">EEF Toolkit</a> (+3)</p>	
<i>Enrichment Activities</i>	<p>The school organises enrichment activities to extend the learning experience supporting classroom learning - these include Science, STEM, Careers, Dance, Drama, History, Geography. All students, particularly disadvantaged, benefit from extension and enrichment activities. In the Sixth Form Students have an EPQ Mentor and a UCAS mentor; students can also choose to study a vocational course in Production Arts. (We have found some of our disadvantaged children and SEND children engage very positively with this vocational learning)</p> <p><a href="#">EEF Toolkit</a> + 3</p>	1, 2, 5, 6, 8
<i>Outdoor Education</i>	<p>Following COVID the school is running additional outdoor education opportunities to rebuild confidence and resilience. The school covers the cost for disadvantaged children.</p> <p><a href="#">The lasting impacts of outdoor adventure residential experiences on young people</a></p>	2, 5
<i>PSHE, Lecture Series, Speakers</i>	<p>The school has invested in this programme bringing in a range of speakers to provide wider education to disadvantaged and non-disadvantaged students. This builds confidence, wider understanding to support aspiration and wellbeing.</p>	1, 2, 3, 5
<i>Trips and Visits</i>	<p>The school covers the cost of educational trips and visits linked to learning for disadvantaged children. Seeing live theatre/ attending science lectures enhances learning and aspiration.</p>	1, 2, 4, 5,
<i>Resources for Extra Curricular</i>	<p>The school identifies where a PP student may not have access to resources for wider education and supports them with this where possible or directs them to possible trust funds.</p>	8
<i>SLT Culture, Character, House , Extra Curricular</i>	<p>The School has created an Associate Assistant Head, and Assistant Head Role to oversee the uptake and impact of wider opportunities, leadership etc to ensure all young people are having excellent opportunities.</p>	2, 3, 6, 7,

**Total budgeted cost: £ 27,965.00 (This amount is added to the school wider budget to support all students, targeting disadvantaged students as indicated above. The school further supports the needs of disadvantaged pupils by drawing on school fund and applying to trusts)**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes (2020-21)**

Detail	Data
Number of pupils in school	1156
Proportion of Disadvantaged	3.4%
Pupil Premium allocation	£29,765.00
Publish Date	October 2020
Review Date	October 2021
Statement Authorised by	Headteacher
Pupil Premium Lead	Assistant Head (Pastoral)
Governor Lead	Will Evans

#### *2020/21 Academic Outcomes*

Pupil Premium Students (Numbers of pupils not significant; the school works with individuals) Data Information is suppressed due to very small numbers. All students were supported in accessing their preferred next destinations.

### **High Quality Teaching and Learning**

Activity	Approach/ intent	Impact	Cost
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<p><b>HPL/ Challenge Partners</b></p>	<p>Membership of HPL provided resources and guidance for Teaching and Learning leads to roll out into CPD. Challenge Partners offered peer review programme and training.</p> <p>Progress; Curriculum; Attainment; Academic development; engagement.</p>	<p>HPL principles underpin development of teaching and learning programme. Challenge Partners moved online and was less impactful than previous year.</p> <p>Teachers are developed in pedagogy to engage all learners.</p> <p>MEDIUM/HIGH IMPACT</p>	<p>% of £7,000</p>
<p><b>Google Learning Suite</b></p>	<p>Greater investment in technology and software enabled the school to run live lessons through the lockdown and blended learning for those in isolation. Staff CPD shifted to focus on collaborative learning strategies and AFL for online learning. Online pedagogy enabled students (including disadvantaged) to remain engaged with the curriculum. The Google suite and pedagogy was also used in Critical Worker School.</p> <p>The programme was organised for students (including disadvantaged) to access academic mentoring and wellbeing support.</p> <p>Progress; Curriculum; Attainment; Academic development; school and academic engagement.</p>	<p>Live lessons, daily tutor programme, wider curricular activities ran throughout the both lockdowns from March 23rd, 2020.</p> <p>Attendance was high and any absence was followed up every morning.</p> <p>Examination subjects completed their curriculum and were therefore able to be assessed formally at the end of the year. Students moving on to university were well-prepared. (Including Disadvantaged).</p> <p>Students (including disadvantaged) were able to complete their curriculum across the key stages; engagement in learning was high and assessment showed that gaps in learning were not significant for any students including disadvantaged.</p> <p>Disadvantaged students were invited into Critical Worker School where they were further supported with the use of technology.</p> <p>HIGH IMPACT</p>	<p>% of £5,000</p>

<b>CPD</b>	<p>Teachers engaged in high quality CPD weekly, training largely led by Borlase staff empowered by HPL training.</p> <p>Progress; Curriculum; Attainment; Academic development; engagement.</p>	<p>Student engagement in learning in the extended and blended lessons as well as through Borlase@home was high - including disadvantaged students.</p> <p>HIGH IMPACT</p>	<p>% Leadership Time (School Budget)</p>
<b>Additional teaching time</b>	<p>Additional time was allocated to support Maths GCSE, Combined Science and a range of A Level subjects. This was to support underachievers including disadvantaged.</p> <p>Progress; Curriculum; Attainment; Academic development; engagement.</p>	<p>Students achieved well in Maths and Science. A Level students accessed chosen next pathways.</p> <p>HIGH IMPACT</p>	<p>% of approx £25,000</p>
<b>SEND training</b>	<p>School invested in training of SENDco and Specialist Teacher to lead Staff Training and develop strategies further. Staff due to take lead 2022</p> <p>Progress; Curriculum; Attainment; Academic development; engagement.</p>	<p>Development of whole staff expertise and focus for supporting SEND learning including disadvantaged. This will be further developed in the coming year. Individual profiling not taken as far as planned due to COVID priorities.</p> <p>MEDIUM IMPACT (already having higher impact this term.)</p>	<p>% of £4,000</p>
<b>Learning Support</b>	<p>Learning Mentors, and learning support staff provide 1-2-1 academic support for students including disadvantaged. This took place online, in Critical Worker School and in live school. The approach is to ensure all learners, including disadvantaged students, have support, guidance, learning strategies needed for success.</p> <p>Progress; Curriculum; Attainment; Academic development; engagement.</p>	<p>This was invaluable during the challenging academic year. Disadvantaged students accessed CWS and online mentoring. Attendance of all lessons and tutor time was followed up to ensure well being and academic engagement.</p> <p>HIGH IMPACT</p>	<p>% of Learning Support Cost</p>

## Targeted Support

Activity	Approach/ intent	Impact	Cost
Small group support classes	To revisit troublesome knowledge and concepts with underachieving individuals (PP students targeted)  Progress; Curriculum; Attainment; Academic development; engagement. Closing gaps	PP students (and others) found this helpful, both online and live. Less significant this year as the assessment programme was modified. MEDIUM IMPACT	% of teacher time (School Budget)
SAPs	When students returned to school, these after school support sessions targeted SEND and PP students and other underachievers to help them redevelop structure, organisation and confidence.  Progress; Curriculum; Attainment; Academic and personal development; engagement. Closing gaps.	MEDIUM/HIGH IMPACT	% of Learning support time and Head of Year time. (School Budget)
Learning resources (including chrome books) for individuals.	Ensuring that all students had access to a working device, necessary software, was vital for Borlase@home and in-school learning where technology was being used in place of books. All disadvantaged students had access. Revision guides bought for individuals.  Progress; Curriculum; Attainment; Academic and personal development; engagement. Closing gaps.	HIGH IMPACT	% of school budget
1-2-1 intervention	Lunchtime and after/before school support led by teachers,	HIGH IMPACT	% of teacher time



	<p>sixth formers.</p> <p>Progress; Curriculum; Attainment; Academic and personal development; engagement. Closing gaps.</p>		(School Budget)
Private Tuition	<p>Private Tutoring sessions in July and August were targeted at Year 10 into 11 and 12 into 13 SEND and PP &amp; Bursary students.</p> <p>This was partly funded by COVID premium and supplemented by school.</p> <p>Progress; Curriculum; Attainment; Academic and personal development; engagement. Closing gaps.</p>	HIGH IMPACT ( from student feedback; academic results to be seen)	£1,100 for Summer tuition.

## Wider Strategies

Activity	Approach/ intent	Impact	Cost
Student Support and Mentoring	<p>The school employs a student support team to monitor academic progress and wellbeing of all students, including disadvantaged. This was particularly important this year.</p> <p>Student support also followed up attendance and engagement to ensure all students continued to access wider support. PP and disadvantaged students (and others as needed) had online 1-2-1 online mentoring through lockdowns. Student support helped with supervision of Critical Worker School.</p>	HIGH IMPACT	% of Pastoral/Learning support time. (School Budget)
Mental	Bucks Mind Training, Anna	HIGH IMPACT - See	% of costs of MH

Health training and counselling	Freud Training and Resources; 28 lesson PSHE Bounce Forward Resilience Programme (Years 7-11). Additional counselling and training for school staff. This programme supports PP students, disadvantaged and all students.	survey, Warwick Edinburgh questions	programmemees plus MHL time (School Budget)
Online careers activities	A number of online talks and activities including work experiences. Induction to Sixth Form was led online and live. University interviews were supported at school online and practice interviews.	HIGH IMPACT - All students, including disadvantaged were able to access support during lockdowns and back at school as needed.	Some resources were free. % of costs for whole year group programme year 10 and 12. (School Budget)
Wellbeing activities	dosomethingdifferentday resources. Activities Days for return to school. These were for all students to support return to school, integration and well being.	HIGH IMPACT - Feedback from students, parents and staff recognised the significant impact on wellbeing for all students. Pupils in CWS including disadvantaged and vulnerable pupils were supported with resources for activities on site. Activities days - drama, music, outdoor education, dance, medical experience were subsidised.	% of school budget spent on wellbeing activities.
Extra Curricular Opportunities	These were delivered via Borlase@home and back at school. The school bought live streaming equipment to enable parents to support and watch student activities. All students and disadvantaged students took advantage of the range of activities that continued including sports and concerts. Music lessons, access to musical instruments (individual disadvantaged)	Feedback from students, parents and staff recognised positive impact.	% of time for staff and coaching fees.

### Further information (optional)

As the school has very small numbers of Pupil Premium students the annual instalments are used to support the provision of academic and personal development support made available to disadvantaged students and to all students. The uptake and engagement of disadvantaged students in all these opportunities are monitored. The PP income represents a very small percentage of what the school needs to spend on providing all this support and closing gaps, therefore the majority of these strategies are funded via the main school budget. Where disadvantaged students need additional individual funding to support their needs, the school draws on the school fund, trust funds and directs students to foundations that may be able to help.

Total Spend from Pupil Premium Fund	£29,765.00
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