

PDG spending evaluation

2020-21

1.2 Standards and progress of different groups	Tasks	Person Responsible	Success Criteria	PDG Spend	Monitoring/ Evaluation
<p>To improve the GCSE outcomes of identified groups of pupils.</p> <p>These are:</p> <p>a)FSM</p> <p>b)CLA</p> <p>2)Improve outcomes for non-matched pupils that transfer to us during KS4</p> <p>3)Ensure standards & progress in lessons & books for all targeted groups (including eFSM and CLA) are consistently strong or very strong</p>	<p>a) RSLs to monitor performance of FSM the vulnerable groups at A*/A; C/D and G/U in each subject</p> <p>1b) Further embedding of strategies and resources to use with identified vulnerable pupils to ensure they achieve their target grade including the intervention programme.</p> <p>1c&2) Identify bespoke provision for vulnerable groups/ transferees to ensure they achieve 9 qualifications at G+, C+ or A+ as appropriate to their starting points</p> <p>3) Ensure all targeted groups are included in a range of QA processes such as work scrutiny and learning walks to identify progress in le</p>	<p>1a)RSLs/ ALs</p> <p>1b) class teachers</p> <p>1c&2) NJO/ DJO/ EJT</p> <p>3) KH</p>	<p>1a-c) 100% of vulnerable pupils achieve 9 qualifications at G+ 100% of vulnerable pupils achieve FFT predictions</p> <p>2) 100% of KS4 non-matched pupils achieve 9 qualifications at appropriate G+, C+ and A+ 1a-c & 2) All vulnerable groups inc. transferees into KS4 achieve positive value-added outcomes at GCSE and AS/ A2</p> <p>3) The progress and achievement of most vulnerable pupils (inc eFSM & CLA) of all abilities shows strong or very strong progress and achievement in each subject area.</p>	<p>1-3) <u>£44,135</u> from PDG for 7.5% RSL remitted time to focus on strategies for FSM pupils</p> <p>1-2) PDG AM3 HLTA salary 50% <u>£11,850</u> to work with vulnerable groups including mid-year transfers</p> <p>1-2) PDG budget <u>£15,026</u> 20% KH's time to develop effective tracking and monitoring system for eFSM and CLA pupils</p>	<p>Monitoring evidence shows very strong outcomes for these groups:</p> <p>1a-c & 2) KS4 FSM: 5A*/A- 21.3% L2+ 48.9% L2- 68.1% L1- 100% 9G+ quals- 100% C9- 381.3 WBQF 93.6% SCC 39.4 Literacy 40.4 Numeracy 37.1 Science 34.3</p> <p>3. No QA processes were able to be undertaken in 2020-21- however, outcomes of eFSM pupils showed strong progress and achievement</p>
<p>Targets for Area 2 Wellbeing and Attitudes to Learning</p>	<p>Tasks</p>	<p>Person Responsible</p>	<p>Success Criteria</p>	<p>PDG Spend</p>	<p>Monitoring/ Evaluation</p>

<p>2.1 Wellbeing Recover (Sept- Dec 2020): 2. To secure the effective engagement of all pupils in accessing remote learning and attending school.</p> <p>Develop (Jan to June 2021) 1)To improve attendance to 96% and Improve attendance for Czech Roma and White British FSM pupils to reach 95%.</p>	<p>2a) Implement new attendance procedures to ensure that students' attendance to school is maximised especially in the first term.</p> <p>2c) Provide specific support for students who failed to access work effectively in the summer and/ or Autumn term 2020. By e.g.:</p> <ul style="list-style-type: none"> ● Phone calls home ● emails and texts ● Home visits ● Using trackers to monitor completion of work at home <p>1a) Specific identified actions to tackle persistent absentees (under 90%) and persistent lateness to school & lessons (See IWB ADP)</p> <p>1b) Develop strategies to tackle the poor attendance and punctuality of specific groups including White British FSM & CSR. Further develop home-school links and focussed work with targeted pupils. Including implementation of the new attendance processes</p> <p>1c) Implement the change of form period time and review impact on punctuality and attendance to school, lesson 1 and form period/ assemblies.</p> <p>1d) Continued development of multi-agency team around the child approach including Safe Ty, attendance officers,</p>	<p>2a) HoYs</p> <p>2c) HoYs</p> <p>a-c) HoY for each Year group</p>	<p>2a) Attendance at school is good. (in line with school targets) Persistent absenteeism is low. (See below)</p> <p>2c) All pupils access work regularly in line with the Home Learning Timetable.</p>	<p>2a & c) PDG - Proportion of RJ salary:: <u>£11,542 (40%)</u></p> <p>PDG Budget- <u>£83,823</u> remitted time prioritised for HoS-PI and HoYs x6 improving attendance of targeted groups.</p> <p>PDG Budget- <u>£24,149</u> prioritised use of 40% of IWB Leaders (TAs to target eFSM and CLA children's attendance.</p> <p>PDG Budget- <u>£5,000</u> Attendance rewards for eFSM and LAC pupils for trips day and Prom (Yr 11)</p> <p>PDG Budget- <u>£32,859</u> for Community Ed Coordinator</p>	<p>Overall attendance: 94%+ for three years 90.3% at the end 2020-21</p> <p>Overall FSM attendance: 92% for 2018-19 which is above the schools modelled outcomes for the whole school. By the end of 2020-21 attendance of FSM was 87%- it is difficult to know how strong this is compared to other schools as there was a lack of attendance data collection.</p> <p>WB FSM attendance: 88.2% 2018-19 and 80% in 2020-21</p> <p>OSHL Attendance (attended at least one regular OSHL activity Sept 2018- June 2019): This was a strong feature with many pupils attending after school clubs and most pupils in Year 7 & 8 attending clubs until March 2020.</p>
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	<p>Inclusion and Wellbeing Leaders, outside agencies, Thrive approaches and use of the wellbeing tracker. (See IWB ADP)</p> <p>1e) Specifically target non-matched, - 80% attendance, WB FSM & CSR students for interventions and support to improve their attendance, punctuality and wellbeing.</p>				There was limited opportunities to run OSHL clubs in 2020-21
Targets for Area 3- 3 Teaching & Learning Expectations 3.3 Provision for Skills	Tasks	Person Responsible	Success Criteria	PDG Spend	Monitoring/ Evaluation
Embedding of the delivery, assessment and progression of skills across the curriculum specifically Literacy, Numeracy and Digital Competency.	<p>1a) Skill area teams to further develop the provision for and assessment of the progression of literacy and numeracy skills in appropriate subjects.</p> <p>1b) Digital competency audit carried out in autumn 19 to inform digital skills development plan for 20/21.</p> <p>1c) Development of the digital portfolio, professional learning and resources to develop and embed digital skills across the curriculum</p> <p>1d) Year 7 and 8 form tutor teams to use tutorial reading interventions, Pixl Unlock and Spellzone to improve literacy skills and understanding.</p> <p>1e) RSLs/ ALs to develop and embed strategies that improve teacher questioning strategies that result in the deepening of pupil thinking in order to</p>	<p>a)RSLs with RW & IZD</p> <p>b)EW</p> <p>c)EW with RSLs</p> <p>d) RW, JU, HEM</p> <p>1e-f)RSLs/ALs</p>	<p>1a) QA processes show improvement in provision and progress in literacy and numeracy across the curriculum.</p> <p>1b) Clear audit of provision to develop digital skills</p> <p>1c) Clear plan including professional learning and resource development produced</p> <p>1d) Report on success of the use of Year 7 and 8 reading interventions.</p> <p>1e)Improved progress in oracy skills of pupils identified in Area and School QA process.</p>	<p>1)PDG for targeting FSM pupils' literacy and numeracy and Digital skills as proportion of HP's remitted time. <u>£16,275</u> (20%)</p>	<p>The development of strong provision for skills across the curriculum was difficult to develop ion 2020-21 with the disruption to face-to-face learning - the evaluation below is from the work done in previous years</p> <p>Literacy: Writing</p> <p>Most teachers plan purposeful opportunities to develop strong progress in extended writing for beneficial purposes within their subjects.</p> <p>Most teachers ensure that beneficial resources are used skilfully to challenge pupils of all ability effectively to make good or better progress in extended writing.</p>

	<p>develop articulate, thoughtful responses using subject specific terms in verbal responses.</p> <p>1f) To further develop the skill portfolios to ensure that they include a wide variety of best practice resources and pupil work.</p>		<p>1e) Improved outcomes in GCSE oracy controlled assessments</p> <p>1f) Effective skills portfolios to share strong practice in skills provision within and across teams.</p>	<p>A very few do not use differentiation effectively (either too little for lower ability pupils or room much for more able pupils).</p> <p>Reading: Most teachers use effective strategies to develop progress in reading to locate and select information, and to successfully develop progress at inference and analysis</p> <p>Oracy: Many teachers plan purposeful opportunities for pupils to make strong progress in speaking and listening in pairs and small groups. Many teachers use questioning effectively to ensure higher and middle ability students provide extended verbal answers in class that references subject specific vocabulary. A minority of teachers do this effectively for lower ability pupils. Further development of oracy skills are required to ensure it is effectively embedded across the curriculum so that all students</p>
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					<p>(including FSM) make progress.</p> <p>50% of the Year 7 pupils who took part in the creative project were FSM pupils (6 out of 12) and 4 of the 6 had ALN (ASC).</p> <p>The project was effective in developing strong skills in creative script writing, speaking and performing to an audience and speaking and listening collaboratively as a group amongst the pupils who took part.</p> <p>The project was successful in powerfully developing social and interpersonal skills amongst the students and in providing opportunities to develop cultural capital.</p> <p>Numeracy: The majority of teachers provide effective opportunities and resources to develop pupils' progress in data handling and number skills.</p> <p>A minority of teachers are competent at this. Greater coordination and professional learning are required to ensure that numeracy progression is</p>
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					<p>planned for (in appropriate places) across the curriculum.</p> <p>Digital Skills: A majority of teachers provide appropriate opportunities to develop digital skills across the curriculum,. Greater planning, professional learning and coordination are required to ensure this is done effectively and comprehensively across all curriculum areas.</p>
<p>Targets for Area 4 Care Support and Guidance 4.1 Tracking, monitoring and the provision for learning support: 4. To improve outcomes of eFSM students with ALN in particular SA BESD pupils</p>	<p>4b) Embed and refine extended Opps provision including vocational and externally run courses. To build capacity to support the transition from Year 9-11</p> <p>4d) Develop further opportunities for pupils' creative learning for ALN.</p> <p>4e) To ensure inclusion provision and support meets the needs of identified step 4 eFSM BESD pupils.</p>	<p>4b) CO</p> <p>4d) AJW</p> <p>4e) GM</p>	<p>4b) All Extended Opps pupils engage in worthwhile learning programmes</p> <p>4d) Improved SA & SA+ student engagement (attendance, punctuality, achievement) Increased engagement of ALN pupils in creative provision</p> <p>4e) Improved attendance & engagement for identified pupils</p>	<p>4) Cost of external courses for ALN students who are FSM through PDG <u>£3,000</u> (SDP)</p>	<p>a) 100% L1 outcomes for eFSM All eFSM pupils on Hair & Beauty achieved pass Wider extended opportunities pathways for Years 9-11- increase in Y9 students on alternative courses</p> <p>d) Engagement is difficult to judge in disrupted year. eFSM pupils with SA & SA+ targeted for engagement in virtual learning and had regular in-school sessions during lockdown as prioritised for the Hub</p> <p>e) Provision developed during 2020-21 which has laid foundation for more students to engage in wider pathway of courses in 2021-22</p>