**2019 – 2020 PP Plan**

**In March 2020, as part of steps taken to fight the spread of coronavirus (COVID-19), the government announced that all exams due to take place in schools and colleges in England in summer 2020 were cancelled. Under these circumstances, and in line with 2020 government accountability policies, Laurence Jackson School will not be publishing any school level educational performance data based on tests, assessments or exams for 2020.**

**As a result of the COVID-19 pandemic, strategies to support those eligible for PP altered in response to the changing needs presented by the circumstances.**

**Additional barriers arising from school closure are being addressed in the PP funding strategy for 2020-2021 below:**

**2020 -2021 PP Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Summary information 2020 - 2021** | | | | | |
| **School** | | Bishopton | | | |
| **Academic Year** | | 2020 - 2021 | **Total PP budget** | | £44,600 |
| **Total number of pupils** | | 94 | **Number of pupils eligible for PP** | | 44 |
| * Due to the nature of Bishopton, the number of pupils on roll fluctuates throughout the year and we are provide with PP based on the January Census. | | | | | |
| **Key Indicators from 2019-20**  **In school Barriers** | | | | | |
|  | Some PP pupils struggle more with their mental, emotional health and well-being, some demonstrate lack of resilience. | | | | |
|  | PP pupil are referred to us having been either permanently excluded or are risk of being permanently excluded for issues relating to their challenging behaviour. This has a detrimental impact on progress. | | | | |
|  | Emotional, Social and wellbeing of pupils, including behaviour for learning. | | | | |
|  | Impact of Covid19 on PP student progress.  Increased attainment gap post summer lockdown and continued Covid19 disruption. | | | | |
| **External Barriers** | | | | | |
|  | * Some PP pupils have lower attendance than non-PP pupils * Pupils missing a proportion of their education due to FTE and PEx * Social pressures | | | | |
| **Desired outcomes for 2019/2020** | | | | *Success criteria* | |
| **A** | All children will learn and use life skills which support positive emotional and mental health; all children will have access, if needed, to intervention which will be delivered by trained staff in school. | | | Pupils resilience will improve due to strategies taught which will be demonstrated in their positive behaviour throughout the school. | |
| **B** | Behaviour issues addressed. Pupils will be monitored and BRAG rated on their behaviour. | | | Pupil’s behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point’s data, CPOMs and records of incident. | |
| **C** | Increased attendance rates for pupils eligible for PP. | | | Further reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP to improve. | |
| **D** | Improve the performance of disadvantaged students in English and Maths Narrow the gap between the performance of Y11 disadvantaged and non-disadvantaged.  Increased engagement and aspiration by PP students in provision. | | | Improving results/performance indicators – Mock/internal assessment results and summer exam results.  Improved academic outcomes. | |

**Intended provisions for 2020 - 2021**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Provision** | **Description** | **Intended impact measure** | **Rationale** | **Projected Costs** |
| **Leadership and Management** | | | | |
| Quality assurance that assesses response to individual needs  ***[+8 Impact. Ref EEF: Feedback]*** | Co-HT and Data lead to lead timely quality assurance activities that involve subject leaders to identify whether or not the individual needs of disadvantaged pupils are being met. | To ensure Quality First Teaching that gives in class feedback to disadvantaged pupils so that gaps are closed quickly and effectively within lessons. | To build a whole school culture that targets the disadvantaged in every lesson through QFT. | £500 |
| **Behaviour and Attitudes** | | | | |
| **Attendance** | | | | |
| Attendance and behaviour interventions - teaching student accountability for attendance and behaviour  ***[+3 Impact ref. EEF: Behaviour intervention]*** | PSA to monitor pupils who are PP and have been identified with below 90% attendance last academic year. These pupils to be monitored and will meet regularly with the PSA.  Further embed attendance contact protocols enabling swift daily interventions. Home visits also take place for students whose parents are uncontactable.  Key information informs all stakeholders of the importance of attendance. Regular communication reiterates the messages and how these effects the outcomes of students.  Behaviour – weekly team meetings to be held to target and plan for a cohesive and consistent approach throughout lessons and social times to tackle and track behaviour issues. | To target attendance and in particular to reduce persistent absenteeism. Targeting attendance and improving will naturally improve progress.  To respond to whole school issues identified in meetings. Increase levels of consistency and competency. | To improve attendance and progress.  Good attendance underpins high achievement (DFE documentation, 2016) and this regular consistent tracking will promote this. | £800  NA |
| Day by day tracking of attendance  ***[+3 Impact ref. EEF: Parental Engagement]*** | PSA to implement attendance policy and enable swift daily interventions to improve attendance and behaviour alongside providing support for families who experience difficulties in the home. | Reports to SLT each week on key pupils attendance, with particular focus on PP.  Percentage numbers for focus groups to be sent out to whole school each week to help support improved attendance in each tutor group.  Regular meetings with SLT to ensure the families who require support are able to access it. | Assessment information informing where to apply greatest priority. | £1000 |
| Intensive SLT mentoring  ***[+3 Impact: Ref EEF individualised instruction]*** | Key pupils to have their attendance, behaviour and learning tracked and discussed using a monitoring tool. | SLT findings to be cross referenced with data discussions and attendance trends. | Good attendance underpins high achievement (DFE documentation, 2016) and this regular consistent tracking will promote this. | N/A |
| **Behaviour for Learning** | | | | |
| Whole school behaviour system.  Continue to improve routines so that behaviour and attitudes continue to improve and so that less learning time is lost through low attendance or fixed term exclusions - particularly for vulnerable students  ***[+3 Impact ref. EEF: Behaviour interventions]*** | Whole school behaviour system with clear procedures put in place. Clear escalation and stages which will improve consistency of expectations of behaviour.  Continue to promote positive attitudes, commitment to learning and resilience to setbacks. Routinely celebrate these achievements.  Set up new BRAG system to record point system. | Improvement in behaviour for learning inside and outside of lessons that will reduce the number of internal and external exclusions of PP pupils. To improve progress through high expectations. To celebrate individual and whole school success in regards to behaviour for learning.  Internal data shows a reduction in internal and fixed term exclusions particularly for disadvantaged pupils. | Research from EEF suggests that whole school approaches have the most impact on disadvantaged pupils.  Continue to engage with staff to effectively promote positive well-being | NA  £875 |
| Weekly actions for concern pupils  ***[+3 Impact ref. EEF: Behaviour interventions]*** | SLT to assess behaviour points and instigate immediate actions for concern pupils, such as immediate meetings/home visits for major concern pupils. | Weekly BRAG rating to be utilised to reduce barriers to learning and improve behaviour for learning. | Assessment information informing where to apply greatest priority. | NA |
| **Quality of Provision** | | | | |
| **Progress** | | | | |
| English and Maths intervention  ***[+5 Impact ref. EEF one to one tuition]*** | English and Maths intervention aimed at targeted pupils in response to the most recent assessments. | Termly assessment to review progress of pupils. Improve retention and recall of targeted pupils.  Review impact of provision after termly intervals (after data captures). The pupils involved will be fluid depending on individual need. Every data capture will be used to measure impact. | Data from assessments  To plug gaps in learning found after assessments.  To improve retention and recall. To ensure crucial knowledge is embedded. | £3,000 |
| Accelerated reader  ***[+6 Impact. Ref EEF: reading comprehension strategies]*** | Computer-adaptive tests that incorporate learning progressions to bridge assessment and instruction. A guided independent reading programme that motivates pupils to read for pleasure. | Pupils reading age measured at the start and regular intervals throughout the year. | Research based on the improvements made using this programme | £1,000 |
| **Personal Development** | | | | |
| **Emotional Health and Well-being** | | | | |
| Mentor meetings  ***[+4 Impact. Ref EEF: social and emotional learning]*** | Mentors appointed to pupils who are struggling with emotional health and well-being. Strategies are put in place to help pupils improve.  Regular consultation with staff to ensure the pupils who need to access support receive it. Ongoing monitoring of interventions to ensure progress is made. | Reduce barriers to learning so pupils can be in lessons more. Help pupils cope with exam pressure, stress or anxieties. To help pupils deal with social situations and have a key worker. | To improve mental health and well-being. | £5,000 |
| Emotional/wellbeing support provided for PP students KS3/KS4  ***[+4 Impact. Ref EEF: social and emotional learning]*** | Where necessary/identified, strategies are put in place to support students socially and emotionally as well as supporting mental health.  Staff to develop CPD through Emotion Coaching in order to support pupils with emotional health and wellbeing. | Reduce barriers to learning so students can be in lessons more. Help students cope with exam pressure, stress or anxieties. To help students deal with social situations. | To improve mental health and well-being. | £11,525  Internal therapeutic lead to support and training clinical psychologist.  £500 |
| Counselling provision – Northern Guild  ***[+4 Impact. Ref EEF: social and emotional learning]*** | The school offers a counselling service to all students who need it. | Pupil’s mental health and well-being improve. Anxiety reduces and attendance improves. | To improve mental health and in some cases attendance of students | Internal therapeutic lead to support and training clinical psychologist. |
| **Other Support** | | | | |
| Assessing impact of strategies  ***[+3 Impact: Ref EEF individualised instruction]*** | To monitor the impact of ongoing interventions for pupils and amend strategies accordingly. | To ensure engagement with the curriculum whilst maintaining high aspirations. To help improve attendance and plug gaps in knowledge. |  | £300 |
| Internal Alternative Provision  ***[+3 Impact: Ref EEF individualised instruction]*** | Provision for identified pupils with specific behaviour, progress or social and emotional wellbeing reasons. Modified timetable.  Provision for pupils who have progressed through the behaviour system. Bespoke curriculum to help modify poor behaviours.  Bespoke provision for students with specific behaviour, progress or social and emotional wellbeing reasons.  Access to alternative provision (internal and external provision) where necessary. | To meet the individual needs of pupils and ensure engagement with the curriculum whilst maintaining high aspirations.  To help modify poor behaviour and reintegrate pupils back into the school community more effectively. | DFE Guidance report July 2014  To ensure pupils get a high quality of education and modify poor behaviours and attitude.  To meet the needs of pupils and ensure they are work ready. | £6,800 |
| Alternative Provision  ***[+3 Impact: Ref EEF individualised instruction]*** | For identified pupils who have behavioural needs or have struggled to access the curriculum alternative education will be offered. This includes a number of days at a vocational placement where vocational qualifications will be gained. Bespoke package to help modify behaviours and engagement.  Bespoke provision for students with specific behaviour, progress or social and emotional wellbeing reasons.  Access to alternative provision (internal and external provision) where necessary. | To ensure the individual needs of pupils are met and to engage pupils in their own learning. To ensure they leave school work ready with the qualifications they need for their next steps. | DFE Guidance report July 2014  To ensure pupils get a high quality of education and modify poor behaviours and attitude.  To meet the needs of pupils and ensure they are work ready. | £5,000 |
| Provide IT support for PP students where this has been identified as a barrier to their learning. | Facility for students to access both IT, academic, resources and a suitable study space to support learning. | Improved knowledge/skills/access to resources not available at home | Removal some of the home barriers to learning – workspace, IT, resources. | ICT equipment provided through Capitol |
| CEIAG  ***[+4 Impact. Ref EEF: social and emotional learning]*** | All PP students prioritised for careers advice. | Career aspirations supported via appropriate work experience placement. No PP pupils of NEET status. | DFE Guidance report July 2014  Refine already high quality career provisions from Year 7 to 11 with good quality, meaningful opportunities. | £3,800 |