

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
<b>School</b>	Regents Park Community College				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	251,855	<b>Date of most recent PP Review</b>	Sept 2020
<b>Total number of pupils</b>	852	<b>Number of pupils eligible for PP</b>	289	<b>Date for next internal review of this strategy</b>	Sept 2021

2. Current attainment		
2019 leavers only (No data released for 2020)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-0.62</b>	<b>0.00</b>
<b>Attainment 8 score average</b>	<b>35.29</b>	<b>43.84</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	In school gap between advantaged and disadvantaged pupils (particularly boys).
<b>B.</b>	The progress made by disadvantaged High Prior Attaining pupils (particularly boys).
<b>C.</b>	Assessment: The need to improve the reliability and validity of internal moderation of assessments and ensure that faculties optimise the tracking of progress
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low aspirations and attendance amongst some disadvantaged pupils

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Reduction in school gap between advantaged and disadvantaged pupils.	The in-school gap between disadvantaged and advantaged pupils (in 2018-19 was - 0.62) is reduced to 0. This requires a focussed effort on boys progress in particular
B.	Increase the progress and aspirations of disadvantaged High Prior Attaining pupils (boys)	Disadvantaged HPAs make expected progress (at least Stage 3) through quality first teaching and targeted support. A higher priority and focus is given to this group by Curriculum Leaders.
C.	Assessment: The need to improve the reliability and validity of internal moderation of assessments and ensure that faculties optimise the tracking of progress	Moderation meetings have ensured that professional predicted grades are in line with validated GCSE grades.
D.	Increase attendance of disadvantaged pupils and aspiration amongst pupils and parents	Reduction in the number of days lost through poor attendance of disadvantaged pupils.

5. Planned expenditure					
Academic year		2020 - 2021			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A CPD programme aimed at engaging boys	To allow teachers to be reflective practioners.	Teachers who are well equipped, provide quality first teaching.	Lesson obs, LW, student and teacher voice, GCSE results.	NR	September 2020

The creation of Arbour Lodge	To re-engage students with unique needs.	A lack of alternative provision has meant schools need to be better equipped	Re-integration of students into mainstream lessons, exclusions rates	DS	September 2022 with mini reviews each year
Establishing alternative provision	To have developed different pathways.	A lack of alternative provision has meant schools need to be better equipped	Decrease in negative behaviour points, exclusion rates, attendance.	ELT	September 2022 with mini reviews each year
To utilise learning support.	To have ensured students are well supported.	Students need clear differentiated support within the classroom to access quality first Teaching.	Lesson obs, LW, student and teacher voice, GCSE results.	CH	September 2022 with mini reviews each year

<b>Total budgeted cost</b>	£165,000
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## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To set up a mentoring programme, Yr10 of Yr7	To allow for peer support for younger students.	Students can relate better to the experience of their peers.	Student surveys, negative behaviour points, attendance.	DG	July 2020
Attendance plans for low attenders.	Ensure better attendance in line with national average	Strong attendance is one of the most significant factors in making progress.	Attendance rates	RR	September 2020
Mentoring in Maths and English	To ensure the gap is closed between PP and Non PP	Less economic privilege means less access to outside tutoring support.	Increase in number of PP students obtaining good pass in Eng & Maths	LL & AL	September 2020
Counselling Service	To support strong mental health	Mental well-being can adversely affect a student's ability to perform.	Student surveys, negative behaviour points, attendance.	RR	September 2022 with mini reviews each year
<b>Total budgeted cost</b>					£72,775

## iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Purchasing of revision guides <b>(2020 – 2021 this will now focus on supporting online learning for disadvantaged students through loans of ICT equipment)</b>	To allow the equity in access to revision material and lesson support	Less economic privilege means less ability to access costed revision material. <b>(Less economic privilege means less access to ICT devices and the internet, meaning they are less able to access online resources designed to support their learning.)</b>	GCSE results, student surveys	PJ	September 2020 <b>(September 2021)</b>
Provision of uniform and access to trips	To ensure economic background does not cause a barrier to engaging with the school community	Students from less economically well off backgrounds need to be able to fit in and experience cultural capital that more affluent students can achieve without help.	Student surveys and monitoring of students accessing support.	PJ	September 2022 with mini reviews each year
New rewards system 'Top' 50'	To ensure students are given clear incentives to engage positively with school.	Students who have positive incentives are more likely to engage with school and are more likely to buy into the ethos of success.	Student surveys, negative behaviour points, exclusions, attendance.	RR	September 2020
Specific PP support in English – Texts and support group	To ensure students are fully engaged with the text they are studying and are exposed to a broad range of reading material.	Less economic privilege means less access to outside tutoring support.	Increase in number of PP students obtaining good pass in English	GD	September 2020
Subsidizing the Arts and Creative curriculum and enrichment	To ensure economic background does not cause a barrier to engaging with the school community	Students from less economically well off background need to be able to fit in and experience cultural capital that more affluent students can achieve without help.	Student surveys and monitoring of students accessing support.	HF	September 2022 with mini reviews each year
<b>Total budgeted cost</b>					<b>£15,000</b>

## 6. Review of expenditure

Previous Academic Year

2019-2020

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To allow teachers to be reflective practioners.	A CPD programme aimed at engaging boys	<p>-CPD training event attended by open invitation to all staff @ Noadswood school delivered by Matt Pink author of 'Boys Don't Try?'</p> <p>-Weekly CPD T&amp;L Briefings focusing on educating boys – included current academic research articles/books</p> <p>-Whole-school staff survey – are we biased (boys) – results shared with all staff</p> <p>-Working Party formed – lead by member of staff – mentoring programme to monitor boys in year 10 supporting boys in year 7. Student Voice data explored and disseminated- - focus agreed (boys' use of violent/sexualised language in school + boys' use of physical contact to settle embarrassment/arguments etc.)</p> <p>-BLOG written for RPCC T&amp;L website: Boys @ RPCC</p> <p>GCSE results: N/A (COVID)</p>	<p>-Working Party (Boys) will continue this year and is featured on our optional CPD Menu for all practitioners to join.</p> <p>-Student Voice data needs to focus on collection from boys and girls separately because there is disparity in what the boys will divulge if girls are/aren't present in SV meetings.</p> <p>-Curriculums are modified for boys but not always positively – some work on addressing this will take place this year at RPCC.</p>	£500 last year

### ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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To allow for peer support for younger students.	To set up a mentoring programme, Yr10 of Yr7	Scheme was very popular with year 7 students who actively went to Year 10 students for support in school. Surveys filled out with very popular feedback from Year 7 students. Year 10 students went on to become senior prefects with lots saying the skills they learnt in this programme were invaluable. No data as COVID caused lockdown	This is something that we would like to continue but to the COVID 19 pandemic, we are unable at the moment to mix year group bubbles. This is something we will revisit once social distancing restrictions are lifted.	£200 last year
Ensure better attendance in line with national average	Attendance plans for low attenders.	Bespoke intervention with selected pupils to help improve attendance. Stabilization and steady improvement with PP attendance across all year groups. These interventions were also being targeted at other marginal groups including vulnerable pupils not eligible for PP.	Difficult to track with COVID 19 lockdown Pupils recognised the need for intervention and reacted the best to motivational rewards linked to short term targets. New tracker in place for 2020/21 to enhance the offer.	£800 last year
To ensure the gap is closed between PP and Non PP	Mentoring in Maths and English	Private tutors were utilised to support extra lessons in English and Maths for a small number of students throughout the year. On the whole well attended with some positive impacts being seen in mock exams.	Difficult to track with COVID 19 lockdown, as valid statistical data was not available. This year we are hoping to utilise the National Mentoring Programme to help support PP student catch up on missed learning.	£45000 last year

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To allow the equity in access to revision material	Purchasing of revision guides	Revision guides were bought for all Year 11 PP students for all subjects that they sat. Unfortunately due to a national lockdown for COVID 19 the impact of this was difficult to measure as no external exams were taken.	This year we will move away from purchasing revision guides. Instead investing how we may best support PP students access online revision material,	£2094 last year
To ensure students are given clear incentives to engage positively with school.	New rewards system 'Top' 50'	Pupils recognised across the school for their endeavours in terms of attitude and attendance at school, not necessarily academic prowess. Number of PP pupils and marginal pupils identified within the HOT 50 Reward.	HOY to do deeper analysis of which PP pupils earn the award multiple times.	£500 last year
To ensure students are fully engaged with the text they are studying and are exposed to a broad range of reading material.	Specific PP support in English – Texts and support group	Set texts were purchased for year 11 students (2019-2020). They were to be used in class for revision and for students to take home. However due to COVID-19 lockdown and end of year examinations not taking place. The impact on exam results cannot be measured.	For the impact to be successful the set texts need to be distributed when the texts are being taught not when students are revising. Therefore Romeo and Juliet should be purchased for year 9. Lord of the Flies, An Inspector Calls and Animal Farm in year 10 and Jekyll and Hyde, A Christmas Carol in year 11. This will allow students to be able to make notations in their copies.	£1000

## 7. Additional detail

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