

<b>School: The Prescott School</b>	<b>Headteacher/Head of School: Amanda Kennedy</b>	<b>Pupil Premium Lead: Emma Earps</b>
<b>Number of Pupil Premium Students:</b>	<b>Projected Additional PPF (No. Pupils x £80):</b>	
<b>498</b>	865 in school	£69,200

**Aim:**

To support students, particularly those for whom the school is in receipt of pupil premium funding, on whom the extended school closure has had a significantly detrimental effect academically, socially and/or emotionally in order to rapidly reverse the negative impact on their progress.

**Priorities:**

1. Identify students who have been disproportionately impacted by the extended school closure pastorally and/or academically, using a range of sources of information.
2. Research & develop a range of student specific academic and pastoral interventions to rapidly close attainment gaps, based on pastoral and academic assessment of need, using evidence based strategies such as those published by EEF.
3. Plan effective CPD to ensure quality first teaching remains the most effective tool in improving attainment & progress and narrowing attainment gaps; communicate clear school-wide teaching & learning priorities and provide support to ensure these are implemented consistently.
4. Review curriculum provision to ensure that students are accessing the most appropriate range of subjects, and at subject level the curriculum intent and subsequent implementation reflects the impact of school closure on knowledge deficits. Blended learning resources are an essential focus.

<b>Priority Development Area:</b>	<b>Ref:</b>	<b>Actions:</b>	<b>Staff Responsible:</b>	<b>Timeframe:</b>	<b>Cost:</b>	<b>Progress/evidence:</b>
1	"tests are a good way to assess "pure"	<ul style="list-style-type: none"> <li>• Cross school survey identifying IT provision at home so support can be organised and devices supplied where possible. PP funding used to support as appropriate.</li> <li>• GL testing. Significant underachievement in terms of literacy and numeracy stall for our</li> </ul>	VF  SK	Sept 2020  Sept 2020	  £4,000	A personalised overview of individual pupil needs across the school.  This programme will effectively allow the school to address pupils and

	ability as they do not rely on what a child has already learnt” NFER	disadvantaged and SEN pupils to be supported. Also access wellbeing with PASS.				groups weaknesses, to influence setting and to inform whole school curriculum development and so ensure our curriculum is tailored to best suit the needs of all pupils in each year.
2	<p>‘employ in-house academic mentors to provide intensive catch-up support to their pupils.’ EEF</p> <p>‘make high-quality tuition available to state-maintained primary and secondary schools, providing additional support to help pupils who have missed out the most as a result of school closures’ EEF</p> <p>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.’ +4 months EEF</p>	<p>Academic mentors</p> <ul style="list-style-type: none"> <li>Appoint two academic mentors through Teach First to provide targeted English and maths support for pupils.</li> </ul> <p>National Tutoring Programme</p> <ul style="list-style-type: none"> <li>Appointment of external tutors for Eng, Ma and Sci. Y11 and Y9 focus to bridge core curriculum gaps during lockdown. Y11 focus on exam skills preparation skills missed during school closure. Y9 focus on core curriculum skills to reduce gaps occurring in GCSE years.</li> </ul> <p>Internal tutors</p> <ul style="list-style-type: none"> <li>Eng, Ma and Sci staff tutoring Y11 after school. Personalised support for Y11 pupils to cover curriculum gaps identified from school closure.</li> </ul> <p>Pastoral/mental health support</p>	EE	<p>Approved 8.9.2020</p> <p>Begin 21.09.2020</p> <p>Begin 21.9.2020</p> <p>Begin Sept 2020</p>	<p>£38,000 (to be recouped from DfE) £7,500 on costs £560 staff laptops</p> <p>£2125 per package (15% school discount)</p> <p>Approx total cost Y11: £21,250 Y9: £12,750</p> <p>Approx. £4,500</p> <p>£300</p>	<p>Progress gaps are narrowed in Eng and ma and sci.</p> <p>The impact from school closure is reduced.</p> <p>Pupils’ confidence is raised.</p> <p>Results are in line with estimates.</p>

	<p>'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.' +4 months EEF</p>	<ul style="list-style-type: none"> <li>Explore Arts award certificate for 60 Y7 pupils. 4 groups with max bubbles of 15 Y7 pupils. Building confidence and bridging gaps between school closure in Y6 and attendance to secondary.</li> <li>Wellbeing sessions for Y9 in joint partnership with Merseyside Youth Association. Supporting return to school. Picking up referrals made during lockdown. Building confidence in return to school.</li> <li>Music sessions with. Wellbeing focus for GCSE. Select group of pupils to work through music therapy sessions.</li> </ul>		<p>Begin Sept 2020</p> <p>Begin Oct 2020</p>	<p>£300 to provide lunch</p> <p>£500</p>	<p>Impact measured in self-esteem, social skills, attendance, and punctuality.</p>
3	<p>'Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology' EEF</p>	<ul style="list-style-type: none"> <li>CPD time has been repurposed to allow departments to focus on developing blended learning</li> <li>Laptops provided for specially identified SEN pupils who have no access as home.</li> <li>DfE Y10 (2019-2020) laptops kept in school until Sept to be distributed once pupils are in Y11. Use in school is essential in bubble. Home use for home learning as needed. IT usage training completed.</li> </ul>	<p>VF</p> <p>EE CR</p> <p>EE</p>	<p>Sept 2020</p> <p>Sept 2020</p> <p>Sept 2020</p>	<p>£3225</p> <p>External cost</p>	<p>Quality of planning coming from the departments. Availability of work on Classcharts. Monitoring of work on Classcharts.</p>
4		<ul style="list-style-type: none"> <li>School has been undergoing a curriculum review since 2019 (see PP plan).</li> <li>Curriculum for Y11 responds to examination focus changes.</li> </ul>	<p>SK</p> <p>SK HoDs</p>	<p>Ongoing</p> <p>Sept and as needed under</p>	<p>10K</p> <p>13K (additional)</p>	<p>Students unable to access classcharts or submit work</p>



		<ul style="list-style-type: none"> <li>Revision guides provided for core subjects to support curriculum access.</li> </ul>			(approx. 150 pupils) £5,250  5.5k	Key revision materials are provided for all Y11 pupils. Revision guides have been chosen to focus pupils on each core area.
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**Objective(s)**

To narrow the progress gaps caused by school lockdown.

To support PP pupils access to quality curriculum materials.

To understand individual pupil needs and learning preference and provide curriculum resources to support.

**Success Criteria/Impact**

The gaps which have widened from the period of time away from school are understood and reduced.

Learning needs are assessed on an individual level across the school.

Progress is supported on an individual level for all pupils across the school.

The school uses blended learning experiences and is prepared to support our pupils under further lockdowns which may arise during the year.