

Pupil Premium Grant Strategy 2020.21: Monitoring and Reviewing Impact

2.) Enhance progress of disadvantaged students in Maths															Key:				
															On track	Almost on track	Not on track		
Success Criteria															Delivery				
<ul style="list-style-type: none"> - Progress of new disadvantaged students is as strong as existing cohorts. In the Summer term, 90% make at least expected progress, 35% of these pupils make better than expected progress, and no greater than 10% make less than expected progress. - KS4 results for maths show that disadvantaged pupils are making progress in line with expectations. - Middle and lower attaining disadvantaged students are making progress in line with expectations. - Pupils surveys show that disadvantaged students are making connections between their maths lessons and maths in the real world. 															Lead: Shannon Poulter (Maths Lead)				
															Support: HT, DHT, SLT, English subjects lead, teachers, and LSAs				
															Responsibility: All staff				
Baseline (2019.20)					Strategy impact and review: Jan '21					Strategy impact and review: May '21					Strategy impact and review: July '21				
Maths progress. Spring 2019/2020					Maths progress. Autumn 2020/2021					Maths progress. Spring 2020/2021					Maths progress. Summer 2020/2021				
	LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)		LTE (%)	E (%)	BTE (%)	EOBTE (%)
HAP (High Ability)	0	33	67	100	HAP (High Ability)	8	58	33	92	HAP (High Ability)					HAP (High Ability)	0	50	50	100
Non (High Ability)	5	63	32	95	Non (High Ability)	9	56	36	91	Non (High Ability)					Non (High Ability)	4	52	44	96
Disadvantaged	9	55	36	91	Disadvantaged	11	56	33	89	Disadvantaged					Disadvantaged	5	58	38	95
Non-Disadv	2	65	33	98	Non-Disadv	7	56	37	93	Non-Disadv					Non-Disadv	2	46	53	98
Disadvantaged HAP's	11	56	33	89	Disadvantaged HAP's	0	53	47	100	Disadvantaged HAP's					Disadvantaged HAP's	7	53	40	93
Non Disadvantaged HAP'S	5	61	35	95	Non Disadvantaged HAP'S	10	56	34	90	Non Disadvantaged HAP'S					Non Disadvantaged HAP'S	3	53	47	97
LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress EOBTE = Expected or Better Than Expected Progress					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress					LTE = Less Than Expected Progress, E = Expected Progress, BTE = Better Than Expected Progress				

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Further action required:	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	Almost On track	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	On track	Current impact of PPG on Enhancing progress of disadvantaged pupils in maths	On track
	<p>Further action required: There has been a slight decrease in progress across some groups except disadvantaged HAPS. This could be due to lockdowns and remote learning. Although our remote learning offer is strong, some of our children struggle to work at home, have limited resources/support at home etc. The next data drop should show a raise in progress due to most children now learning back in school.</p> <p>Intervention will continue to support those pupils identified as more able and disadvantaged to plug the gaps in learning, to ensure the pupils meet specific targets and to prepare pupils for year 11 and leaving school.</p> <p>We have bought into the White Rose Maths Premium resources and have begun following a mastery approach to maths. Training will be given to all staff on the Concrete, Abstract, Pictorial (CPA) approach and an emphasis placed on using manipulatives to deepen understanding. There will also be an emphasis on reasoning and problem solving linked to real life contexts to give pupils a purpose to their maths learning.</p> <p>Staff will also be baselining pupils at the beginning and end of each unit of study to show clear progress and identify gaps. The school is currently in Lockdown which means that about 50% of our pupils will be</p>		<p>Further action required: Due to the lockdown this term, we were unable to collect maths data based on the Grange Steps, however we have done pre and post White Rose assessments and initial data suggests that almost all pupils have made progress. Most students were remote learners and usual classroom routines were not able to continue in the same way. It was, however, ensured that every student has access to TT Rockstars, Prodigy, Numbots or Purple Mash materials at their level through online platforms. This access will continue throughout the next term. Intervention will be used to support those who made LTE progress as well as those students that are entered for exams.</p>		<p>Further action required: This term we reached our target of 90% of pupils making expected or better progress with no more than 10% making less than expected. Over 35 % in all groups have made BTE progress. There has been an increase in all pupils making at least expected progress from both Autumn term and Spring term last year. However, less HAP pupils have made BTE progress and so challenge and extension will need to be a focus for next year. Also, since Autumn term a higher number of disadvantaged HAP's have made LTE progress and so will need to be targeted for intervention/in class support next year.</p> <p>Actions for next academic year:</p> <ul style="list-style-type: none"> - Focus on challenge/risk taking especially for HAP - Disadvantaged HAPs highlighted and targeted - Pupils who made LTE progress this year to be targeted for intervention in Autumn term to fill gaps 	

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	<p>remote learning. This will involve work being set on Evidence Me, Live Zoom lessons and work packs catered to individual needs of the child. All pupils will be baselined when they return but there is potential for there to be a slight drop in attainment/progress due to not being in school. However, our remote learning offer for maths is strong and a recovery curriculum will be put in place to fill any gaps before moving on.</p>		
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