

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Crookhorn College
Pupils in school	883
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£232,100
Academic year or years covered by statement	20/21
Publish date	Sept 2020
Review date	Sept 2021
Statement authorised by	Sarah Bennett
Pupil premium lead	Natalie Hope
Governor lead	Margo Farmer

## Disadvantaged pupil performance overview for last academic year

Attainment 8	39.27
Percentage of Grade 4+ in English and maths	50%
Percentage of Grade 5+ in English and maths	24%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attainment 8	APS score of 39 - need to focus on performance in foundation subjects (38.9 was achieved CAG's)	Sept 21
Percentage of Grade 4+ in English and maths	47% specific focus on improving performance disadvantaged boys in English. 10% increase on performance of disadvantaged under CAG's	Sept 21
Percentage of Grade 5+ in English and maths	25%- specific focus on raising the aspirations and ambitions of middle and higher attaining disadvantaged students 6% increase on performance of disadvantaged under CAG's	Sept 21

## Teaching priorities for current academic year

Measure	Activity
Priority 1	Quality of blended learning- (activities and resources) through the use of the itslearning planner.
Priority 2	Quality check for understanding and formative assessment across all subjects (Particularly adapted assessment under COVID).
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Planning reflects what students have learnt, not what has been taught, therefore focus is on embedding key knowledge and increasing confidence within subjects/topics.</li> <li>2. Key knowledge is checked regularly, and students receive timely feedback on misconceptions allowing for re-teach.</li> </ol>
Projected spending	£17,000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Training and coaching of all teachers to improve the quality of planning to enable blended learning, check for understanding and feedback through use of itslearning and other class strategies.
Priority 2	Implementation of key strategies from The Writing Revolution (TWR), to promote an improvement in written literacy across all subjects.
Priority 3	Specific training and support in place for Teach First Mentor and 'catch up' numeracy teacher who will be working specifically on TWR and numeracy strategies with small groups.
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Improve consistency of quality first teaching across all teaching staff.</li> <li>2. Teachers able to confidently support students in structuring and writing technically accurate longer answers.</li> <li>3. Staff absence due to COVID restrictions.</li> <li>4. Student absence due to COVID restrictions- leading to blocks of remote learning time.</li> <li>5. Student confidence with regards to remote learning.</li> <li>6. Some students with limited access still to appropriate IT (all can access its learning via</li> </ol>

	their phone, but completing longer assignments on its learning is more challenging).
Projected spending	£41,563

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Professional reading- Closing the Vocabulary gap. The focus here is on improving the technical and academic language used by students in their writing. It is also to understand the etymology of language.</p> <p>The Writing Revolution. The focus here is on sentence structure, enabling students to write structured longer answers. Focus as well on the Single Paragraph Outline- to help students plan a response.</p>
Priority 2	<p>SEN friendly classrooms- The focus here is to ensure that all classrooms are used to maximum potential to support learning. Differentiation strategies for teachers and LSA's to adopt in the classroom to support students.</p>
Priority 3	<p>Facilitation of year group study clubs enabling all students to have access to appropriate IT and teaching support to study outside of College (Notwithstanding College closure or self-isolation periods).</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> <li>1. Students can access and decode accurately the language used in textbooks and on exam papers. It is also about really helping teachers understand that vocabulary can be a real barrier to learning</li> <li>2. The environment needs to make the learning more accessible to students with specific learning barriers.</li> <li>3. Students developing their confidence with independent study by utilising the study clubs after College</li> </ol>
Projected spending	£2000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Consistency and academic accessibility of the its learning blended learning plans across all subjects.</p> <p>Teacher confidence in use of its learning and conceptual and sequential planning with each class to enable progress</p>	<p>Focussed CPD on sequential curriculum planning for each year group and then for each individual class</p> <p>Focussed CPD for staff on effective use of Blended Learning and the itslearning planner- to facilitate independent learning</p>
Targeted support	<p>Introduction of:</p> <ol style="list-style-type: none"> <li>1. The use of simple subordinating conjunctions such as 'Because; but; so, to aid sentence expansion and explanation for students</li> <li>2. Focus on the Single paragraph outline to enhance planning of sentences in a longer answer. supported by TF literacy mentor</li> <li>3. Understanding of number manipulation and numeracy competence with students working with catch up numeracy teacher</li> </ol>	<p>Professional reading of Key chapters in The Writing Revolution + CTVG by TF mentor</p> <p>Numeracy training with DIENES equipment for Numeracy teacher</p> <p>Line management of these two key roles by second in Department for Maths and English (time to be facilitated by the College)</p>
Wider strategies	<p>GO WEST resilience programme-delivered through the daily PSHE sessions</p> <p>Growth of strategies to grow student confidence and independence in the classroom (live feedback through visualiser, mini whiteboards, CFU exit tickets)</p>	<p>AHOH to build a daily programme specific to each year group aimed at building resilience across the four key areas of Walking, eating sleeping and talking</p> <p>Specific coaching for teachers from SENCO to help develop effective strategies for decoding key vocabulary and for providing effective and powerful live feedback in the class</p>

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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Decrease the disadvantage gap in English	-1.26 (previous gap= -0.8)
Improve the performance of the disadvantaged in science	3.70 (previous attainment was 3.24)
Improve performance of disadvantaged in standard BASICS	Gap= -26.2% (previous gap -22%)